



Government of Malawi



KAMUZU UNIVERSITY
OF HEALTH SCIENCES

**KAMUZU UNIVERSITY OF HEALTH SCIENCES
(KUHeS)**

**FUNCTIONAL REVIEW
AND
JOB EVALUATION REPORT**

Prepared by:

Management Services Division (MSD)

of

The Department of Human Resource Management and Development (DHRMD)

OFFICE OF THE PRESIDENT AND CABINET (OPC)

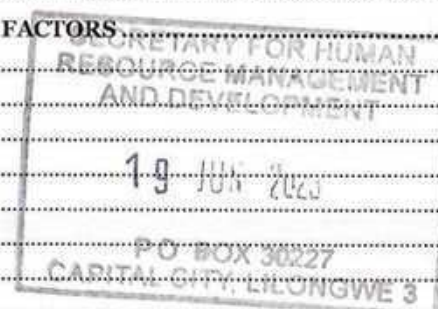
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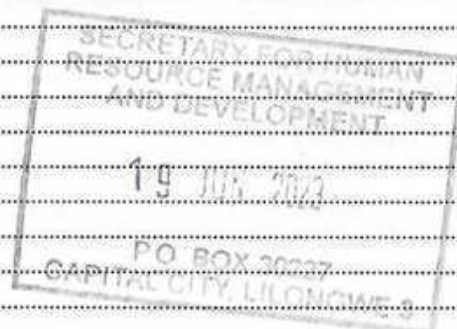


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ABBREVIATIONS AND ACRONYMS

ACB	Anti-Corruption Bureau
CMO	Change Management Office
CoM	College of Nursing
CTS	Clerical and Technical Support
DHRMD	Department of Human Resource Management and Development
DSC	Department of Statutory Corporations
DVC	Deputy Vice Chancellor
EDs	Executive Deans
GoM	Government of Malawi
HEIs	Higher Education Institutions
HERA	Higher Education Role Analysis
HoD	Head of Department
HRH	Human Resource for Health
ICT	Information and Communication Technology
IGUs	Income Generating Units
IIA	Institute for Internal Auditors
IPC	Internal Procurement Committee
JE	Job Evaluation
KCN	Kamuzu College of Nursing
KUHeS	Kamuzu University of Health Sciences
LUANAR	Lilongwe University of Natural Resources
MCM	Medical Council of Malawi
MDAs	Ministries, Departments, and Agencies
MGDS	Malawi Growth and Development Strategy
MIM	Malawi Institute of Management
MIS	Management Information System
MoE	Ministry of Education
MoEPD	Ministry of Economic Planning and Development
MoF	Ministry of Finance
MoH	Ministry of Health
MoJ	Ministry of Justice
MUBAS	Malawi University of Business and Applied Sciences
MUST	Malawi University of Science and Technology
MZUNI	Mzuzu University
NAO	National Audit Office
NCHE	National Council for Higher Education
NMCM	Nurses and Midwives Council of Malawi
ODEL	Open Distance and e-Learning
ODL	Open Distance Learning
OPC	Office of the President and Cabinet
OVP	Office of the Vice President



PFF	Public Private Partnership
PFMA	Public Finance Management Act
PFR	Point Factor Rating
PME	Planning, Monitoring and Evaluation
PMRA	Pharmacy and Medicines Regulatory Authority
PMS	Performance Management System
PPDA	Public Procurement and Assets Disposal Authority
PPDA	Public Procurement and Disposal of Assets Authority
PSMP	Public Service Management Policy
PSMP	Public Service Management Policy
QA	Quality Assurance
SBU	Strategic Business Units
SH	Secretary for Health
SHRMD	Secretary of Human Resource Management and Development
Tacos	Terms and Conditions of Service
TNA	Training Needs Assessment
ToRs	Terms of Reference
TWGs	Technical Working Groups
UNIMA	University of Malawi
VC	Vice Chancellor
WHO	World Health Organization

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The Team would also like to extend its acknowledgment to the staff of Kamuzu College and Nursing and College of Medicine for availing themselves during consultations, for the valuable information provided, and cooperation rendered during the entire project period and on key activities such as vetting of job descriptions and evaluations of jobs.

Special thanks are directed to the Change Management Officer who was the contact person for the pivotal role played in mobilizing staff and organizing various meetings with stakeholders during the consultative process and organizing logistical support in liaison with the Registrars of the two Colleges who were also very supportive, understanding and committed to the timely conclusion of the exercise.



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EXECUTIVE SUMMARY

In 2020, Kamuzu University of Health Sciences (KUHeS) started its journey as a University after being delinked from the University of Malawi. The journey represents both challenges and opportunities. The University must stand out of the shadows of the UNIMA from which it was either protected from harsh realities or overshadowed by the colossal nature of the UNIMA. Whichever the case it ought to make a statement to the world and its constituents.

One critical tool that would enable the University to belong to the elite club of universities is a fit for purpose organizational structure. In this regard, the KUHeS Taskforce sanctioned a functional review exercise aimed at exploring and designing an appropriate institutional arrangement for the new University to attain efficiency and effectiveness in the University.

This report presents the findings and recommendations emanating from the functional review exercise which was carried out by a Team of Consultants from the Department of Human Resource Management and Development (DHRMD). The review was conducted following a request from the KUHeS Taskforce.

The following Terms of Reference (ToRs) guided the exercise:

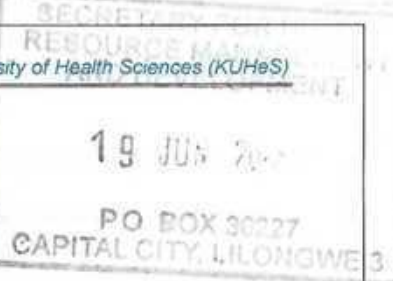
- a) To conduct functional analysis of the institution to streamline the functional roles, eliminating duplications and overlaps, and determining cost-effective and fit for purpose organization structure reflective of the current and envisaged roles.
- b) To conduct workload analysis in order to determine an optimum number of posts necessary and essential for current and envisaged level of service in the University within the framework of Government policies, legal/regulatory requirements, strategic objectives, and international practices.
- c) To conduct job analysis with a view to developing clear and concise job descriptions and person specifications for all recommended posts for the merged entity.
- d) To conduct job evaluation in order to come up with a rational unitary grading structure.
- e) To identify key operational issues upon which the optimum performance of the University will hinge
- f) To develop a plan of action for the implementation of the recommendations
- g) To compile and submit a report to the University and Government

Accordingly, the Consulting Team was expected to produce:

- a) A Functional Review and Job Evaluation Report detailing the findings and recommendations emanating from the functional review and Job Evaluation (JE) with the following specific outputs:
 - i) New functional organization structure clearly showing reporting lines.
 - ii) Optimal staffing complement
 - iii) A rational unitary grading structure.
 - iv) An outline of Key Operational Issues on which the success of the University hinges
 - v) Implementation plan
- b) Job Descriptions and Person Specifications Handbook

In carrying out the review, the Consulting Team pursued a consultative and interactive approach designed to optimize the participation of current employees and selected key stakeholders. This approach was preferred in order to promote acceptability and ownership of the outcome of the review; and enable the Consulting Team appreciate issues through a diagnostic approach to problems, root causes, and identification of alternative solutions that add value with active involvement of all organizational members and stakeholders.

In line with the ToRs, the review focused on developing an organizational structure and determining optimal staffing levels including job grades, roles and specifications as well as identifying key operational issues. As a point of departure, the Team analyzed the organizational structures and other documents which KUHeS Taskforce Team developed to answer the following key questions:



- a) What has been proposed?
- b) Why has it been proposed?
- c) How would the proposals benefit the University?
- d) Where should changes be made to improve on the provision/proposal?

Based on the analysis and input from stakeholders, the Team made several changes to the structure proposed by the Taskforce in order to address identified legal, regulatory, and operational issues and gaps. The key changes made to the structure include the following:

- a) Merged School of Allied Health Professions and Education and the School of Life Sciences into a single school called School of Life Sciences and Allied Health Professions. This was strongly proposed by stakeholders and, on its part, the Team found it appropriate to start in this manner to ease the financial burden on the University. The University will have a lot to do as it establishes itself, all of which will require financial resources. Having fewer schools will room for the University to channel some resources to other equally critical activities in these formative years.
- b) Re-designated the Graduate school into a Centre for Postgraduate Studies and Research in line with the definition of a 'School' and a 'Centre' provided by the KUHeS Taskforce.
 - i) Changed the School of Public Health to School of Global and Public Health in line with international practice
 - ii) Changed Dentistry to Oral Health Sciences in line with the scope of studies
- c) Detached procurement and asset disposal from Registry and added the Asset disposal component in line with the requirements of the PPDA Act and Government policy on the structural arrangement of procurement and assets disposal units in public institutions.
- d) Re-designated the Internal Audit function from a directorate to a department headed by a Chief Internal Auditor to comply with the provisions of KUHeS Act.
- e) Re-designated the Resource Mobilization function from a directorate to a Department headed by a Chief Resource Mobilization Officer in line with the Act.
- f) Re-designated Quality Assurance from a Directorate to a Department headed by a Chief Quality Assurance Officer.
- g) Detached ICT from Registry to become a department led by a Chief Information Officer reporting to the DVC to ensure that ICT issues are given adequate attention in pursuit of a robust ICT function that will support the aspirations of the University.
- h) Introduced a university centre called Teaching and Learning Department function configured as a Centre reporting to the VC. The Centre is established to address the ever-changing needs of Higher Education. The focus of the Centre will be to foster teaching and learning excellence to enable students and staff to derive the greatest possible benefit from the academic environment at KUHeS. The Centre will play a strategic role in all areas of teaching and learning in order to realize the University's vision and mission.
- i) The coordination of clinical skills training has been assigned to TLDC. It is believed that this arrangement will ensure better coordination, supervision and unbiased access to clinical skills laboratories and related facilities. However, the University should maintain all best practices in the current arrangement. Any new approaches earmarked for adoption should be thoroughly vetted by all concerned parties before they are implemented. The Team was surprised and concerned that some stakeholders including the current members of staff in clinical sciences departments were sidelined in the discussions to transfer the clinical skills training function to the proposed TLDC. This was a serious oversight and one liable to jeopardize the change process. It was obvious from the interaction with members of staff that they have concerns that ought to be discussed and addressed before the TLDC rolls out. The Team, therefore, **recommends** that all HoDs handling clinical skills teaching in the merging institutions and College of Medicine Education and Training Office (COMETO) should meet and strategize on the best approach to the provision of clinical skills teaching under TLDC.
- j) Introduced a Campus administration function as a division under the Registry Services Directorate to coordinate and oversee the efficient and effective provision of all registry services devolved to campus level.

- iii) Introduced a Research Ethics and Governance function to promote research integrity and good practice in the conduct of research
- k) Introduced Open Distance and e-learning (ODEL) function as a division under the Teaching and Learning Development Centre (TLDC). This is necessitated by the University's intentions to adopt open distance and e-Learning mode of delivering some of its programmes
- l) Foundation Studies have been made a standalone department recognizing its role of servicing all academic departments.
- m) Transferred Family medicine from Global and Public Health to School of Medicine and Oral Health
- iv) Transfer community health from School of Nursing to School of Public Health to Become a Department together with environmental health.
- v) Introduce a nutrition and dietetics function under the School of Global and Public Health
- vi) Transferred Pathology from School of Life Sciences to School of Medicine and Oral Health
- n) All administrative functions such as finance, student affairs, registry services, procurement, ICT, M&E, QA have been placed at campus and all school and organizational units within the campus will share the services except for secretarial and messengerial services which have been devolved up to school and academic department levels. The shared service approach is considered the most economical model and most multi-campus universities have employed the same arrangement with appropriate safeguards to mitigate challenges incipient in the system and ensure schools are serviced satisfactorily. Principally, having a robust PMS and progressive work procedures and policies has proved fruitful in yielding the best possible results from the arrangement.
- o) Introduced a consultancy and community engagement function in the Centre of Postgraduate Studies and Research in line with one of the aspirations in the SP. We also consider the function pertinent to ensure that there is focus on all four pillars of the university.

The changes have led to a new look structure comprising eleven functions reporting to the Vice Chancellor at different levels as summarized in the table below:

Main Function	Classification	Headship	Constituent Functions and Units		
			Constituent Functions	Classification	Headship
Academic Services	Office of the DVC	DVC	Medicine and Oral Health	School	Executive Dean
			Nursing	School	Executive Dean
			Maternal, Neonatal and Reproductive Health	School	Executive Dean
			Life Sciences and Allied Health Professions	School	Executive Dean
			Global and Public Health	School	Executive Dean
			Postgraduate Studies and Research	Centre	Director
			Library	Directorate	Librarian
			Teaching and Learning Development	Centre	Director
			Examinations	Division	Manager
			ICT	Department	CITO

Main Function	Classification	Headship	Constituent Functions and Units		
			Constituent Functions	Classification	Headship
Registry Services	Directorate	Registrar	Human Resource	Division	Assistant Registrar
			Legal services	Division	Assistant Registrar
			Administration	Department	Deputy Registrar
			Academic Support Services	Division	Assistant Registrar
Procurement and Asset Disposal	Division	Manager	Procurement and Asset disposal (Lilongwe Campus)	Unit	Officer
			Procurement and Asset disposal (Blantyre Campus)	Unit	Officer
Finance and Investments	Directorate	Director	Investments management	Section	Specialist
			Financial management	Department	DDFI
Student Affairs	Directorate	Director	International and General Student Affairs	Division	Manager
			Student Affairs (Lilongwe Campus)	Section	Senior Officer
			Student Affairs (Blantyre Campus)	Section	Senior Officer
Internal Audit	Department	CIA	-	-	-
Quality Assurance	Department	CQAO	Operations Quality Assurance	Section	Senior Officer
			Academic Quality Assurance	Section	Senior Officer
Planning, Monitoring, and Evaluation	Division	Manager	Planning and Strategy	Section	Specialist
			Monitoring and Evaluation	Section	Senior Officer
Marketing and Communication	Division	Manager	Communication	Unit	Officer
			Marketing	Unit	Officer
Resource Mobilization	Department	CRMO	Relationships management	Division	Manager
			Business Development	Division	Manager

The structure will be supported by an establishment of of **900 posts** with **541 (60.1%) posts** being academic and **359 (39.9%) posts** for administrative roles including technical support. The total recommended establishment for the various schools, directorates, centres, and divisions is as follows:

- a) School of Life Sciences and Allied Health Professions - **123 posts** (123 academic posts)
- b) School of Medicine and Oral Health - **176 posts** (147 academic posts)
- c) School of Nursing - **98 posts** (8 academic posts)
- d) School of Maternal, Neonatal and Reproduction Health - **70 posts** (6 posts)
- e) School of Global and Public Health - **108 posts** (102 posts)
- f) Directorate of Student Affairs - **15 posts**

g) Registry Services Directorate	- 113 posts
h) Library	- 62 posts (19 academic posts)
i) Directorate of Finance and Investments	- 18 posts
j) Resource Mobilization Department	- 7 posts
k) Procurement and Asset Disposal Division	- 7 posts
l) Quality Assurance Department	- 6 posts
m) Marketing and Communications Division	- 5 posts
n) ICT Department	- 21 posts
o) Center for Postgraduate Studies and Research	- 29 posts
p) Teaching and Learning Development Centre	- 13 posts (30 academic posts)
q) Examinations Division	- 2 posts
r) DVC Office	- 3 posts
s) VC Office	- 3 posts

The categorization of the posts is based on Section 2 of the KUHeS Act that defines academic staff as,

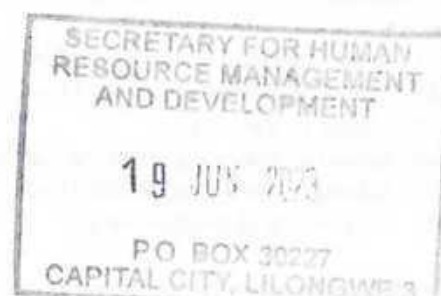
'persons for the time being holding appointments, whether on a full time or part-time basis, under contract with the Council, as professors, associate professors, senior lecturers, lecturers, assistant lecturers, staff associates, adjunct staff and includes all members of staff whose conditions of service contain an obligation to undertake research and senior professional staff of the library, or any other post declared by the Senate by category or title to be an academic post'. Administrative staff are defined as 'persons for the time being holding appointments, whether on a full-time or part-time basis, under contract with the Council, in the administration of the affairs of the University..

The roles and person specifications for each of these recommended posts are provided in the Job Descriptions Handbook.

At the time of the review, the two merging colleges had a total of **611 members of staff** of which **258 (42%)** were academic staff while **353 (58%)** were administrative, clerical, and technical support staff. The staff are on different employment contracts with some on two-year contracts and others on tenure (permanent and pensionable).

The report has also highlighted several areas that the University needs to attend to in the short-term, medium-term, and long-term. Remedial actions and strategies have been proposed for the University to consider. The areas include:

- a) Resource mobilization,
- b) Physical Infrastructure management and development
- c) Business repositioning,
- d) Governance and management;
- e) Incentives for Heads of Schools and Heads of Academic Departments
- f) Implementation of programmed activities
- g) Staff training and development,
- h) Performance Management System;
- i) Staff Integrity
- j) Communication and inter-professional collaboration
- k) Procurement and Asset Disposal
- l) Internal controls
- m) Stakeholder engagement and partnerships
- n) Documenting and enforcing policies and procedures
- o) Records Management
- p) ICT infrastructure
- q) Quality of Registry Services
- r) Human Resource Capacity



The recommendations made in this report have the potential to strengthen the University's capacity as it pursues its aspiration of becoming a reputable university globally. It is however very crucial that the University base the implementation of the recommendations on a shrewd implementation schedule to ensure a smooth and systematic transition from the current status to the recommended set-up. Obviously, the implementation process will not be simple and straight-forward but with effective communication and engagement with all stakeholders, the tensions could be eased allowing the implementation to progress smoothly.

Again, for the recommendations to be implemented satisfactorily, it will require support and commitment from the KUHeS Council, availability of financial and human resource resources; and a strong implementation and monitoring framework. The implementation process should be spearheaded by committees at policy and operational levels. Such an arrangement will guarantee proper planning, monitoring as well as coordination of the implementation of the report.

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CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1. INTRODUCTION

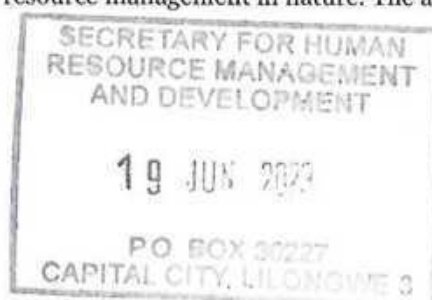
This report documents findings and recommendations of a Functional Review of the Kamuzu University of Health Sciences (KUHeS). The review was prompted by the need to develop a viable and versatile set-up for the University as well as Terms and Conditions of Service (Tacos). The review was carried out by a Team of Consultants from the Department of Human Resource Management and Development (DHRMD).

1.2. ORIGIN OF THE REVIEW

Following the de-linking of the constituent colleges of the University of Malawi (UNIMA), the Government of Malawi (GoM) directed that the College of Medicine (CoM) and Kamuzu College of Nursing (KCN) be merged to form Kamuzu University of Health Sciences (KUHeS). This decision was prompted by the need to eliminate the eminent duplications in the roles of the two institutions as they are both virtually responsible for training health care professionals.

The University was subsequently created through Act 20 of 2019 and a Taskforce was instituted to oversee and manage the preparatory activities towards the establishment of the University. Some of the activities to be carried out were more of organization development and human resource management in nature. The activities included:

- a) Functional Review
- b) Organizational Structures
- c) Development of Terms and Conditions of Service
- d) Establishment Review
- e) Job Evaluation and Grading
- f) Salary Structure
- g) Development of Human Resource policies



The Taskforce resolved to engage DHRMD, the specialist department mandated to manage organizational development and human resource management issues in the public service, to assist in implementing these activities. In this regard, the Taskforce, through the Principal of Kamuzu College of Nursing wrote the Secretary for Human Resource Management and Development (SHRMD) on 17th July 2019 requesting the Department to provide technical assistance on the activities.

After studying the activities, the Department resolved to categorize them into several components to be carried out sequentially as follows:

- a) **Functional Review and Job Evaluation** - to include determining the scope and arrangement of functions, development of organizational structures, review of Staff Establishment, and evaluation and grading of all jobs in the University. This component was assigned to two Organization Development Specialists namely Kennie Ntonga (Lead Consultant) and Saidi Chiphale (Consulting Partner) supervised by Cohen Choso (Director of Management Services).
- b) **Development of Terms and Conditions of Service** - to include the review of the Terms and Conditions of Service and the development of a Unitary Salary Structure. The Component was assigned to two specialists from the Department but coordination was done by the Department of Statutory Corporation (DSC).
- c) **Review of Administrative Work Systems and Procedures** – including activities such as mapping out the required policies in line with the organizational set-up and operational, regulatory, and legal requirements; and reviewing existing policies and developing new ones where there is none. The component will involve the Consulting Team assigned the Functional Review exercise and two other Human Resource Management specialists from DHRMD to provide technical guidance.

This report covers the Functional Review and Job Evaluation component of the assignment. The subsequent components (i.e. Terms and Conditions of Service including Salary Structure) will be presented in separate and standalone reports. The Functional Review commenced in September 2020

1.3. OBJECTIVE OF THE FUNCTIONAL REVIEW

As presented above, the overall objective of the assignment was: *'to conduct a functional analysis of the two concerned colleges to come up with one entity that takes on board the functions and expertise of both institutions and eliminate existing overlaps and duplications of functions, and eventually come up with competitive but cost-effective Conditions of Service and Salary Structure that would attract and retain competent staff.'*

The Functional Review component focused on exploring the most appropriate, fit for purpose and cost-effective functional organization set up, complemented with an optimal staffing complement and a rational unitary grading structure, that would ably assist the new University to fulfil Government's desire of increasing access to higher education, improving quality of higher education and improving governance and operational efficiency and effectiveness.

1.4. TERMS OF REFERENCE (TORS)

The Terms of Reference (ToRs) that guided the Consulting Team in the conduct of the Functional Review were:

- a) To conduct functional analysis of the Institution to streamline the functional roles, eliminating duplications and overlaps, and determining cost-effective and fit for purpose organization structure reflective of the current and envisaged roles.
- b) To conduct workload analysis in order to determine an optimum number of posts necessary and essential for current and envisaged level of service in the University within the framework of Government policies, legal/regulatory requirements, strategic objectives, and international practices.
- c) To conduct job analysis with a view to developing clear and concise job descriptions and person specifications for all recommended posts for the University.
- d) To conduct job evaluation in order to come up with a rational unitary grading structure.
- e) To identify key operational issues upon which the optimum performance of the University will hinge
- f) To develop a plan of action for the implementation of the recommendations
- g) To compile and submit a report to the University and Government

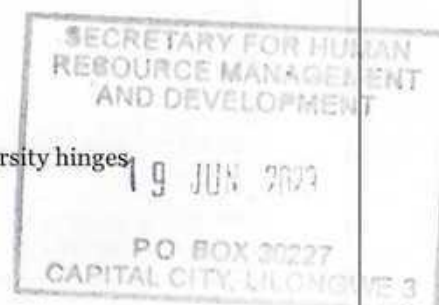
1.5. EXPECTED DELIVERABLES

The expected deliverables of the review are as follows:

- a) An Inception Report describing the Consulting Team's understanding of the assignment, approach to the assignment, and logistical support requirements for its effective execution.
- b) A Functional Review and Job Evaluation Report detailing the findings and recommendations emanating from the functional review and Job Evaluation (JE) exercise with the following specific outputs:
 - vi) A functional organization structure for the University.
 - vii) Optimal staffing complement
 - viii) A rational unitary grading structure.
 - ix) An outline of Key Operational Issues on which the success of the University hinges
 - x) Implementation plan
- c) Job Descriptions and Person Specifications Handbook

1.6. APPROACH AND METHODOLOGY

There are several approaches available in undertaking a functional review as a means of assessing appropriateness, relevance, effectiveness, and efficiency of organization functions in a drive to improve service delivery. Principally, approaches that are participatory and collaborative achieve better results. After a thorough



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analysis of the objectives, requirements, and nature of the assignment, coupled with experience gained from similar studies, the Consulting Team adopted the comprehensive, consultative, and participatory approach. The approach, essentially, involved interactions with stratified and randomly sampled KUHeS staff and key stakeholders to get rich information and insights into the operations and aspirations of the new University. It was also designed to optimize the participation level of KUHeS management, staff, and principal stakeholders; and to create ownership, and commitment to the recommended changes. The Team also took cognizance of the need to ensure that all the requirements set out in the Terms of Reference are met; the expected deliverables and outcomes are produced within the assignment's projected timeframe, and deliverables of high quality are produced within the budget and on schedule.

The approach targeted both the external and internal environment of the University considering that structures are not designed and executed in a vacuum and hence the need for a clear understanding of the policy, legal, regulatory and economic context, especially such factors as Government development strategy, the legislations and policies relating to the University's business area, scope and coverage of its services, and the linkage of these with internal policies proposed to guide the operations of the University.

Further, the approach combined both strategic and unit-level review processes. The strategic review process looked at KUHeS from a macro perspective to clarify or confirm the vision, mission, mandate and functions to be performed in pursuit of the mission; determine the adequacy and relevance of the functions to be performed and the functions to be contracted out or performed in-house, and appropriate arrangement for functions deemed necessary for the University. Conversely, at the unit level, the review focused on determining the functional roles and optimal staffing levels.

For a systematic and methodical conduct of the functional review, it was structured into six (6) phases. Each phase comprised several tasks and activities addressing specific requirements of the ToRs. The phases and associated activities and tasks are as presented in Table 1 below:

Table 1: Structure of the Function Review

PHASE	KEY ACTIVITIES	OUTPUTS
Data Collection	<ul style="list-style-type: none"> • Desk Review • Stakeholder consultations • Benchmarking exercise 	<ul style="list-style-type: none"> • Functional Review data • Key Issues and Recommendations
Job Analysis	<ul style="list-style-type: none"> • Compiling Job Descriptions • Vetting Job Descriptions with management 	• Job Descriptions Handbook
Job Evaluation (JE) and Job Grading	<ul style="list-style-type: none"> • Selection and training of Job Evaluation (JE) panelists • Selection of Job Evaluation (JE) System • Selecting benchmark jobs • Evaluating benchmark Jobs • Grading jobs 	<ul style="list-style-type: none"> • Training of Panelists • JE Method selected • Benchmark jobs selected • Rational Job Grading Structure
Data Analysis and Report Writing	<ul style="list-style-type: none"> • Analysis of Collected data • Draft Report Writing 	<ul style="list-style-type: none"> • Data Analysis • Draft Report
Functional Review and Job Evaluation Report Presentation, Discussion, and Submission	<ul style="list-style-type: none"> • Draft Report Presentation and Discussion • Finalizing Functional Review and Job Evaluation Report • Submission of the Final Functional Review and JE Report to KUHeS management for adoption and onward presentation to the Council 	<ul style="list-style-type: none"> • Draft Report Presentation • Final Functional Review and Job Evaluation Report
Review of Terms of Conditions of Services	<ul style="list-style-type: none"> • Review of Terms and Conditions of Service and Salary restructure 	<ul style="list-style-type: none"> • Terms of Conditions of Services • Salary Structure

In keeping with the approach and the nature of the assignment, the Consulting Team employed the following methods of data collection:

- a) Face-to-face interviews with sampled CoM and KCN staff and major stakeholders.
- b) Focus Group Discussions
- c) Workshop to impart knowledge and skills in Job Evaluation. The workshop was aimed at orienting key CoM and KCN staff to the concept and processes of Job Evaluation and grading. The orientation culminated in the participants evaluating essential jobs of KUHeS.
- d) A perusal of relevant documents such as the KUHeS Act, Strategic Plan, Government Task Force on UNIMA De-Linking Report, draft KUHeS policies, and other relevant reports.
- e) Internet surfing to supplement the documents and reports
- f) Comparative analysis of functional setups in neighbouring countries with similar institutional configurations. The Team obtained the information from websites, staff consultations, and other reports prepared by the TWGs.

1.7. LIMITATIONS

In an exercise of this nature, it is unusual to commence and conclude without experiencing some challenges. The significance and magnitude of the challenges have always varied from one assignment to another. However, for this particular exercise, negligible challenges were encountered and whenever they emerged, the contact person in liaison with registrars of the two Colleges was able to decisively act and surmount them. As such the review progressed smoothly without any lengthy breaks. All internal and external stakeholders earmarked for consultations were consulted except a few who could not avail themselves for face-to-face interviews as they were committed. In such cases, arrangements were made to obtain their input through telephone interviews as well as questionnaires.

Documents necessary for the review were provided, and most of them well in advance. This accorded the Team ample time to thoroughly review them and appreciate the desires of various faculties, departments, and units in terms of how they wish to be structured and staffed to perform their functions efficiently and effectively.

1.8. STRUCTURE OF THE REPORT

For purposes of clarity in presentation, this report is organized into chapters as follows:

Chapter One	Sets out the Introduction and Background to the exercise including Objective Terms of Reference, the Structure of the Report, and Approach and Methodology to the Review.
Chapter Two	Presents the Background and the Process of Establishing KUHeS
Chapter Three	Discusses the Mandate, Functions as well as Governance and Management Structure of the University
Chapter Four	Outlines Institutional Growth aspirations and strategies
Chapter Five	Provides an Analysis of the Strategic Direction of the University.
Chapter Six	Analyses the Taskforce's Institutional Arrangement and Staffing
Chapter Seven	Discusses the Recommended Institutional Arrangement and Staffing for Academic functions.
Chapter Eight	Discusses the Recommended Institutional Arrangement and Staffing for Administrative functions.
Chapter Nine	Discusses the Job Evaluation
Chapter Ten	Outlines the Implementation Strategy and Implications
Chapter Eleven	Is the Conclusion



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CHAPTER TWO: BACKGROUND AND ESTABLISHMENT OF KUHeS

2.1. INTRODUCTION

This chapter seeks to outline the events that led to the establishment of KUHeS and processes that preceded or were undertaken concurrently with the functional review in preparation for the commencement of the new University.

2.2. A HISTORICAL BRIEF

For a long time, Malawi had only one public university, the University of Malawi (UNIMA), which was established in 1965. UNIMA was initially based at the old Indian Secondary School premises at Chichiri in Blantyre. A provisional Council was formed which opted for a federal system of operating the University. UNIMA subsequently comprised three colleges as follows: Chancellor College at Chichiri in Blantyre, which offered liberal arts; the Polytechnic also at Chichiri in Blantyre, which offered apprenticeship courses; and Bunda College of Agriculture in Lilongwe, which joined UNIMA in 1967 and was initially awarding certificates. Bunda evolved from Colby College of Agriculture which was essentially offering agricultural extension courses.

Successively, two institutions, both of which were awarding Certificates, namely, the Institute of Law and Public Administration based at Mpemba in Blantyre and Soche Hill Teachers Training College based at Soche Hill in Blantyre, were merged with UNIMA at Chichiri Campus to form Chancellor College. The new UNIMA subsequently moved to a new campus in Zomba in 1973. Afterward, the National School of Nursing which was established in 1965 in Blantyre for training nurses and midwives and was awarding certificates, was incorporated as the fourth constituent college of the University of Malawi in 1979. The new college was named Kamuzu College of Nursing and started offering diploma programmes. Finally, the College of Medicine was established in Blantyre in 1991 and became the fifth constituent college of the University of Malawi.

Thus, from 1965 to 1995, the Federal Management of UNIMA was highly centralized and this led to the emergence of the University Office in Zomba whose major task was to coordinate and control the constituent colleges

2.3. EVENTS LEADING TO ESTABLISHMENT OF KUHeS

Following the advent of multiparty politics in 1994, the UNIMA Council noted that participatory decision-making would resonate well with the democratic dispensation. Consequently, the Malawi Institute of Management (MIM) was commissioned in 1996 to undertake a Reform Study of UNIMA, to determine how best the University could run. The MIM report recommended several options on how best the University could be run including decentralization or devolution of powers from the centre to the periphery, outsourcing, and numerous academic reforms, leaving the powers of strategic planning, policy formulation, monitoring, evaluation, and general oversight to the University Office. UNIMA Council adopted the recommendations of MIM's report in 1997 but resolved that implementation of some of the recommendations required re-evaluation based on a review of the UNIMA Act. The draft amendment of the Act which incorporated the MIM report recommendations was completed in 2004. However, efforts to pass the amendments stalled due to the action of the staff union which petitioned the withdrawal of the Bill for further review.

Over the years, the four (4) constituent colleges of UNIMA expanded considerably and started agitating for fully-fledged existence. This agitation was further strengthened by the change in the government funding model and the assumption of more managerial and operational functions by the individual colleges arising from the implementation of the MIM report. Furthermore, the successful de-linking of Bunda College from UNIMA to form Lilongwe University of Agriculture and Natural Resources (LUANAR), escalated the impetus for de-linking.

In 2017, UNIMA Council approved the Senate's recommendation to unbundle the University to allow the constituent colleges to become fully-fledged autonomous universities. Subsequently, three public universities were formed through separate pieces of legislation namely:

- a) The Malawi University of Business and Applied Sciences (MUBAS) by transforming the Malawi Polytechnic. It is established through the Malawi University of Business and Applied Sciences Act, 2019
- b) University of Malawi (UNIMA) encompassing Chancellor College, established by the University of Malawi Act, 2019
- c) Kamuzu University of Health Sciences (KUHeS) by merging College of Medicine and Kamuzu College of Nursing. Established by the Kamuzu University of Health Sciences (KUHeS) Act, 2019

Initially, both CoM and KCN desired and even commenced preparatory works to become standalone universities till Government, acting on the recommendation of the Taskforce on the Unbundling of UNIMA, directed that the two Colleges should form one University in line with international best practice in Human Resources for Health (HRH) and the best interest of the nation. The name of the University was also an area of intense debate, but eventually, the name Kamuzu University of Health Sciences was preferred over the name “Malawi University of Health Sciences.”

2.4. MANAGING THE ESTABLISHMENT OF KUHeS

Following the endorsement of the decision to merge KCN and CoM into one University, a Taskforce, was established to act as a steering tool at the management level to manage the merging of the two colleges into one entity. The membership of the Taskforce comprised management leaders in Administration and academics from the two merging colleges (specifically the Principals, Vice Principals, Registrars, and College Finance Officers) and a Change Management Office (CMO). The CMO is an office established to spearhead the continuous concentration on consulting the KUHeS Taskforce and all members of the Executive Management Teams of CoM and KCN in setting up and driving the transition process towards KUHeS by:

- providing technical assistance in defining the change management agenda for KUHeS
- bringing in innovative working practices and tools, based on external experience and perspective
- building institutional capacity for strategic thinking and business development activity.

The Taskforce constituted three Technical Working Groups (TWGs) to work on various aspects of the merging process. These three TWGs were Academic, Finance, and Registry. The 3 sub-committees were tasked to come up with proposals that would inform the direction of the KUHeS preparations. The committees were tasked with specific activities and were asked to consult as widely as possible and benchmark other international reputable universities. The activities were grouped into thirteen themes. Each theme has a set of detailed activities taken or to be taken within specified timelines. The timeline covered 3 years in line with the recommendation of the UNIMA Unbundling Taskforce that the transitioning of colleges to fully-fledged universities should be done strictly within three years from the date the enabling bills are enacted into law. The thirteen themes are as follows: strategy; Governance; Organization Structure; Academics; Library; Student Affairs; Human Resource Management; Finance and Investments; Resource Mobilization; Marketing; Infrastructure; Systems and Risk.

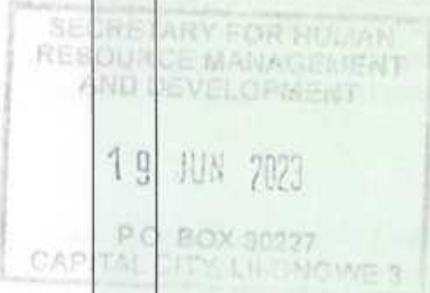
The TWGs assigned the activities to key responsible officers while they supervised to ensure their effective implementation. As of August 2020, there was recognizable progress on many of the preparatory activities and the Taskforce was only awaiting instructions or decisions, viewed to be out of their control such as the appointment of a Chancellor, VC and DVC, KUHeS Council, and the exact date of the commencement.

2.5. STAKEHOLDER EXPECTATIONS

Stakeholders of the new university have diverse expectations. Key stakeholders, in this case, include sectoral ministries, members of staff of the merging colleges, affiliates, and regulatory institutions. The expectations have been summarized in **Table 2** below.

Table 2: Comparative Expectations of Key Stakeholders

	Category of Stakeholders	Expectations
1	Employees of the Merging Colleges	<ul style="list-style-type: none"> • Best health sciences university in the region • Improved collaboration and teamwork in research and teaching • The improved professional relationship between nurses and doctors

	Category of Stakeholders	Expectations
		<ul style="list-style-type: none"> • Highly competitive Conditions of Services and remuneration packages • High level of autonomy to enable implementation of own programmes • Fast decision-making • Adequate human resource • More training and capacity building opportunities • Improved welfare of students and staff • Improved management of industrial disputes • Constant interface between staff and management • Support to staff union • Improved financial performance • Increased enrolment • More staff training and development opportunities
2	Regulatory Bodies	<ul style="list-style-type: none"> • Streamlined operations • More autonomous entity • Clear legal framework • Strict compliance to regulatory frameworks and quality standards • A robust public institution to train health care practitioners and generate health-related knowledge to inform evidence-based policy decisions • Quality training of Health care professions • More and highly marketable programmes • High-quality graduates •
3	Sectoral Ministries	<ul style="list-style-type: none"> • Enhanced quality of training of health professionals • Increased programme offerings to respond to national development agenda • Improved financial performance • Enhanced collaboration • Production of graduates with an entrepreneurial mindset • Increased student enrolment • High productivity at all levels • A globally recognized university
4	Affiliates	<ul style="list-style-type: none"> • Strong and stable leadership with qualified and experienced staff • Vibrant and independent University • Enhanced and quality research output • The continued cordial working relationship • Improved procurement and supply of working supplies • Improved international visibility and reputation

It is clear from the table above that the key stakeholders are expecting an effective and efficient University that is adequately staffed, independent and focused in its operations and decision-making; transparent and accountable with emphasis on quality and cost-effective service delivery. Management and staff of KUHeS should be aware that stakeholders expect nothing less than a reputable university training and producing quality health care professionals for a healthy and productive nation. This is certainly a mammoth task but one that ought to be pursued and realized at all cost.

The Team has deliberately highlighted these views to augment the recommendations made in the various chapters of the report. It is also imperative that these issues be put into the limelight since they have a huge bearing on the future success of the University.

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CHAPTER THREE: KUHeS GOVERNANCE, MANAGEMENT AND OPERATIONS

3.1. INTRODUCTION

This chapter discusses the governance, management, and operational framework of the University, including its operating locations and resources.

3.2. COMPOSITION, MANDATE, AND OBJECTIVES OF THE UNIVERSITY

3.2.1. Composition

According to the KUHeS Act, the new University will consist of the following members:

- a) the Chancellor;
- b) the Vice-Chancellor;
- c) the Deputy Vice-Chancellor;
- d) the Registrar;
- e) the Director of Finance and Investments;
- f) the Librarian;
- g) members of the Council;
- h) members of the Senate;
- i) all graduates of the University;
- j) all holders of Honorary Degrees from the University;
- k) all Executive Deans;
- l) all Heads of Academic Department;
- m) all Directors of Centre and Institute;
- n) all members of staff of the University;
- o) all persons for the time being registered as students of the University;
- p) any other person which the Council may declare to be a member of the University.



The Team observed that Section 3 of the Act carries the name Malawi University of Health Sciences even though this section establishes the Kamuzu University of Health Sciences. The Team is inclined to believe that this is a mere typo and does not affect as much the substance of the Act. Nevertheless, being a legal document, it might be necessary to amend the section so that it only depicts the approved name.

Additionally, the Consulting Team noted that the Director of Student Affairs is not on the list of members of the University as is the case with the other portfolios stipulated in the Act. No stakeholder consulted during the review was aware of any justification for the omission. Clearly, this was an accidental omission. Nevertheless, it is worth bringing this out for an appropriate attention when an opportunity arises to amend the Act.

Furthermore, it is evident from the Act, that the title 'director' is reserved for heads of University Centres, Institutes, Finance and Investments, and Student Affairs functions. The Team understands that the Ministry of Justice (MoJ) had explained this fact to staff when the preparatory activities for the new University commenced. Surprisingly, the draft University statutes proposed the establishment of directorship for Internal Audit. Similarly, several departments proposed to have directors, clearly showing that they are inattentive to the legal requirements. Nonetheless, when the Team reminded the members of the legal restrictions to the structure, most were more willing and did reconsider their proposals so that they are within the law. Going forward, the Consulting Team **recommends** that communication of such important matters should be properly documented for future referencing by internal and external parties. Even in cases where resource persons have been engaged, the information provided needs to be documented and made available to all members of staff concerned. This requirement should be addressed in the Communication Policy/Strategy as well as the Records Management Policy. However, the Team noted that the University has already developed a Communication Policy which under Section 9.2(c) recognizes and directs that "...Given the importance of meetings for sharing of and passing on information, the university will regulate meetings to ensure that the agenda, lists of participants, timing, and minutes or records are available, as it is appropriate to good communication

practice and the University Guidelines for Meetings." This is the best approach and the Team **recommends** that the University should jealously enforce this requirement.

3.2.2. Mandate and Objectives

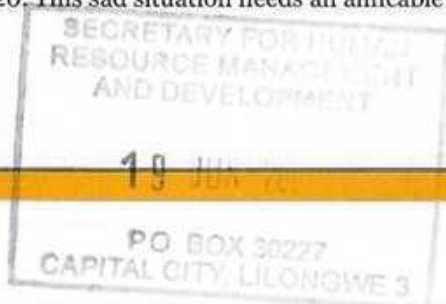
The Act, in Section 5(1) mandates KUHeS to "*competitively impart knowledge and produce transferrable skills by engaging in teaching and learning, research, consultancy, and application of knowledge, skills and aptitudes to meet the professional needs of society at national, regional, and global levels*". Its specific objects, as outlined in Section 5(2), are to:

- a) generate knowledge and evidence which will influence policy for advancement and development of better health care and related programmes at all levels;
- b) develop qualified and skilled human resources for health and related disciplines committed to addressing national health challenges whilst contributing to the global health agenda;
- c) establish conducive teaching and learning environment for health-related disciplines wherein staff and students feel secure to work independently and collaboratively;
- d) provide opportunity of acquiring higher education to all persons without discrimination;
- e) contribute towards national development through research-based community outreach and engagement activities;
- f) to promote and nurture a culture of entrepreneurship, invention, and innovation in health service delivery;
- g) to develop partnerships with industries and other stakeholders for the generation, transfer, adoption, and application of health-related technologies; and
- h) foster capacity for independent critical thinking and informed intellectual discourse among students;

Clearly, the Act envisions KUHeS as a comprehensive health and allied sciences university with an academic model and programme qualification mix that takes cognizant of the local, national, and international health care and training contexts. Information gathered during the review shows that the University is geared to fulfill the mandate and objectives. In its strategy document, it has explicitly expressed its desire to train more and better health professionals that are globally competent but locally relevant; and be a key partner in offering service and generating evidence that informs policies and practices of government and other non-state actors. It is determined to consider quality education and innovation through research as key to the health welfare of Malawi, the region, and beyond. Its operations will be informed by a comprehensive approach to human health.

The Team, like many other stakeholders, is optimistic that KUHeS can satisfactorily deliver on the mandate though it appears to be a daunting one. This belief stems from the fact that the University has capable, committed, and well-qualified staff as well as the infrastructure to support its academic pursuits. It will only require nurturing progressive and visionary leadership that can inspire the entire workforce to work in unison towards the corporate goal, and ample support from all stakeholders including Government and development partners to remain a leader in health education, research, innovation, and policy, among others. Government should particularly make sure that the institution is not subjected to undue interferences from stakeholders, which would jeopardize the seemingly bright future of the University. Luckily, instruments are already in place to safeguard the institution and most important, Government is more than ever committed to let its agencies operate freely and professionally in order to offer the best service to the nation.

From the interaction with both internal and external stakeholders, it was clear that they are not only expecting KUHeS to become a leading university but they are also poised to actively participate in the quest as they concede that the country stands to gain tremendously if the University were to fulfil its objectives. References were made to lack of experts in various medical and nursing specialties due to lack of capable universities locally to train such professionals. This is proved by the 2010 World Health Organization (WHO) study which showed that, at that time, Malawi had only 177 specialists and the doctor-to-patient ratio remained alarmingly high at 1:33300. Comparatively, Kenya had 1654 registered specialists and the doctor-to-patient ratio was markedly lower at 1:5190; and South Africa had over 9600 registered specialists and boasted a doctor-to-patient ratio of 1:1320. This sad situation needs an amicable solution, and KUHeS is the possible game-changer.



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3.3. GOVERNANCE, MANAGEMENT AND OPERATIONAL FRAMEWORKS

The governance, management, and operational structures of the University are dictated by the Act and other regulatory, operational, and legal obligations of the University. At the time of this functional review, the Taskforce had made remarkable progress in developing relevant governance, management and operational instruments including the Strategic Plan, University Statutes and various operational policies and strategies. It also managed to partner with the Glasgow University, GIZ and the Scottish Government to provide support to the University on matters of governance as it transitions into a fully-fledged autonomous University.

3.3.1. Governance Structure

As defined by the University of Scranton, **governance** is a process of consultation, communication and decision-making that produces institutional policies. These policies are the general guidelines that inform decision-making and the development of procedures throughout the University.

Good governance is especially important in HEIs because they are, in several ways, much more complex organizations than other business organizations, and governance in these institutions must provide a framework for a truly variegated group of stakeholders. Good governance enables a university to manage relations among these stakeholders and to ensure that sustainability is achieved. A paper presented at the Association of University Administrators (AUA) 2019 Autumn Conference, notes that sustainability of any University “... starts and finishes with governance. A university cannot flourish without adherence to its principles. Good governance informs and facilitates decision-making which, in turn, enables a university to grow and prosper. Coupled with accountability and transparency, governance (as an overarching framework) allows a university to be sustainable in the long-term.”

KUHeS' governance structure and system is clearly defined in the KUHeS Act. The structure is at two levels – University level and School level. At the University level, KUHeS will have a Council whose role will be to control and direct the business of the University to ensure that management acts in the best interest of the stakeholders; and a Senate which will be the supreme body that regulates the academic functions of the university. The setting, composition, functions, and other details of the Council and the Senate are legally provided for in Part III and IV of the KUHeS Act. The University has developed statutes to elaborate on the Council's and Senate's sections of the Act.

KUHeS governance blueprint will place on Council the responsibilities of policy development and oversight while the daily operational and administrative duties will be assigned to the corporate executives who form the second level of the University's governance structure. Thus, KUHeS will take a hybrid of intellectual, managerial, and consumerist paradigms.

At school level, there will be a School Board that will be responsible for planning, management, and review of programmes and activities of the school including relations with the University, community, industry, and the general public. The School Board may, from time to time, establish advisory committees to assist the Board in the development of relevant programmes. Part VI of the Act details the composition of the School.

Overall, the governance structure of the University is in line with the current practice in local public universities, particularly those that have been established recently. A quick survey on governance practices in universities in the region also reveals similar trends. It is also encouraging to note that the composition of the KUHeS Council will be more gender representative as some slots are reserved for female members though it is below the threshold set in the Gender Equality Act of 2017. It is important to reiterate the need to comply with the Gender Equality Act in the appointment of the Council members.

The Team is also concerned that the Secretary for Health (SH) is not included as an *ex-officio* member though the University will undoubtedly interact with the Ministry of Health (MoH) even more often than it will do with the education policyholder, Ministry of Education (MoE). It is therefore recommended that the SH be a member of the University's Council. The University should explore possible avenues to allow the SH, or his/her representative, be included in the University's Council. We make this recommendation fully aware that the role of the University will be to educate and train not to provide health services which is the role of MoH. The MoH basically needs to inform the University of any knowledge gaps in the graduates from the University and other

policy issues that have a directly or indirect bearing on its training programmes. We believe this role would be enhanced if the Ministry is incorporated in the University's governance framework.

3.3.2. Management and Operational Set-Up

KUHeS will operate as a multi-campus university with a central office (secretariat) and campuses in selected locations throughout the country but initially it will maintain its footprint in Blantyre, Lilongwe and Mangochi. The University will also have an Executive Management Team (EMT). The composition and roles of these management and operational structures are presented below.

3.3.2.1. Secretariat (Central Office)

The University will be serviced by a Secretariat (Central Office). The office will support the schools, which are the strategic core competence of KUHeS, and other University Centres. It will be responsible for strategic and policy planning, leadership, guidance, monitoring, and evaluation; as well as general oversight to the schools and Centres including setting guidelines, regulations, and policies aimed at strengthening operational efficiency and effectiveness of the University. It will also coordinate corporate-wide administrative functions such as finance, administration, human resource, student affairs, Information and Communication Technology (ICT), among others.

The location of the Secretariat is yet to be determined but the UNIMA Unbundling report recommended that the University's Secretariat should be based in Blantyre owing to the fact that most of the infrastructure for the two colleges is in the city; and that Blantyre has the biggest referral hospital in the country. During the review, stakeholders expressed different views on the matter with some opting for Lilongwe being central and the seat of Government, and others supporting the idea to have the Secretariat in Blantyre primarily basing on the same view that most of the infrastructure for the University is based in the city. Since the conversation on the topic is on-going, the Team would simply advise and recommend that the University should carefully weigh the merits and demerits of each of the scenarios presented above and make a decision that will primarily consider efficient and effective operations of the University. In our view, Blantyre appears to be the most ideal location to be the hub of operations of the University looking at the infrastructure as well as history and tradition.

Regardless of the location of the University's secretariat, it is important that the University's central office should have a dedicated purpose-built building but situated within the same premises as its main campus in order to avert the danger of having a disconnect between the Corporate Office, Schools, and other organizational units.

3.3.2.2. Executive Management

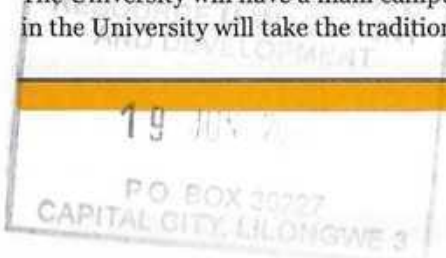
At executive level, the University will be headed by a Vice Chancellor (VC) hired by the Council for five (5) years subject to contract renewal. The VC will be responsible for setting the strategic direction and overseeing the day-to-day operations including resourcing of the University. He/she will be assisted by the Executive Deans and several corporate executives including the Deputy Vice Chancellor (DVC), Registrar, Director of Finance and Investment, and Director of Students Affairs. The corporate executives will largely work with line managers in various functionalities.

The line managers will be specialists in their respective functional areas. They will be expected to initiate, organize, and execute activities. KUHeS should make sure that it empowers the line managers to enable the top two-levels to focus on oversight, strategic direction, policy formulation, leadership, resource mobilization, and public relations issues of the University.

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3.3.2.3. Campuses

The University will have a main campus in Blantyre and other campuses in Lilongwe and Mangochi. A campus in the University will take the traditional form of land on which a university and related institutional buildings



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are situated. At each of the University's campuses, there will be schools and other supporting organizational units.

At the time of this review, the Taskforce had not yet concluded a number of issues in terms of management and operations of campuses in the University. Among the key questions which were still unanswered include:

- a) At which campus will the proposed schools be hosted?
- b) How many schools will each campus be allowed to host?
- c) Will a campus host a specific school or a mix of Academic Departments from different schools?
- d) How will the various functions and activities at the campuses be managed and coordinated to ensure cohesion and quality support to the schools?

The University should widely explore its options and adopt approaches that best fit the nature of its programmes, services and operations. During the review, members of staff provided their own perspectives on the matters above which to a larger extent were mere prepositions based on their knowledge and experiences as well as their aspired modus operandi. Interestingly, most of the proposals appear to be obtaining in other universities in the region. Among the common proposals were the following:

- a) Each campus should have a mix of departments covering the key disciplines in the University, i.e. medicine, nursing, maternal and neonatal and allied health sciences. No campus should exclusively belong to one discipline.
- b) Each campus should have a Campus Management Committee (CMC) to oversee the affairs of campus and ensure that they are running smoothly and in accordance with prescribed rules, regulations and standards of university. The Committee should be headed by an ED or the most senior head of an academic unit at the campus. The Committee membership should consist of the of all heads of functional units operating at the Campus.
- c) All registry services devolved to the campus should be consolidated under one overall supervisor. The other smaller functional units at the campus should administratively report to the coordinator but functionally report to their respective heads at the central office.
- d) The University should develop an operational procedures manual and related operational policies and systems to guide campuses in their operations, communication and linkages with stakeholders.

The Team finds merit in these proposals and strongly believes that they would assist immensely in sustaining cohesion within and among campuses; enhancing coordination of activities; and fostering provision of quality services at the campuses. It is therefore recommended that the University should consider adopting all the outlined measures above.

3.3.2.4. Schools, Centres and Institutes

According to the KUHeS Act, the University will have schools, centres, and institutes with different objectives and focus as follows:

- a) **Schools** - will be a complete unit within a university that shall offer a minimum of a bachelor's degree. Schools shall contain multiple departments, institutes, centres, and units that offer related disciplines. The procedure for establishment or discontinuance, governance, reporting, reviews, and functions of a school are provided in Part VI of the KUHeS Act.
- b) **Centres** - A Centre will be a group of academic and other dedicated staff from one or more departments with a primary commitment to undertake research services or programming greater than or different from one that the individual members would undertake in the absence of the centre. Centres will either be virtual or based in a defined physical space. The functions of the centres will be to strengthen disciplinary programs by providing interdisciplinary course work, offering service-learning opportunities, facilitating certificate programs, enabling high levels of research productivity, and providing external visibility for the university. Centers may be university initiated in which case they may receive some university subvention funding or staff/faculty-initiated in which case they shall be self-sustaining.

- c) **Institutes** - Institutes will be a semi-autonomous, middle-level learning entity within the university with a clearly defined role focused on broad teaching or research area. It will be associated with a physical and organizational infrastructure for conducting research, learning, and outreach. The functions of an institute are to strengthen discipline-based programs by providing interdisciplinary course work, offering service-learning opportunities, facilitating certificate and diploma programs, enabling high levels of research productivity, and providing external visibility for the university. Academic Institutes can offer diplomas and certificates (postgraduate diplomas and university certificates can only be offered in schools and departments). It may be composed of one or more centers and will usually involve academic faculty and staff from multiple units who depend on a set of common facilities for their work. Academic staff based at institutes will usually be co-located within their discipline-specific departments and will also have teaching responsibilities but will be under the management of the institute's director. Institutes shall generate their own funding.

The Team noted that KUHeS is not the only university to adopt this model. All the new universities formed following the de-linking of UNIMA have implemented the same model. Again, earlier universities such as Mzuzu University (MZUNI) and Malawi University of Science and Technology (MUST) have some elements of the organizational model. In the SADC region, several universities also use the same hybrid model amalgamating corporate and traditional collegial University models.

Nevertheless, the Team observed that the Act has referred to Centres and Institutes and has prescribed the headship of these units in the University. However, it has not provided details on their governance and management as it has done with schools and other offices stipulated in the Act. Faced with this gap, it is important for the University to base the governance and management of the Centres on successful models in higher learning institutions. Our research has showed that research and education Centres, units and institutes in other Universities are generally defined in the same way KUHeS Management has done. What remains is to clarify further on the parameters of these organizational units and their graduation criteria, there is need for a clear policy on the matter.

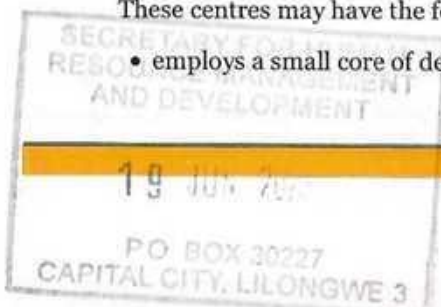
Research has also shown that a research and education centre should have a formal management and reporting structure and several staff (critical mass). "Centre" status does not imply permanency of structure in the same way that department or school status does. Centres provide a flexible structure that facilitates an appropriate level of interactions with a range of stakeholders.

These centres in universities commonly fall into three categories as follows:

- a) *Department research centre/unit*: This is a centre that undertakes research activities that are:
- greater than or different from the activity that would be undertaken by the individual members in the absence of the unit; and
 - of a nature and scale that will make a relatively small contribution to the achievement of the University's strategic goals
- The departmental research centres/units report to the head of the department within which they fall and are self-financed. They operate outside the University organizational structure; hence they do not feature on the organogram of the University.
- b) *School/Faculty centre*: This is a centre that undertakes research or teaching-related activities that are:
- greater than or different from the activity that would be undertaken by the individual members in the absence of the centre; and
 - of a nature and scale that will substantially contribute to the achievement of the University's strategic goals, for example contribution to the University's reputation, research profile, or revenue of a sufficient scale; and
 - multi-disciplinary;

These centres may have the following characteristics:

- employs a small core of dedicated support staff, including a part-time or full-time director;



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- receives support from the relevant schools/faculties and the University, where appropriate, given the nature of the research undertaken.

These centres report to the head of the school/faculty within which they fall and operate outside the University organizational structure; hence they do not feature on the organogram of the University. In exceptional cases, other reporting arrangements may be appropriate, e.g., reporting to a Vice-Chancellor or the Vice-Chancellor's nominee.

- c) **University Centre:** This is a centre that undertakes research or teaching-related activities that are:
- greater than or different from the activity that would be undertaken by the individual members in the absence of the centre; and
 - of a nature and scale that will substantially contribute to the achievement of the University's strategic goals, e.g. contribution to the University's reputation, research profile, or revenue of a sufficient scale; and
 - multi-disciplinary;

These centres have the following characteristics:

- Scope and scale of activity is like that of a department/school;
- International recognition (e.g., attraction of researchers, students, and visitors from overseas);
- Extensive links with external research, business, and government groups;
- Revenue from a variety of sources;
- A fully committed director and relevant administrative support;
- Support from the relevant faculties and University where appropriate, given the nature of the research undertaken

These centres report to a nominated office in the University. The University centres that are fully funded by the University subvention appear on its organizational structure while those that are self-financed are not included since they operate outside the University budget.

The policy and statutes recommended above should clarify the governance and management structure of the various research and education centres and units in the University besides the fully funded ones which appear on the organizational structure and have a defined set-up.

Further to the foregoing observations, it should be mentioned that some stakeholders were worried that the model sanctioned for the University is very similar to that of UNIMA and the new University is likely to face the same challenges that rocked UNIMA. This fear is contrary to the general perception and studies done regarding the model. Literature shows that the model is touted for enabling HEIs to benefit from the strength of both corporate and traditional collegial University models and fits most scenarios in modern time. The model puts the academy at the core of University activity. The Schools will operate as semi-autonomous Strategic Business Units (SBUs) empowered to make academic decisions and these decisions are devolved to the lowest possible leadership level within the school structure. This is a significant departure from the UNIMA set-up and an attempt to remove inefficiencies in the old system. To support the drive, the Consulting Team has structured administrative services to provide quality support to the academy at school level, thereby relieving academics of the burden of handling administrative operations.

3.3.3. Reporting Structure

Being an education institution, KUHeS will fall under the Ministry of Education which will provide technical and policy guidance and direction, while the National Council of Higher Education (NCHE) will provide regulatory oversight. For technical and policy guidance on health-related matters, the University will liaise with the Ministry of Health and related regulatory agencies such as the Medical Council of Malawi (MCM), the Pharmacy and Medicines Regulatory Authority (PMRA), and the Nurses and Midwives Council of Malawi (NMCM). The University will also link up with several other Government Ministries, Departments, and Agencies (MDAs) for technical assistance, advice, and guidance on specific matters. These MDAs include:

- Office of the President and Cabinet for guidance on general administrative matters

- Public Procurement and Disposal of Assets Authority (PPDA) – on procurement and asset disposal matters
- The Anti-Corruption Bureau (ACB) – on issues to do with anti-corruption
- Department of Statutory Corporation (DSC) – for guidance on general administrative matters
- Ministry of Finance and (MoF) – on financial and economic planning related matters
- Department of Human Resource Management and Development (DHRMD) – for advice and assistance on matters relating to staffing, strategic planning, training, remuneration, and Conditions of Services
- The National Audit Office (NAO) – on audit matters
- Ministry of Economic Planning and Public Sector Reforms – on implementation of reforms in the institution and economic planning matters.

There has always been confusion in the reporting structure among institutions of higher learning within the health sector. In most cases, the institutions have been reporting to the Ministry of Health, being the custodian of the health profession. Need therefore arises for the Consulting Team to address the apparent confusion so that members of staff also pay adequate attention to education standards and policies. It should be made clear that Ministry of Education is the policyholder for all educational matters in the country and being a higher education institution (HEI), KUHeS must report to the Ministry. It should only liaise with the Ministry of Health on health-related matters, the same way it does with the Ministries, Departments and Agencies on specific matters.

3.3.4. Strategic Partnerships

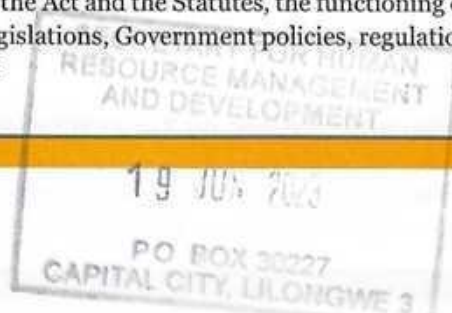
Apart from the stakeholders above, the University has partnerships with other institutions and bodies both locally and internationally in different fields of its niche. These include universities and research institutions. Both the merging institutions have research affiliates and centres.

3.3.5. Legal and Regulatory Framework

KUHeS is established by the KUHeS Act, and, in addition, it has developed its Statutes to give effect to the various provisions of the KUHeS Act in respect of matters not expressly prescribed in the Act. A total of 124 pieces of statutes have been developed which are in the following categories:

- Governance:** These are statutes that provide details on governance structures, systems, and key officers of the University. Some statutes developed under this category are Council of KUHeS, compositions and meetings of Council, The Common Seal of the University, and officers of the University namely, The Vice Chancellor, Deputy Vice Chancellor, University Registrar, Director of Students Affairs, Director of Finance and Investment and University Librarian.
- The Academy:** These are a group of statutes that provides details of officers, committees, structure, and processes about the core mandate of KUHeS. Statutes under this broad category include Senate and other academic committees and their composition, Schools, Centres and Institutes, Executive Deans, Academic departments, Students Admission, Academic Awards, Academic dressing, Congregation, and Academic freedom.
- KUHeS Stakeholders:** These are a group of statutes that regulates and provides details of some key university stakeholders namely, Students, Staff, and Alumni. Key statutes developed are Students Representative Council, its powers and functions and the election of its office bearers; Alumni Association, and employees' issues that include contract of employment.
- Statutes on General Principles:** This group of statutes provides guidance on cross-cutting, ethical and communication issues in the operation of University business. Some statutes developed are: Confidentiality, Equality, Scholarship and Grants, Declaration of conflict of interest, Serving of Documents and Notices and Official Communication and Financial statutes that include Audits

Besides the Act and the Statutes, the functioning of the University will also be informed and regulated by several other legislations, Government policies, regulations, and other regional and international obligations. Key ones include:



- a) The Malawi Constitution
- b) The Public Finance Management Act (Cap. 37:02) of 2003
- c) The Public Procurement and Disposal of Assets Act of 2017
- d) The Public Audit Act (Cap. 37:01) of 2003
- e) The Corrupt Practices Act, 1996
- f) Taxation Act 2018 (as amended)
- g) Employment Act No. 27 of 2010 (as amended)
- h) Malawi Growth and Development Strategy III
- i) The Sustainable Development Goals
- j) The Education Act
- k) Labour Relations Act
- l) Access to Information Act
- m) Public Service Act



The University should strive to operate within its legal and regulatory framework to avoid legal suits and related sanctions. The Team has created a Legal Division in the Registry Services Directorate to oversee and manage the provision of all legal services to the institution to ensure maximum protection of its legal rights and to maintain its operations within the limits prescribed by law. It will provide strategic guidance, consultation, and support to senior University administrators and other members of upper management on a comprehensive range of legal and associated issues involved in carrying out the mission of the institution.

3.4. RESOURCES, COMPETENCIES AND STRATEGIC CAPABILITIES

Unless KUHeS embraces the strategic capability that can propel it to the required performance level, it is bound to struggle. The University's strategic capability will rely much on three factors: resource availability, competence to execute programmes and activities, and the balance of resources, activities, and business units

3.4.1. Physical Resources

KUHeS possesses a wide range of physical resources (equipment and movable and fixed assets) that support its academic and administrative operations. Almost 99% of its assets are at its campuses in Blantyre and Lilongwe. Very few assets and infrastructure are at its Mangochi satellite campus. As discussed elsewhere in this report, the infrastructure is mostly not adequate and conducive to support quality teaching and learning. Most of the infrastructure has deteriorated due to over-use and lack of proper maintenance and renovations. Although the University is implementing some projects and several others are in pipeline, the University is far below its requirements. Some of the areas that need serious attention are the following:

- a) **Library** particularly at Lilongwe Campus
- b) **Student Hostels** at all Campuses – most are an eyesore and inadequate forcing some students to reside in the outskirts of the campuses where the environment is not conducive for studies. The University ends up producing graduates who do not appreciate quality.
- c) **Lecturer rooms** – there are now hugely inadequate and most of them are not worth to be University classroom. Some offices/boardrooms have been converted into classrooms.
- d) **Laboratories** – it was very disheartening to see departments in a health science institution, where laboratory tests are the pinnacle of teaching and learning and research, scrambling for Laboratory space.
- e) **Sports facilities** especially at Lilongwe and Mangochi campuses – NCHE has pointed out these deficiencies several times and would like to see an improvement soon.
- f) **Staff offices** – they are inadequate forcing staff at different ranks to share offices though most of the offices are meant for one officer.

3.4.2. Human Resources Capacity

Both numbers and competencies are not sufficient in most departments and sections. The NCHE requires that academic staff distribution should be 20 % Professorial, 40% Senior lecturers, and 40 % Lecturers. However, most academic departments do not meet this requirement. Some officers are yet to go for further training to acquire necessary competencies required to perform to the recommended levels of quality education. Still more,

others require either basic or refresher training courses to be kept abreast of new developments in their field. In view of these deficiencies, it is important for the University to develop and implement strategies that would bridge the existing capacity gaps, particularly in the academy.

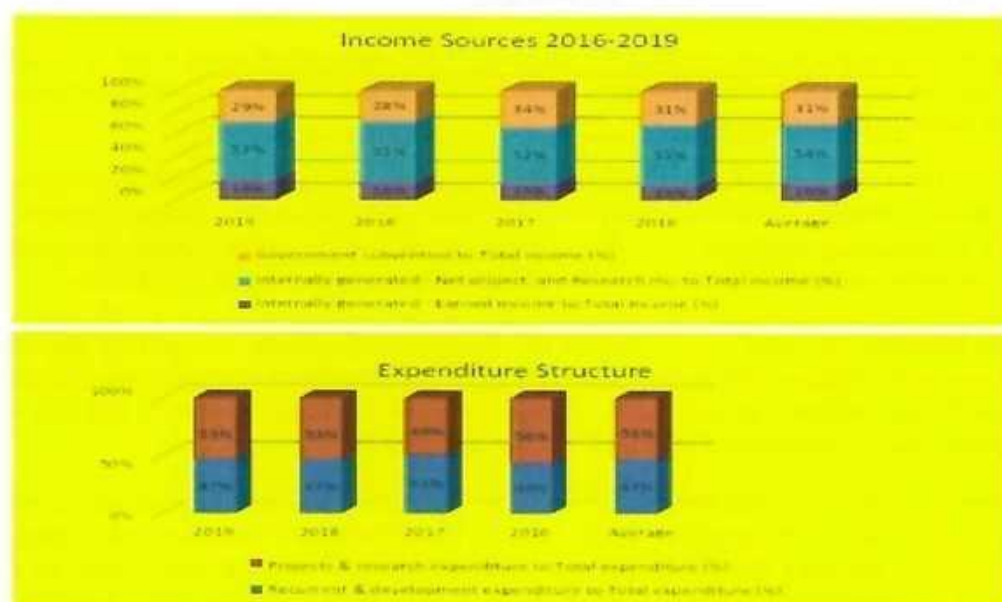
3.4.3. Financial Resources

The KUHeS Act defines the sources of revenue to support the operations of KUHeS as it executes its statutory functions. According to the Act, the funds for the University could be from:

- Subvention from Government
- Donations or grants from local or international donors
- Funds raised through the Universities own activities
- Funds raised through Loans or other means
- Fees Payments, grants, subsidies, contributions. donations, subscriptions, rents, interest, or royalties from the Government or any person
- Funds accrued to the University from any trust established by the University

Currently, the University's funds originate from three main sources, namely; Government Subvention, Research Income, and other own generated income through fees and other income generation activities. Government subvention averaged 31% for the past 5 years while research income and other revenue averaged 54% and 16% respectively (Figure 1). The university's core function of research is fully funded by the research income.

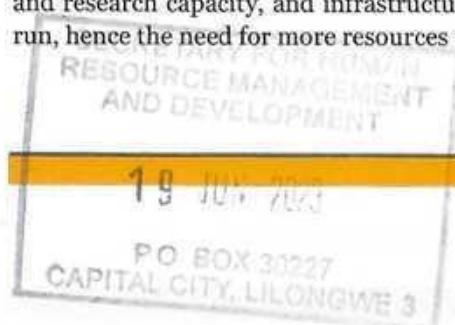
Figure 1: Income Sources and Expenditure Structure for the past four years (2016-2019)



Although the total recurrent and development expenditure appears to be fully covered by related income from government and from within, it does not reflect the ideal expenditure budget the university requires to run the teaching element of its core business. With government subvention taking a downward trend in real terms, there is a risk that KUHeS may struggle to meet its recurrent and development expenditure requirements. It is therefore imperative that KUHeS grows and rejuvenates its income sources, with major emphasis on internal sources. In general, the university must rise to the occasion, grow, and diversify its income sources with speed.

3.4.4. Resource Mobilization Initiatives

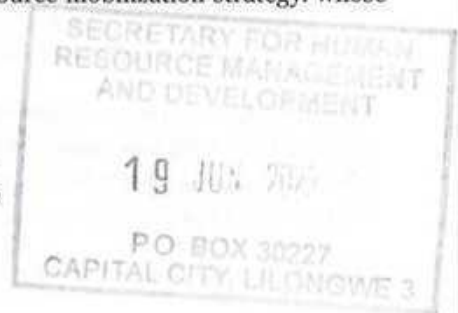
KUHeS aspires to attain a top 20 ranking among universities in Africa by 2030. To achieve this feat, the university will require substantial resources for infrastructure development and maintenance, apart from a motivated workforce in all its schools, centres, and institutes. The size of its learning community, instructional and research capacity, and infrastructural facilities classify KUHeS among the most expensive institutions to run, hence the need for more resources to maintain and sustain its programmes.



To mitigate the risk of inadequate funding, the university has laid down plans aimed at broadening its revenue sources to reach viable financial levels. Currently, administration leaders and Schools are exploring opportunities to establish supplementary revenue streams and their list includes enhancing continuing education, opening international branch campuses, distance education, auxiliary services, technology transfer, and partnerships or alliances with other organizations among others. Such initiatives, are integral to the lasting and responsible financial strategic planning.

To spearhead the drive, the University has developed a comprehensive resource mobilization strategy. whose main thrust will be to:

- strengthen resource mobilization governance
- strengthen resource management to minimize wastage and losses
- nurture and grow the existing relationships for income generation
- diversify into new relationships/ broadening the constituency base
- expand the existing income generating activities
- identify and venture into new income generating activities
- introduce innovative ways of mobilizing resources.



The strategy seeks to appropriately position the university with regard to effective resource mobilization. It intends to adopt the client-focused and entrepreneurial resource mobilization model, which comprises external relations and Business Development.

The external relations component will focus on mobilizing resources through a relationship management model where relationship managers will be assigned specific portfolios of client groups to prospect, nurture, and grow for purposes of mobilizing resources. The client groups include public, private sector, non-governmental, alumni, philanthropic and other partners such as bilateral, multilateral, and foundation donors.

The Business Development component will have the primary responsibility of exploring and establishing commercial enterprises arising from research (Intellectual Property) and non-research opportunities including consultancies. The aim will be to give a clear focus to growing existing income-generating activities into stand-alone enterprises and to establish new enterprises for the benefit of the university.

For the resource mobilization model to work efficiently and effectively, the university intends to establish two special purpose vehicles; a Trust formed under the Trustees Incorporation Act and a Limited Holding Company under the Companies Act, 2013. The Trust will be the main vehicle for philanthropic donations to the University. The Trustees will be required to hold funds and to disburse them for the best interest of the University generally, but with particular regard to the following objectives:

- The provision of residential places for students
- The preservation and enhancement of the University's physical infrastructure
- The granting of financial assistance to needy students
- The provision of amenities for students particularly facilities for sports and recreation
- Financial support for research, scholarships, and teaching
- The promotion of academic developments generally regarding setting up visiting fellowships
- The benefit of such charitable purposes as shall be consistent with benefiting the University and the educational purposes connected thereto.

The Holding Company will be limited by shares so that the liability of the university with regards to its business activities are limited, which is not currently the case. The holding company will be 100% owned by the University. Its main functions will be to;

- hold and manage investments in investee companies of the university
- source funding for investee companies
- acquire any such assets as will be necessary for its operations
- dispose of any assets as may be deemed necessary to do so
- conduct any other legitimate business necessary to raise resources for the university.

3.4.5. Income Generations Units (IGUs)

At the time of this review, the University was running several non-academic enterprises established with the sole purpose of raising revenue to support the core academic activities, supplementing revenue allocation by Government. These IGUs included Funeral Parlour in the Department of Biomedical Sciences, the Sports Complex (offering catering and allied services), and Private Clinics (one in Blantyre and Lilongwe each). The IGUs are run as SBUs and meet their own cost of operations including staff salaries.

Information gathered during the review shows that most of these IGUs have the potential to grow and remit substantial dividends to the University if they are permitted to operate as commercial business entities. The involvement of the University should be limited to governance oversight roles, leaving operational responsibilities to the management and staff of the entities. The incorporation of these entities needs to be fast-tracked to give them a legal mandate.



CHAPTER FOUR: INSTITUTIONAL GROWTH AND SUCCESS FACTORS

4.1. INTRODUCTION

Most stakeholders in the health sector, as noted above, are optimistic that the establishment of KUHeS will enhance the training of health care professionals and the generation of new knowledge to support and inform the formulation of health care policies and service delivery interventions. Apparently, such levels of optimism are common whenever a new institution is conceived. However, more often, the outcome has been contrary to expectations. The country is poised to experience the same scenario if KUHeS fails to implement and sustain the drive for its growth and development plan as articulated in its 2020-2030 Harmonised Strategic Plan.

4.2. SCOPE OF INSTITUTIONAL GROWTH TARGETS

Based on the current Vision and Mission statement, the University's aspirations are two-fold – Administrative and Academic. On the administrative side, the University aspires to be an efficient, effective, and financially sound public institution that is able to satisfy service delivery expectations and demands. Academically, the University strives to become a world-class university creating and imparting knowledge and producing transferrable skills through quality teaching and learning, research, consultancy, and outreach programmes to both local and international students.

4.3. INSTITUTIONAL GROWTH STRATEGIES

In order to achieve the above targets, the University has devised several strategies. The key ones are outlined in the Strategic Plan as presented below:

4.3.1. Strategies to Attain Top Academic Profile

The University has lined up various strategies to increase its international profile and visibility and its ability to compete educationally and academically in the global academic arena as follows:

- g) to administer competitive Tacos in order to attract and retain leading scholars
- h) build the facilities expected of a world class university.
- i) provide an intimate and intensive teaching environment for students, where they can expect to truly engage with leading academic staff,
- j) be a magnet for the world's most talented staff and students
- k) to attain international accreditation of all its programmes
- l) to support, encourage and reward innovation
- m) to support and enhance the conduct and quality of research and consultancies

There is a great range of definitions of the world-class university but all seem to encompass the same characteristics namely:

- a) highly qualified staff; excellence in research;
- b) quality teaching; high levels of government and non-government sources of funding;
- c) international and highly talented students; academic freedom;
- d) well-defined autonomous governance structures; and
- e) well-equipped facilities for teaching, research, administration

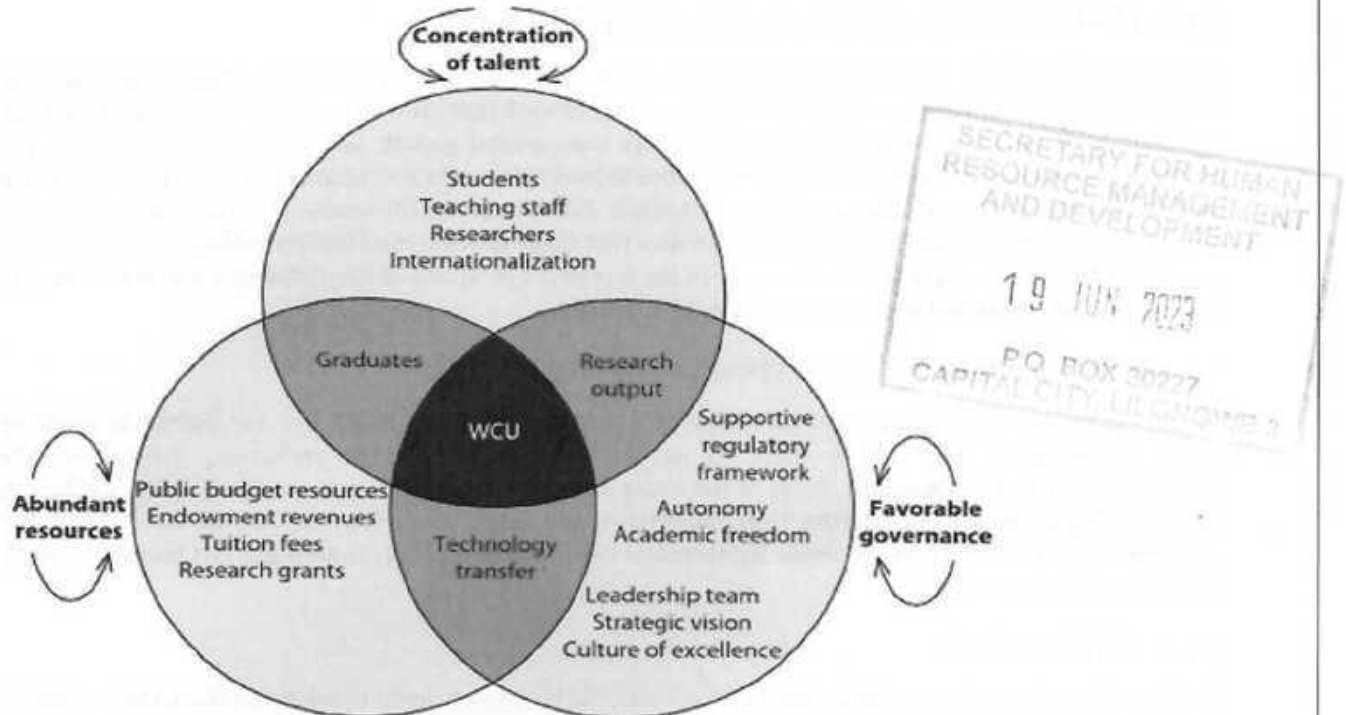
Collaborative research between United Kingdom and Chinese universities enriched the list of specific features of world-class universities by indicators reflecting the international reputation or the contribution to society of the university (Alden and Lin 2004). However, a strong statement was formulated by Salmi (2009) where he concluded his complex analysis upon the features of world-class universities with three complementary sets of factors that are considered to highly influence the top universities:

- a) *a high concentration of talent* (faculty and students),
- b) *abundant resources* to offer a rich learning environment and to conduct advanced research, and

- c) *favorable governance* features that encourage strategic vision, innovation, and flexibility and that enable institutions to make decisions and to manage resources without being encumbered by bureaucracy

The way the author envisions their reciprocal influence is represented below in Figure 2.

Figure 2. **Characteristics of a world-class university: Alignment of key factors**



Source: Salmi, 2009

Looking at the strategies outlined in the Strategic Plan, which are intended to propel the University to global recognition, the Team is of the view that the University is on the right path as the strategies are in tandem with the recognized fundamentals for world-class universities that include having a critical mass of top talent, ample resources, and good governance. Research has also shown that some of the current top-ranked universities have seen their way to the top and maintained their status through the same strategies.

The Team, therefore, **recommends** that KUHeS should comprehensively implement these strategies and other allied administrative reforms aimed at enabling the University to generate its own revenue and achieve an overall harmonious work environment. Nevertheless, the Team would like to echo the appeal from Tan (2016) that there is need to go beyond these fundamental factors, to think about how the University can further differentiate itself from the rest. This view was also expressed by stakeholders who regarded the list of strategies in the SP as not exhaustive. They opined that there are several other activities that the University needs to undertake to enhance its global recognition. They specifically highlighted the following:

- a) Construct a Teaching Hospital to enhance clinical training and provide a critical base for research
- b) Establish a medical museum
- c) Engage with Government to provide structures to facilitate specialization training for medical officers other than the University assuming that role. The University needs to employ staff for service delivery and not to train officers.
- d) Put in place relevant mechanisms to achieve optimal speed in decision making on crucial academic issues such as approval of results and appointment of staff
- e) Ensure that research funds should be used to support research activities and not general administration
- f) Promote peer reviews at both departmental and university levels

The Consulting Team is of the view that these proposals are pertinent and **recommends** that the University should seriously consider implementing them as they will contribute immensely in enhancing its local and international reputation for excellence.

4.3.2. Administrative/Corporate Growth Strategies

In pursuit of financial sustainability, the University intends to explore and enhance investment portfolios and the promotion of innovation, entrepreneurship, and commercialization of its services. It is hoped that the synchronization of these programmes would ensure institutional growth and sustainability. Further, the University has earmarked several values that are seen to be critical to the realization of its ambitions. The Team analyzed the values viz-a-viz the mandate and strategic direction of the University. It is reaffirmed that if the core values were to form the foundation for behaviors that shape the culture of the institution, it will excel in its pursuits. All the core values are fundamental to the business operations of the University and would inspire employees' best efforts and constrain unprofessional actions.

4.4. OTHER CRITICAL INSTITUTIONAL GROWTH FACTORS

During the review, the Team unearthed several other equally important issues that the University ought to attend to, owing to their overall effect on its ability to become a high performing institution both administratively and academically. Some of the issues are allied to the key result areas covered in the SP but have been highlighted to underscore their importance and hence deserving institutional focus. Some are espoused in various Government policies and therefore need to be brought to the limelight, lest they are ignored. The key issues are as follows:

4.4.1. SWOT Analysis

The Consulting Team observed that, first and foremost, the institution ought to conduct a thorough analysis of its internal and external operating environment through the SWOT analysis matrix covering all potential areas that can make KUHeS expand and grow in its quest for excellence in the education sector. The scan will assist the University to identify strengths, weaknesses, opportunities, and threats. Once KUHeS realizes its SWOT, it should strive to continue building on the present strengths, exploit the available opportunities, and improve on the weaknesses while guarding against all existing and potential threats. This would enable the University to grow and make meaningful contributions at national, regional, and global levels as highlighted in the SP.

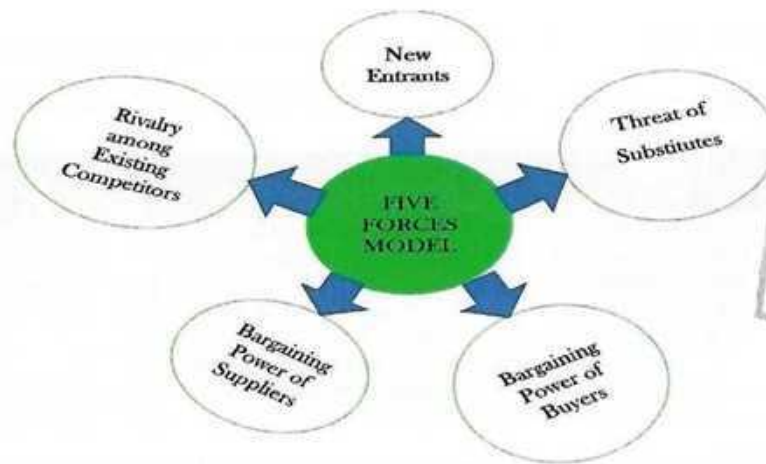
The Consulting Team, therefore, **recommends** that KUHeS should carry out a thorough scan of its internal and external operating environment to identify strengths, weaknesses, opportunities, and threats.

4.4.2. Business Repositioning

It is encouraging to note that the University has adopted a business-like approach in its operations. However, this ambition alone is not enough. It is essential to strategically reposition the institution and making it competitive. In order to achieve this feat, the University should continuously be subjected to the lens of Porters Five Forces (PFF) as factors that influence the choice of response strategies that would lead to realistic improvement of quality, efficiency, and effectiveness as well as policy formulation, and serve as a guide to strategic management. The PFF framework groups the business challenges into five brackets: Suppliers, Buyers, Competitors, the Threat of Substitution, and the threat of New Entry as illustrated in **Figure 3**. The Consulting Team did a quick analysis of the University's business environment using the PFF framework and identified the elements as tabulated in **Table 3** below.

Figure 3: Porter's Five Forces





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RESOURCE MANAGEMENT
AND DEVELOPMENT
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Table 3: Porters Five Forces Framework

No	Factor	Examples	Effect	Impact
1	New Entrants	<ul style="list-style-type: none"> a) New Private Universities b) Proposed Public Universities c) International Institutions 	<ul style="list-style-type: none"> a) Competition for clients (students/industry) b) Brain-drain c) Sometimes the competition will help in the improvement of standards and quality 	<ul style="list-style-type: none"> a) They widen the choice of the buyers b) Have the potential to decrease profitability c) Brings competition d) Quality and standard improvement e) Resource/knowledge sharing f) Reduce revenue generation g) Staff high turn over-rate h) Overstretching resources
2	Suppliers	<ul style="list-style-type: none"> a) Faculty b) Administrators c) Government d) Development partners e) Private sector & Industry f) Civil Society organizations and NGOs g) International universities and colleges h) Refugee camps i) Individual Students 	<ul style="list-style-type: none"> a) Influence Policy direction & Financial support b) Contribute to the technical landscape in terms of Resource mobilization; Skills transfer; networking; Checks and balances/monitoring; and Quality of clients 	<ul style="list-style-type: none"> a) A wider pool for selection of the cream b) Large pool of prospective students c) Feedback from Suppliers improve quality of delivery
3	Buyers	<ul style="list-style-type: none"> a) Parents and guardians b) Students c) Government d) Development partners e) Private sector f) NGO 	<ul style="list-style-type: none"> a) Influence the content of programmes depending on what products they need 	<ul style="list-style-type: none"> a) Buyers have a wider choice hence mounting pressure on the quality of products b) Enables quick absorption of graduates into the industry c) Revenue generation improved once impressed d) Quality improvement from the feedback
4	Substitutes	<ul style="list-style-type: none"> a) Block release b) Online c) Weekend 	Low-cost substandard products from other institutions in form of: <ul style="list-style-type: none"> a) Research b) Consultancies c) Graduates 	<ul style="list-style-type: none"> a) Substitutes are increasing in number and variety meaning that there is stiff competition for the same products b) Buyers have a wider choice hence mounting pressure on the quality of our products (May be given buyer preference where our products become less affordable)

No	Factor	Examples	Effect	Impact
5	Rivalry	a) Other Universities and Colleges (Public, private and International) b) Consulting Firms and Research Centres	a) Competition for market b) Competition for clients (students/industry /international research grants) c) Brain drain d) Impact on the improvement of standards and quality	a) Competition is good for innovation in products and services b) Ability to increase transparency

As discussed under SWOT Analysis, KUHeS ought to critically analyse the various elements identified under each factor to determine their effects and impact on the business position of the new University. For instance, it is rare for the academy to think of school staff, administrators, and infrastructure as primary elements of suppliers yet, such elements will have a direct impact on pedagogical choices and in turn affect the quality of service. Additionally, the University has over the years performed dismally on attracting international students and as an element within Buyer power, it needs to be considered amongst others to raise the much-needed revenue and profile. Essentially, failure to attract foreign students closes down opportunities for acquiring foreign exchange in addition to losing the lucrative market.

The Consulting Team, therefore, **recommends** that KUHeS management should continually subject the new University to scrutiny under the lens of Porter's Five Forces and come up with coping strategies.

4.4.3. Strong Strategic Leadership and Management

Strong leadership and management is the heartbeat of effective organizations. It enables organizations to focus on strategic results that contribute to wider societal results. In the Malawi Public Service, the Public Service Management Policy (PSMP) notes that strategic leadership is crucial for focusing all resources and efforts of MDAs towards the achievement of Malawi Growth and Development Strategy (MGDS) III goals. It is also necessary for continuously adapting and modernizing public service institutions to deal with complex societal problems and the ever-changing needs of people.

Several research studies conducted in HEIs have also shown that strong strategic leadership and management is paramount for the institutions to deal with modern challenges including reduced funding and increased public scrutiny. Scott (2001) notes that "enormous change has been occurring in higher education that has greatly complicated management and leadership." Rekila *et al.* (1999), reaffirms this view expressing that 'Examining the modern university, we see it really as a very complex organization.'

The need for strong strategic leadership and management in KUHeS is therefore unquestionable. And as PSMP emphasizes, effective strategic leadership needs to exist at all levels, instead of confining it to the top level. The university needs to harness the ideas, skills, energy, and enthusiasm of the entire team for success in this constantly evolving business environment.

In this regard, the Team **recommends** that, at every level, the University should strive to have individuals capable of building an environment in which every employee develops and excels; as well as influencing and driving the efforts of all the employees towards accomplishing corporate goals.

4.4.4. Incentives for Heads of Schools and Academic Departments

The University, as stipulated in the Act, will have Executive Deans (EDs) to oversee operations of schools while academic departments will be headed by HoDs. In one of the submissions to the Council, the Taskforce concedes that schools are the core competence of the University and all other organizational units will basically play a supportive role to the schools as illustrated by Figure 4.

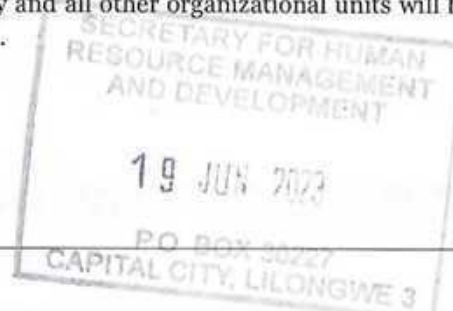
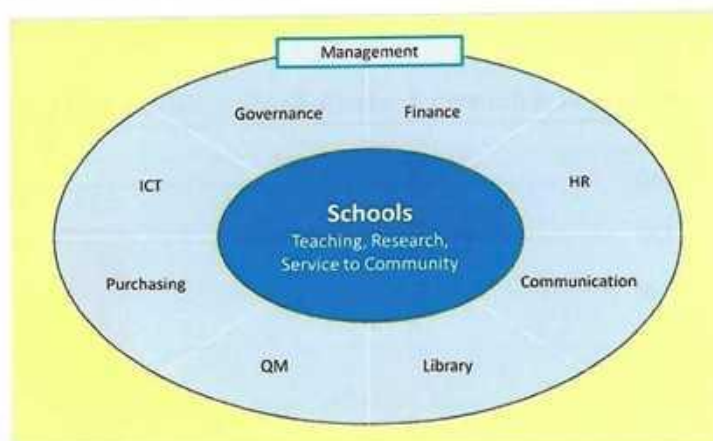


Figure 4: The schools as the strategic core competence of the new University



What this means is that those steering the schools and academic departments will be decisive in the overall performance and success of the University. This is even evident in the roles and responsibilities of these offices as outlined in the Draft KUHeS Statutes.

Ordinarily, such top managerial positions would be considered prestigious and every staff member would aspire to ascend to such offices. On the contrary, the current situation in KUHeS is different. Positions of Dean and HoD are the most unpopular to the extent that current holders cannot wait to relinquish the mantle and revert to being ordinary member of staff. This scenario is attributed to abysmal incentives which are not commensurate with the responsibilities and accountabilities associated with the portfolios. The Team was assured that with reasonable incentives, the story would certainly be a better one.

In this regard, the Team would like urge and strongly **recommend** that, when developing its Tacos, KUHeS should consider to competitively incentivize these positions. Anything less would jeopardize the strategic pursuits of the University as it will struggle to attract the best talent from the university and the labour market to fill the positions. By extension, all senior academic positions need adequate incentivizing in order to attract and retain top talent.

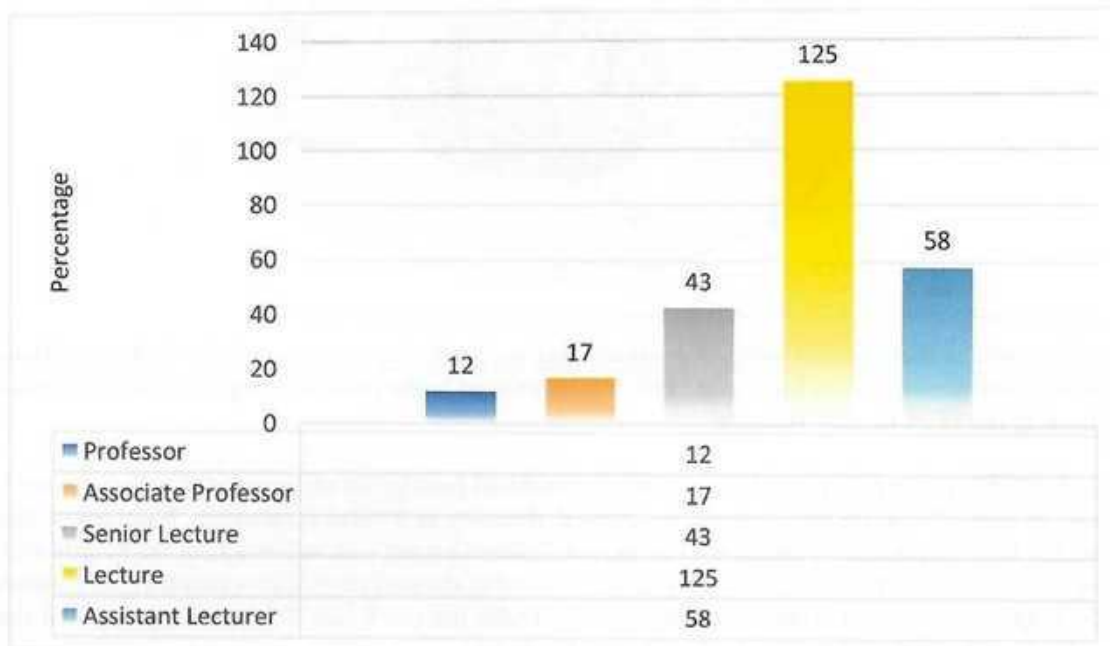
4.4.5. Human Resource Capacity

One of the most important assets for any organization is its human resource as that is the tool through which an organization's strategic intents are translated into action. From the consultations, it was clear that KUHeS recognizes that it cannot become a top-ranked University without having sufficient personnel with sufficient requisite knowledge, skills, and competencies for providing quality academic and allied services. The University knows that it has a peculiar mandate to raise health care professionals and the specialized nature of the academic programmes demands the recruitment of professionals with the requisite academic qualifications in their respective fields.

At the time of the review, the University was below the required levels both in terms of quality and numbers of academic staff. In terms of quality, the national standard as defined by NCHE dictates that an academy is required to have a minimum of 20 % of its staff profile to be professorial, 40% to be senior lectures and 40% lecturers. According to December 2019 staff return, the University was below this threshold having only 11% of staff at full and associate professorial levels (**Figure 5**).



Figure 5: Numbers of Academic Staff at different Academic Ranks in KUHeS as of December 2020



It was established that the low professorial levels are due to several factors dominated by financial constraints to train, recruit and retain staff; limited support and funding for staff research; and weak mentorship. Luckily, the University recognizes that it needs to act swiftly and decisively to reverse the situation. As noted above, it has lined up several strategies to attract and retain more and quality academics. The earmarked measures are pertinent and ought to be implemented comprehensively.

Other strategies which the University should consider in its pursuit to increase professional staff numbers include:

- lobbying with the government to increase the slot for scholarships at PhD level
- encouraging and supporting staff to be conducting research and disseminating their findings through publications. This will enable staff members to attain the professorial level.
- establishing a fund that should be used for staff development to support the existing mechanisms of developing staff.
- acquiring adequate numbers of staff to ease teaching workload and free up some space for staff to engage in research and publishing the results.
- enhancing its mentorship programmes and strengthen the research centre to adequately assist the researchers in sourcing research grants from external sources.
- recognize active researchers in other ways other than promotions to encourage them and inspire upcoming researchers in the institution.

It is therefore **recommended** that the new University should be vigilant to increase opportunities for staff to rise to professorial rank.

4.4.6. Continuous Staff Training and Development

From the labour market perspective, Buckley and Caple (1991) speak about staff training and development as "a systematic and planned effort to alter or develop knowledge, skills and attitudes by means of the learning experience and resort to necessary measures in the performance of a certain activity. Its purpose is to allow an individual to properly perform a given task or activity". Thus, staff training and development programs provide a great opportunity for employees to expand their knowledge base and increase their efficiency and productivity at work. While training will be an investment on the part of the organization, it is one that is worthwhile in the long run as employees can use the skills gained to keep up with the latest advancements in technology and serve their clients better. Staff training and development is also an essential part of growing a

positive organizational culture that naturally encourages employees to be committed to the organization and what it stands for.

In the case of KUHES, the need for staff training and development cannot be over-emphasized considering that its work is highly technical and specialized in nature. Again, the continuous revision of curricula and the development of new academic programs demands a systematic training and retraining of instructors and academic leaders. This will enable employees to acquire relevant skills and competencies and develop both academically and professionally. Eventually, such a caliber of staff will maintain their relevance in the ever-changing work environment.

Several studies have shown that continuous training and development in HEIs is essential. According to the University of Cambridge, staff development facilitates personnel and professional development for individuals and groups, enabling them to achieve their potential and contribute to the provision of excellence in teaching and research in the university. In another contribution, Anyamele (2004) emphasizes the importance of staff development in the current changing higher education landscape. According to the report, HEIs are highly encouraged to put in place appropriate staff development strategies to support all staff because effective staff development is essential to support new approaches to learning and teaching, and meeting the changing needs of institutions.

Scholars like Duke argue that higher education institutions should recognize that their staff members are their vital and valued assets. As a result, Universities should encourage and enable staff to realize their potential by providing opportunities to gain knowledge, skills, and experience necessary to enhance their contribution to meeting individual, area, and organizational objectives. Staff development should not only be among a clutch of institutional innovations thrust upon universities, but should be regarded as a technique or tool to increase quality, efficiency, and output. If well implemented, the concept can be associated with high-quality professional performance, resulting in career advancement, strategic development, and initiative to sustain change. Thus, professional development programs need to occupy a special place in today's university conditions.

It is therefore **recommended** that the University should strive to provide staff training and capacity development opportunities to its employees. It should however be emphasized that for maximum benefit, any training and capacity development program should be preceded by a professionally conducted Training Needs Assessment (TNA).

4.4.7. Performance Management

The success or failure of an organization is closely linked to the effort of its employees. Employees who are engaged in their work and committed to their organization give companies crucial competitive advantage, which includes higher productivity. In today's economy, where organizations are expected to achieve more with less human and financial resources, organizations need to possess highly productive employees.

The public service in Malawi has for a long time been known for generally low productivity and lack of performance culture which promotes the "business as usual approach" to work, moonlighting, high rates of absenteeism, allowance seeking behaviour, and use of scarce public resources on non-core activities. Of late, there has been a remarkable change in many parastatals due to the implementation of various reforms aimed at deterring a laissez-faire approach to work. The most popular measure has been the implementation of the Performance Management System (PMS).

The Team would like to urge KUHES to adopt the best performance management approaches to entrench a result-oriented and hardworking culture amongst all its employees. The systems should ensure that employees are not rewarded for merely filling a position but rather for their performance and contribution to the University. This call is informed by various studies that have been done by researchers. In one of the studies, Chahar and Hatwal (2018) note that a performance management system in the present competitive environment has given a way to HEIs to align their resources, processes, policies, systems, and employees to strategic objectives and priorities. Memon (2007) also determined that teacher quality is a key to the success of the institution and to ensure high teacher quality, there should be some well-defined criteria of performance.

As the University considers implementing a PMS, it is important to remember what Abdulkareem & Oyeniran, (2011) state that the typical business approach to PM would not work in HEIs. The existing performance management models and approaches need to be adapted to the needs and visions of HEIs for a gradual system that allows institutional transformation and systematic adjustment.

In addition to implementing a suitable performance management system (PMS) linked to corporate objectives and work plans, the University should also ensure that supervisors are not lenient in executing laid down supervisory roles and disciplinary processes. New employees should be oriented to give them adequate start-up working knowledge and skills. Similarly, those who get redeployed into other jobs should be oriented in their new roles. It should also provide employees with the required tools and resources to enable them to do their jobs effectively.

The Consulting Team, therefore, **recommends** that the University should:

- a) implement a suitable performance management system (PMS) linked to corporate objectives and work plans which will enable the University measure the performance of individuals, teams, or the institution as a whole, and be able to enforce and meet its organizational and individual performance expectations and targets,
- b) ensure that supervisors are not lenient in executing laid down supervisory roles and disciplinary processes.
- c) orient new employees to give them adequate start-up working knowledge and skills. Similarly, those who get redeployed into other jobs should be oriented in their new roles.
- d) provide employees with the required tools and resources to enable them to do their jobs effectively.

4.4.8. Employee Integrity

Employee integrity is paramount in any organization. Any organization runs smoothly and achieves success if employees have a great sense of integrity and do not entertain corruption and fraud. Unsurprisingly, one of the guiding principles of the PSMP is to ensure that public servants:

- a) are upright in character, truthful and open,
- b) acting in good faith to serve the public interest thereby earning and sustaining public trust in public institutions.
- c) put the obligations of the Public Service above their personal interest and use public office responsibly and conduct themselves in a manner that is beyond reproach guided by a sense of propriety.
- d) are faithful and committed to policies and programs of the government of the day regardless of their political, religious, social, or cultural beliefs in order to serve the public interest
- e) apply the principles of fairness and equality, guided by the principles of natural justice, in treating people, making decisions, administration of policies, delivery of services and distribution of resources, opportunities, projects, and programs
- f) adhere to a professional code of conduct and exhibit a high degree of responsibility, competence, reliability, and efficiency in the performance of their duties as public servants
- g) are noble and avoid seeking personal gain or financial or other material benefits for their family or friends through their official position

In an academic setting, the observance of high moral and ethical standards by university staff employees is very essential. Any threat to integrity in the workplace can result in a toxic and corrupt environment that may be deleterious to faculty and students. Such an environment can prevent faculty from speaking up about ethical issues or workplace concerns, which can result in failure to identify areas for improvement, continuation of suboptimal practices, and problematic professional relationships.

The University should, therefore, act in accordance with the PSMP by striving to create an environment that discourages dishonesty, corruption, and fraud. This can be achieved through several strategies. Some of the strategies, which the Team **recommends** for the University to consider adopting, are as follows:

- a) develop and enforce an Employee Code of Conduct which should set out the basic ethical requirements for the conduct of the University employees in connection with their professional and academic activities, especially in the area of education, research, and evaluation or specialized activities.

- b) ensure that managers or supervisors lead by example in demonstrating integrity at work (Tone-at-the-top Concept). They should demonstrate through their actions their commitment to honesty, ethical strength, reliability, and fairness. Management cannot act without these qualities and expect others in the University to behave differently.
- c) ensure that it institutes robust integrity structures and initiatives
- d) create an environment where people feel comfortable to report cases of malpractices regardless of who is involved in the acts.
- e) maintain an ongoing management oversight/monitoring of work functions to verify that controls are operating effectively.

4.4.9. Communication and Collaboration

Communication and collaboration are among the cornerstones for success in any organization. Research has consistently shown that effective communication and collaboration has a significant positive effect on an organization. Among the established benefits are:

- i) Increased productivity
- ii) High quality of services and products
- iii) Greater levels of trust and commitment
- iv) Increased employee engagement and higher levels of creativity
- v) Greater employee job satisfaction and morale
- vi) Greater acceptance of change
- vii) Decreased absenteeism
- viii) Reduced costs



Broadly speaking, effective collaboration and communication is the glue that holds the organization together and ensures concerted effort and a shared sense of responsibility towards attaining corporate goals. The absence of the same reduces the institution to a mere collection of disconnected individuals each working individually which in turn creates a dysfunctional working environment.

For KUHeS, the need for good collaboration and communication within and between units and departments is very critical as most of the activities involve several departments playing different roles in the process of achieving intended outputs. No School or department in the University will operate in isolation but rather will be expected to complement each other by rendering professional services that are not internally housed in the schools and constituent departments. Obviously, such *modus operandi* will be a toll-order in the absence of a strong culture of collaboration and free flow of information amongst departments to enable cordial and timely exchange of expertise in required areas.

The Team is aware that departments in the two merging colleges are already accustomed to collaborating in multiple ways including teaching and research, and they all recognize that such collaboration will need to be enhanced in the new University. Most departments expressed commitment to do their part in strengthening the collaboration in pursuit of quality education and research in the University. The University should build on this tradition and general goodwill towards interdisciplinary collaboration to properly institutionalize and strengthen the concept.

The recommended organizational structure has maintained the traditional academic departments as stipulated in the Act. There is a growing recognition that these structures can inhibit interdisciplinary teaching and research. Nevertheless, there are several approaches that would assist to stimulate and support research and teaching collaborations across departmental or school boundaries. The most common ones are Joint Faculty Appointments, and Centres and Institutes. The concept of centres and institutes has already been sanctioned in the Act and a few centres have been recommended in this report. However, the University is urged to explore other approaches to enhance collaborative research and teaching. Benchmarking with other universities would be essential in this regard as several universities are known to have succeeded in collaborative research and teaching despite being organized along the traditional academic lines. These include Michigan State University; University of Wisconsin; Florida State University; Dartmouth University; Indiana University; Arizona State University; and the University of Chicago Arete. KUHeS should learn from these universities.

Besides these academically-oriented measures, there are still other administrative strategies that the University can employ to ensure effective communication and collaboration within and between schools, departments, divisions, or sections in the institution. The most practical and potentially effective ones for the University which the Team **recommends** are:

- a) Create and communicate a unified vision and values that are shared across departments to encourage collaborative sharing of information.
- b) Hold interdepartmental events such as training seminars that allow employees to get to know and respect each other.
- c) Conduct regular team-building workshops, seminars, and staff meetings
- d) Develop policies and procedures that elaborate the procedures for conducting each unit's business so that employees have a sound and coherent framework that guides the performance of their work.
- e) Link collaboration, teamwork, and communication to the performance management system
- f) Ensure that supervisors practice supportive and helpful supervision that is aimed at continually enhancing the quality of one's work rather than an intrusive and punitive type of supervision.

4.4.10. Procurement

Timely procurement and supply of essential material and services is critical for any organization to operate efficiently and deliver quality services to its clients. In many public institutions, procurement is a challenge. User departments endure weeks and months of waiting before getting the required supplies.

At both KCN and CoM, there has been tremendous improvement in procurement from a disjointed service done without the required structures to a more organized and legally compliant function. Evidently, the two Colleges have strived to have a responsive procurement function that satisfies clients' needs. However, there is still more work to be done to address issues of lengthy and cumbersome procurement procedures, unclear specifications from user departments and delayed requisitions, which remain fundamental challenges bothering the two Colleges in terms of procurement. These challenges can be minimized if the University develops a procurement policy that suits its procurement needs and all members sensitized on the same. Automating procurement system, enhancing procurement planning and compliance to the plan, as well as implementing appropriate procurement methods could also assist to turnaround the performance of the function and ensure that most critical supplies and services are timely procured and supplied to user departments.

Hence, the Consulting Team **recommends** that the University should reform its procurement function including automation of the procurement system, enhancing procurement planning, and adoption of procurement methods that would ensure timely and cost-effective procurement of critical services and supplies.

4.4.11. Quality of Registry Services

The University is a peculiar organization. It is essentially an academic community, an institution where ideas are generated and where high standards are set and maintained. As an academic community, the University strives to maintain high standards and excellence. At the same time, the University community is a highly critical and meticulous community. This poses a challenge to service centres such as Registry Services which, more than any single function in the University system, deals, on a day-to-day basis, with many other units, while performing its functions.

As a service centre, servicing not only the statutory bodies and their committees but also the entire University community, and the public generally, the Registry will have to aim at rendering well-coordinated, efficient, and effective service, always bearing in mind the effect of the function on the overall achievement of the goals of the University. The Registry staff, who are expected to contribute in no small measure in producing people who are professionally and academically equipped for the socio-economic development of the nation, must be intelligent themselves. They must be professionally and academically qualified for their jobs to cope with the academic intricacies of university administration. They should know all details about their work and work-place, and the organization itself.

Every staff in the office should strive to be better than the best in the input-out process. They should not give the community and the public cause to brand them as masters but should regard themselves as servants of knowledge who must render their services with humility. Staff of the Registry Services must therefore leave no

one in doubt as to the reliability of the decisions they record, the data they present, the information they give and the results they produce. Simply put, the Registry should strive to offer quality services to the University to enable it to achieve its goals.

4.4.12. ICT Infrastructure

Even though the role of ICT in enhancing learning outcomes is a contested one, most of the research done in this area suggests that there are many benefits that the use of ICT brings to the knowledge creation, management, and dissemination frontier. According to Bekele (2004) the benefits relate to four typologies namely: (i) psychological; (ii) educational; (iii) sociological; and (iv) economic.

Some studies have singled out specific benefits of ICT in instruction. They note that the use of ICT in education:

- a) improves the quality and the quantity of education (Balasubramanian et al., 2009)
- b) causes better innovative, creative, and cognitive thinking, higher productivity, efficiency, and educational outcomes (Adeosun, 2010).
- c) ICT facilitates both the instructional and learning process and has a great influence on teaching and learning at higher education (Jung, 2005).
- d) provides an opportunity for personalized, flexible, and asynchronous learning and shifts the learning from teacher-centered to student-centered and hence is a catalyst for reforms about classroom, educational institute, community and system (Youssef & Dahmani, 2008).
- e) enhances the learning of the students, helps the students to learn new skills set, promotes social mobility, helps the citizens to compete in a worldwide economy, and thus has a multiplier effect across the education system (UNESCO, 2014).

Further, with the introduction of e-learning and online education through interactive media platforms, ICT has become very critical in the provision of quality teaching and learning in the 21st Century. On this premise, the underdeveloped nature of ICT infrastructure in the University or on campus poses a major limitation to the use of ICT to facilitate teaching, learning and research, especially under a multi-campus setting.

It is therefore important and recommended that KUHeS should invest heavily in a robust ICT infrastructure with the intended motive of improving the delivery of its core services as well as increasing access to the services both locally and internationally. The quest for internationalization would be futile if the ICT infrastructure in the University remains undeveloped.

The University should also ensure that there is an effective link between purpose, people, and pedagogy in the institution since research has shown that the biggest impediment to ICT integration in teaching and learning in HEIs is the missing (or insufficient) links between ICT and human resource management activities, and between ICT and organizational development initiatives.

4.4.13. Physical Infrastructure

Quality physical infrastructure is fundamental in achieving quality teaching and learning. Unsurprisingly, all top-ranked universities in the world have quality infrastructure in place to support their academic functions. KUHeS cannot attain its desired academic ranking on the continent and appeal to international students if its physical infrastructure remains inadequate and substandard. Limited infrastructure will also constrain attempts to expand enrolment locally.

The Team noted that the current stock of infrastructure in the University was designed to cater for small classes enrolled in programs with limited infrastructural needs. Rising enrolment figures have increased pressure on the limited student accommodation, classroom, laboratory, and library space. It has proven difficult to adapt the use of this infrastructure to a context of higher enrolment and a greater diversity of program offerings. To worsen the situation, poor funding allocations towards infrastructural renovation and maintenance has resulted in a steady decline in the quality of many facilities which, in some cases, are no longer conducive to learning thereby negatively affecting the quality of education delivered.

The University recognizes that quality infrastructure is vital in its pursuit for a top 20 ranking and internationalization drive. Currently, several infrastructural projects are underway while some are in the pipeline. All these are efforts to improve the teaching, learning, and working environment of the University members for effective and efficient generation, advancement of knowledge, and production of relevant graduates. The projects include:

- a) Construction of a 550 beds Hostel in BT for Undergraduate, Postgraduate, and Research short term visitors and a 150 beds hostel in LL for both Undergraduate and Postgraduate students through a Public Private Partnership (PPP) initiative with Old Mutual to ensure that the problem of student accommodation within the University is addressed.
- b) NICO Assets were offered a contract to construct accommodation for nursing students (2500 beds) in Blantyre and Lilongwe for Undergraduate, Postgraduate, and Research short-term visitors.
- c) The Chinese and Malawi government are constructing a Confucius Complex at KCN Lilongwe Campus which will provide extra classrooms for teaching and learning.
- d) The University is also benefitting from the government's Public Sector Infrastructure Projects (PSIP) aimed at addressing infrastructure problems in government-owned entities.
- e) Construction of College of Medicine Administration Block; Dental School; Mortuary and Multidisciplinary Teaching Annexe
- f) Extension of College of Medicine
- g) The extension of the College of Medicine Residency Program OBS-GYN
- h) Rehabilitation of Chichiri Hostels
- i) Construction of skills Laboratory of Kameza College of Nursing and Lilongwe campus
- j) Completion of new Kamuzu College of Nursing Campus in Blantyre
- k) Rehabilitation of selected buildings at Kamuzu College of Nursing, Lilongwe Campus.
- l) Construction of Skills Laboratory at Kamuzu College of Nursing, Blantyre Campus
- m) Construction of Library and Resource Centre at Kamuzu College of Nursing, Blantyre Campus - In the pipeline
- n) Construction of Sporting and Recreational facilities at Kamuzu College of Nursing, Lilongwe Campus
- o) Construction of Library and Resources Centre at Kamuzu College of Nursing, Lilongwe Campus

The Consulting Team would like to commend the University for these infrastructural development initiatives and **recommend** that the University should ensure that the projects are completed successfully and within the specified timeframes. The upcoming and existing infrastructure should be effectively utilized and properly maintained so that the University always possesses quality infrastructure to achieve its ambitions of becoming a University of choice both locally and internationally.

There are several strategies that the University can employ to ensure that the available physical infrastructure is effectively maintained to support the University's strategic objectives. But the University should firstly identify factors that contribute to the 'maintenance gap' and then devise appropriate strategies to evade such constraints going forward. Most universities have developed physical infrastructure policies, guidelines and standards that enable the universities to oversee the sustainable, responsible, and effective management of the physical infrastructure planning and development activities as well as related facilities management functions. The Team recommends that KUHeS should also consider developing and religiously enforcing a physical infrastructure policy to guide the University in ensuring and resourcing appropriate approaches to infrastructure maintenance, development, design, and utilization.

4.4.14. Effective Internal Controls

Like other reputable universities, KUHeS will need to establish an effective system of internal controls. to ensure that resource utilization, management practices and operational systems are in line with corporate goals and legal frameworks.

Internal Controls, also referred to as management controls, involve two separate but related efforts to keep an organization operating smoothly and transparently. These are:

- a) a structure of clearly written organizational policies, procedures, processes, and systems to foster recordkeeping and to identify and delineate authorities, responsibilities, and duties.

- b) a system of checks and balances to assure that every member of the organization adheres to the laid out guidelines. Checks and balances ensure that staff and management understand and abide by the separations of authority, responsibilities, and duties defined by the written policies.

Together, these efforts provide an organization with internal controls that support a wide variety of goals that are essential for a healthy organization. They ensure accountability; operational efficiency; financial integrity; reliability of financial reporting; compliance with laws, regulations, and requirements; and justification, review, approval, and documentation of decisions, actions, and transactions. Essentially, internal controls minimize waste, fraud, mismanagement, legal liability, as well as the loss of resources, public assets, and trust.

For internal controls to function effectively in the organization, there is need for a good control environment, which relies on clearly written policies, procedures, and processes. The responsibility for creating and maintaining internal controls and a good internal control environment should not fall on any single person or group, but instead, it should be a shared responsibility throughout the organization. Some of the main stakeholders are the Board of directors, executive managers, program managers, internal audit staff, and fiscal managers. While these groups, and individuals within these groups, have main roles that are responsible for creating and managing internal control procedures, each staff member should be aware of his or her role in complying with the internal control initiatives.

The internal audit function is particularly crucial for the University to have effective internal control systems. The Team has recommended that the University should create a department to undertake internal audit functions. Besides establishing the department, it is also important for management to perform knowledge gap assessments at least annually to evaluate whether the internal audit staff have the knowledge and skills commensurate with the institution's strategy and operations. It is also quite critical that internal auditors in the University should be objective, which means performing assignments free from bias and interference. A major characteristic of objectivity is that internal audit staff should avoid any conflicts of interest. While an internal auditor may recommend internal control standards or review management procedures before implementation, objectivity requires that the internal auditor should not be responsible for the design, installation, procedures development, or operations of the University's internal control systems.

In order to further reinforce the objectivity of internal auditors, the function should have a code of ethics that emphasizes the principles of objectivity, competence, confidentiality, and integrity, consistent with professional internal audit guidance such as the code of ethics established by the Institute for Internal Auditors (IIA). The University should also consider having an internal audit charter that describes the purpose, authority, and responsibility of the internal audit function. The audit charter should include the following critical elements:

- a) The objectives and scope of the internal audit function
- b) The internal audit function's management reporting position within the organization, as well as its authority and responsibilities
- c) The responsibility and accountability of the internal auditor(s)
- d) The internal audit function's responsibility to evaluate the effectiveness of the institution's risk management, internal controls, and governance processes.

The charter should provide the internal audit function with the authorization to access the institution's records, personnel, and physical properties relevant to the performance of internal audit procedures, including the authority to examine any activities or entities. Periodically, the Senior Internal Auditor should evaluate whether the charter continues to be adequate, requesting the approval of the audit committee for any revisions. The charter should define the criteria for when and how the internal audit function may outsource some of its work to external experts.

Given the foregoing discussion, the Team **recommends** that KUHES should:

- a) Establish relevant internal control systems
- b) Provide a good environment for the internal controls to be effective
- c) Ensure that employees understand and practice their responsibility regarding internal controls
- d) Ensure that the internal audit unit is established and well supported to effectively and objectively discharge its roles.

4.4.15. Implementation of Strategic and Business Programmes

Ideas are worthless if not executed. Business plans are all wonderful only if put into use. As logical as this might seem, it is, unfortunately, too rare in organizations. In the Malawi Public Service, the same scenario exists. Most institutions formulate impressive strategic and business plans but they turn out to be mere 'white elephants' as they are seldom translated into action. Consequently, progress has been worryingly slow and some institutions have struggled to remain afloat leading to appeals for financial bail-out from Government.

However, KUHeS can and should aim to be among the few public institutions that implement programs that underpin the strategic and other business plans. To achieve this feat, management should pay attention to the strategic plan and use it on a daily basis as a benchmark to guide them towards realizing their vision and aspirations. The plan should also become part of each employee's desk operating procedures and the organization's standard operating procedures. Aside from these formalities, the SP should become the way people experience the organization.

The Team is aware that at times, financial challenges impede the implementation of planned activities. Undoubtedly, KUHeS will encounter similar constraints while implementing its programs and plans. This calls for prudence, discipline, and adoption of innovative ways to maximize the available meagre resources so that planned programs and activities still get implemented. One tendency that the University should strive to avoid is prioritizing fringe unplanned activities over the planned ones. The available resources should be apportioned based on the work plans as derived from the strategic and business plans. To this end, it is important to devise appropriate mechanisms that will ensure that all functional areas are considered in allocating the available financial resources and minimize unnecessary diversions of funds to unplanned activities that have no link to corporate plans.

The Team, therefore, **recommends** that KUHeS should adopt necessary measures to ensure that its plans and programs are implemented satisfactorily amidst financial deficits and other operational challenges.

4.4.16. Records Management

Good records management facilitates effective and timely decision-making in any organization let alone complex ones like KUHeS where any loss of records would have serious financial and operational repercussions. The PSMP echoes this fact as it acknowledges that records management in the public service is an important aspect of good governance because it facilitates accountability of the public resources that public institutions use to deliver services and implement programs. The Policy reiterates that records enhance the transparency of the decisions and actions of public institutions, and are also useful for current decision-making and for future reference since history is useful in shaping the future. It is noted in the Policy that all records pertaining to institutional transactions and operations must be properly kept and managed for easy retrieval.

Regrettably, records management in most public service institutions is in a chaotic state as evidenced by heaps of files and papers that lie around in the corridors or corners of public institutions, and difficulties in accessing government documents, which are often heaped in offices without order. The registries are not properly managed and there seems to be lack of a policy to guide records management in the public service. In addition, due to the inadequacy of ICT infrastructure, most public servants use their laptops where they keep government information that they take with them when they leave the public service. Some of the institutions are in this predicament because of utter negligence while others fail to properly manage their records due to lack of necessary financial and material resources. Whatever the case, the PSMP has emphasized that public institutions should implement sound records management practices in order to enhance retrieval for decision-making and accountability in the use of resources and implementation of policies, programs, and initiatives using modern methods of information management.

KUHeS should take heed of Government Policy aspirations with regard to records management. It will be calamitous if the University relaxes and leaves records management to be haywire considering that its work involves a lot of documentation and correspondences that will need to be readily accessible for purposes of decision-making, referencing, performance monitoring, and evaluation, and dispute resolution processes.

During the consultations, the Team was encouraged with expressions of seriousness relating to records management from the management team, as a whole, and individual heads of department. A new function of

Records Management has been introduced and several Management Information Systems (MIS) were cited to be lined up for implementation both in the short-term and long-term. The Consulting Team wishes to register its approval of the planned introduction of a Records Management office (RMO) and IT-supported records management systems. The RMO will ensure a unified approach to records management, support overall effective information management, and lead the transition to electronic records management in the University.

With regard to the automation, the Team hopes that the institution of the systems will not be done without providing the officers with necessary licenses, accessories, and training in order to properly and fully utilize the systems. Cases are plenty in the public services where new IT systems have turned out to be mere white elephants because associated gadgets were not procured and the capacity to maintain and manage the systems was not developed. A beautiful system that is poorly utilized is as good as non-existent.

Further, it is clear from the sentiments that not all records will be automated. Some, if not many of the records, will remain manual-based in the foreseeable future. Even the automated ones will require parallel manual or hard copy records which should be managed efficiently. This compels the Team to **recommend** that the University should establish a properly coordinated filing system to ensure timely access and control of all records; and come up with tailor-made courses on records management to equip relevant employees with records management skills to help them implement proper records practices.

4.4.17. Effective stakeholder Engagement and Partnerships

KUHeS will work with various stakeholders whose support will be crucial in enabling it to execute its roles efficiently and effectively. If the relationship with the stakeholders is soared, the University is likely to struggle immensely in performing its functions, let alone becoming successful. It is therefore imperative for KUHeS to have good working relationships with all stakeholders. There might be some mixed perceptions among stakeholders concerning the establishment of the University, but the fact remains that it cannot afford to work in isolation or with severed ties with any of its stakeholders. Those that have some reservations need to be extensively engaged to address their concerns and convince them to offer the University a helping hand in its quest to provide quality tertiary education to the citizenry to foster sustainable socio-economic development.

The need for effective collaboration is also highlighted in the PSMP. The Policy cites inadequate inter-sectoral and multi-sectoral collaboration and involvement of non-state actors in the formulation, implementation, monitoring, and evaluation of national policies, programs, projects, and initiatives as one of the key factors that have contributed to the deteriorating performance of the public service over time. It reckons that this culture deepens the silo working approach and undermines efficiency and effectiveness in addressing complex and intertwined development challenges that require multi-stakeholder involvement.

KUHeS should not be seen to perpetuate this culture but rather vigilantly pursue an inclusive stance in its operations. Particularly, it should strive to forge and nurture partnerships with other distinguished universities and research institutions around the world. This form of international collaboration would serve as a platform for students and faculty exchanges, and the distribution of resources and ideas. This will significantly enhance the progression of the University to the aspired world-class status.

The Consulting Team, therefore, **recommends** that the University should engage with all stakeholders and partners both locally and internationally to forge a good working relationship that would enable it to discharge its mandate and functional obligations efficiently and effectively and enhance its global reputation.

4.4.18. Documenting and enforcing Policies and Procedures

Operating procedures and policies define a series of steps that, when strictly followed, will ensure consistent results. When an organization operates without effective management policy guidelines, employees perform tasks in an environment without the assurance of quality controls which typically results in the lack of ability to track performance against targets.

Ideally, operational procedures and policies in any formal organization, including academies, should be fully documented and regularly updated to take into account changes in the operating environment and applicable legal requirements and enable the organization to operate efficiently, in a reliable manner and comply with applicable laws and regulations. Having documented policies and procedures is not an option for KUHeS. This

must be done at the earliest time possible. The University cannot expect to register high performance while operating without established policies and procedures. In fact, it would face a myriad of challenges to perform its functions if policies and procedures are poor, absent, or scanty since employees will perform tasks in an environment that has no assurance of quality controls thereby compromising the institution's ability to track performance against targets.

Specifically, policies and procedures are critical to the University because they will:

- a) communicate the values and vision of the organization, ensuring employees understand exactly how to conduct themselves in certain situations. There is no need for trial-and-error or micromanaging. Upon reading the workplace policies and procedures, employees understand how to approach their jobs thereby promoting consistency and a safe work environment.
- b) help to ensure that the University complies with relevant regulations, laws, Government policies, and best corporate governance practices;
- c) lead to consistent decisions by management because there is a reference point to help them make decisions that are uniform and predictable to ensure fair treatment of employees.
- d) demonstrate that the University is efficient, professional, and stable. This can lead to stronger business relationships, stakeholder confidence, and a better public reputation.
- e) promote conflict resolution
- f) will help in streamlining internal processes.
- g) will help to avoid errors and maneuver through incidents and problems - good policies and procedures proactively anticipate problems and provide a structure for avoiding troubles or dealing with an immediate problem.

The policies and procedures ought to support the strategic, regulatory, and operational needs and requirements of the University. Without mapping the needs and requirements, it is difficult to pinpoint the actual policies and procedures which the University should have. The University should therefore carefully assess or benchmark with similar entities to establish the policies and procedure documents to develop.

The University should also continuously learn from the experiences during its operations and craft relevant policies and procedures or improve the existing ones to accommodate emerging issues. However, the University should, as much as possible, avoid fire-fighting policy creation. Developing policies is about more than putting out fires. It is also about creating a self-sustaining institution with the standards that everyone in the University will have to uphold. As Cox explains, "*Any company needs to have policies which address points of conflict before they happen*". Policies and procedures should not await unsavory incidences to occur, but rather defined and documented up-front based on intentional foresight.

These policies and procedures are only effective if properly enforced. Whatever policies and procedures the University develops will need proper implementation for them to make the required impact on operations and employee conduct. There are several principles that the University should follow to successfully implement its policies and procedures. They include the following:

- a) It should ensure that it has documented all its policies and procedures
- b) It should make the policy and procedure documents accessible to all employees
- c) It should ensure that all employees are aware of their existence and have read the policies
- d) It should train managers or supervisors and the rest of the members of staff on the interpretation and application of policies
- e) It should enforce the policies consistently and without discrimination
- f) It should ensure policies and procedures are up to date

CHAPTER FIVE: STRATEGIC DIRECTION

5.1. INTRODUCTION

Any well-organized institution needs to develop its own roadmap in order to survive the competitiveness and technological changes in its environment. It is pleasing to note that KUHeS has also been very proactive by developing a Strategic Plan covering the period 2020 to 2030. The SP has defined the strategic direction of the University. The SP, which runs for a period of ten (10) years from 2020 to 2030, identifies the vision, mission, strategic pillars, goals, and objectives to direct its operations. It has also highlighted operational principles that will drive the University in fulfilling its desire to operate commercially.

This chapter reflects on the set strategic direction, mainly focussing on the Vision, Mission, Core Values, and Objectives identified to drive the University.

5.2. VISION

A Vision statement is the anchor point of any strategic plan. It outlines what an organization would like to ultimately achieve and gives purpose to the existence of the organization. Thus, a Vision statement is a declaration of the organization's objectives, intended to serve as a clear guide for choosing current and future courses of action.

KUHeS Vision as stated in the consolidated Strategic Plan of 2020-2030 reads:

To be a world class, innovative university committed to scholarly and professional excellence in the provision of health education, research, and services in Malawi and globally.

While there is no universal standard of a vision, common organizational development discourse describes a vision statement as an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. In most cases, vision statements are brief, future-leaning, and inspirational.

The Consulting Team noted that the vision sets out a long-term ideal that KUHeS aspires to attain and conforms to the standard requirements of an ideal vision only that it is too detailed, instead of being brief and precise. Additionally, it includes the phrase "to be" which denotes a process and a mere intention while a Vision is supposed to be an end in itself. The vision should also be concise and touchy. The Team, therefore, recommends that KUHeS should consider reviewing its vision to be in line with prevailing standards. The following are the proposed Vision statements that attempt to address the aforementioned shortfalls:

- a) "A world-class University and Centre of excellence in health education, research, and innovation."
- b) "A globally reputable University in creating a culture of excellence"
- c) "A global leader in health education, research and innovation"

5.3. MISSION STATEMENT

A Mission statement is a reason for the existence of an organization. The mission statement as depicted in the Strategic Plan and the draft Service Charter reads:

To provide high quality student-centred and innovative health education informed by research that responds to policy, societal health, and development needs in an efficient, sustainable and result-oriented manner, and to influence health policy and practice through generation of new knowledge.

Generally, a good Mission Statement is supposed to precisely depict the following four standard elements:

Purpose : reason for the organization's existence - this is usually depicted in the first part of the Mission statement

Means	:	what the organization does to attain its purpose
Benefits	:	why the institution does what it does
Beneficiaries	:	for whom does the institution provide its services?

The Mission statement portrays the purpose of the University as 'to provide health education'. Section 5 of the KUHeS Act which defines the aim of the University states as follows:

'The aim of the University shall be to competitively impart knowledge and produce transferrable skills by engaging in teaching and learning, research, consultancy, and application of knowledge, skills and aptitudes to meet professional needs of society at national, regional, and global levels.'

Objects (a) and (b) of the University outlined in the same Section 5 reads as follows:

- (a) generate knowledge and evidence which will influence policy for advancement and development of better health care and related programmes at all levels;
- (b) develop qualified and skilled human resources for health and related disciplines committed to addressing national health challenges whilst contributing to the global health agenda;

These provisions clearly show that the purpose of the University is to develop health care professionals and generate new knowledge through teaching and learning, research, consultancy and application of skills, and aptitudes. This entails that health education is not an end but only a means to an end. In this regard, the Consulting Team **recommends** that the current Mission statement be changed to reflect the actual intention for which KUHeS is created. The Consulting Team's proposal, which the University can either adopt or improve upon, is that the Mission Statement should be as follows:

To advance knowledge, professional competencies, skills and innovations in health sciences through high quality student-centred and innovative education and research that responds to national policy, health and development needs in an efficient, sustainable and result-oriented manner.

5.4. CORE VALUES

To achieve the vision and the mission, the University developed the following seven (7) values to guide staff in respect to the manner they should be carrying out their operations and conduct:

- **Respect for diversity:** The University treats everyone with dignity irrespective of ethnicity, creed, or gender, aims to inspire academic freedom, and values everyone's contribution regardless of ethnicity, creed, and gender.
- **Entrepreneurship:** The University's distinctive combination of strong academic programs and collaborative interdisciplinary study shall yield positive experiences for students and faculty to succeed in the marketplace
- **Care:** The University believes that caring is central to the health and healing processes, and is intrinsic in the therapeutic nature of person-centered care, including respect, compassion, and advocacy
- **Integrity:** The University adheres to the highest standards of honesty, fairness, respect, and professional and scholarly ethics.
- **Excellence:** The University will strive to excel in every aspect of its business and approach every challenge with a determination to succeed.
- **Life-long Learning:** The University believes that students, faculty, staff, and the community should engage in a continuous learning process in response to the current trends
- **Innovativeness:** The University is dedicated to the discovery and communication of breakthrough and foundational ideas; to translation and collaboration across disciplines and communities; and to positive transformation through research, scholarship, and creative works.
- **Teamwork:** The university creates and nurtures an environment where students, faculty, staff work together to achieve their collective goals.

Core Values are critical since they enable an organization to develop an effective and strong work culture that binds the behaviour of employees thereby shaping and guiding the behaviour and practices of the organization. The Consulting Team, therefore, commends KUHeS Management for coming up with well-articulated Corporate Values that hinge on all aspects of the work environment. The Team is however of the view that issues of freedom of thought and expression, and professionalism and ethics, being among the cornerstones of the University, should have been highlighted. For professionalism, it is arguably the basis of healthcare's contract with society. It is therefore **recommended** that the University should consider incorporating values emphasizing thought and expression, and professionalism and ethics

It should also be noted that having a list of core values is not an end, but rather, a means to an end. As such, KUHeS should strive to entrench and enforce these values through proper administration of relevant policies and strategies such as code of ethics and conduct, and performance management system. It is the Consulting Team's considered view that leadership and management need to be proactive and set the pace by demonstrating their commitment to the values. Hence, it is **recommended** that:

- a) KUHeS Leadership and Management should actively and visibly demonstrate these values in their daily undertakings.
- b) Appropriate policies, where applicable, should either be reviewed or developed and enforced.

5.5. STRATEGIC PILLARS AND OBJECTIVES

The University has identified seven (7) Strategic Pillars that enable it to achieve its key goal and effectively contribute to national development. The strategic Pillars and their Strategic goals and outcome targets are presented in Table 4.

Table 4: Strategic Pillars and Objectives

STRATEGIC PILLAR	STRATEGIC OBJECTIVE
1. Excellence in Teaching and Learning	Attain a top 20 ranking among universities on the African continent
2. Excellence in Research, Innovation	Increase by 10% annually research and consultancy output and Consultancy in areas that will shape and enhance healthcare in Malawi and globally.
3. Excellence in Services and Community Outreach	Ensure deeper acceptance by faculty of a culture that supports and encourages outreach and awareness efforts that positively shape healthcare in Malawi
4. Excellence in Financial Management	Be able to meet at least 50% of the university's operating and Resource Mobilization expenses from internally generated resources by 2029
5. Excellence in Governance and Management	Establish and operationalize the governance and management structures of the university
6. Excellence in Partnership and Networking	Strengthen all existing partnerships and create new ones with new partners
7. Excellence in Student Welfare	Enhance the welfare of students

The Consulting Team found all strategic Pillars, Goals, and their outcome targets in order, feasible, and relevant. The pillars, goals, and outcome targets as outlined above can enhance institutional performance and growth in all the focus areas namely, teaching, learning, research, consultancy, outreach, investment, entrepreneurship, student welfare, administration, and financial sustainability.

The Team, therefore, **recommends** that the University should pay special attention and provide adequate support in the implementation processes of the pillars to ensure its growth and enhanced performance.

Nevertheless, the Consulting Team noted that the document needs further cleaning as some areas mention 'College', an entity that no longer exists in the new University. Further, since the University has not commenced, the SP needs to be reviewed once the Government announces the commencement of KUHeS to realign the targets and incorporate other emerging issues including some recommendations made in this report. It is therefore recommended that the strategic plan be reviewed Government announces the commencement of KUHeS to realign the targets and incorporate other emerging issues as well as to clean up the document.

CHAPTER SIX: ORGANIZATIONAL SET-UP AND STAFFING

6.1. INTRODUCTION

The University is established for a 'purpose' and will perform various functions in pursuit of the purpose. The ability of the University to satisfactorily perform its functions in pursuit of its purpose will largely depend on the way the functions are organized and supported in terms of human resource. An appropriate arrangement will allow for efficient and effective use of resources and establish fruitful working relationships throughout the institution. On the other hand, as Peter Drucker writes, a wrong structure will seriously impair business performance and may even destroy it. The organizational structure must therefore be designed to make possible the attainment of the objectives of the business.

In this regard, the Consulting Team explored widely to come up with a set-up that is ideal for the University to function efficiently, effectively, and economically to fulfill its mandate obligations, institutional aspirations, regulatory requirements, and stakeholder expectations. This chapter discusses in detail the Taskforce proposed structure and what the Team considers to be the most appropriate organizational structure for the University alongside staffing complements that would optimally support its various roles and responsibilities.

6.2. PURPOSE

As an organization, KUHeS ought to clearly express its reason for existence that should form part of its mission statement, ideally the first part of the Mission statement. An organizational purpose statement is a concise summary statement of the exact responsibility bestowed upon an institution by legal instruments that established the institution or mandate it to operate, which in the case of KUHeS is the KUHeS Act.

Deciphering from the harmonized Strategic Plan, the purpose of the University is construed to lean towards generating and transferring knowledge and skills in health-related disciplines guided by societal needs and challenges at national and global levels. The Act portrays the same picture. The Team has therefore coined a purpose for the University expressing the same intent which reads: ***'To advance knowledge, professional competencies, skills and innovations in health sciences.'***

It is **recommended** that the University should adopt this purpose statement or, if need be, improve upon it.

6.3. FUNCTIONS AND ORGANIZATION

In pursuit of the purpose mentioned above, the University will perform several functions that ought to be configured in a manner that will ensure that each niche is executed effectively and efficiently and in compliance with legal, policy, regulatory, and corporate governance requirements. Being a new entity formed by merging two institutions, the Team strived to answer the following key questions:

- a) *What functions should the new University perform in line with its mandate and other corporate, policy, regulatory, strategic, and legal obligations?*
- b) *Where should each of the earmarked function be placed and performed*
- c) *How should the functions be configured to ensure the efficient and effective delivery of anticipated services?*

6.3.1. Functional and Structural Provisions in KUHeS Act

In striving to determine the relevant functions for the university and how they should be configured, the Team first reviewed the KUHeS Act particularly to pinpoint specific provisions relating to functions and structural set-up of the University. This was done in recognition of the fact that the functions and structure of the University must fully comply with the Act, besides other considerations.

The Team observed that the Act has prescribed the operating and, to some extent the organizational model of the University. While it allows some University discretion with regard to the scope of functions and organizational units to perform the functions, it has specified the following:

a) **Functionally**, the Act has:

- grouped the functions of KUHeS into two key categories namely: *academic functions* (representing the core business activities of the University which include teaching and learning, research, consultancy, community outreach, and library services); and *administrative functions* (representing the cross-cutting business activities of the University that ensure proper discharge of the academic functions);
- stipulated that academic functions such as Library and Schools should be overseen by the DVC;
- singled out several administrative functions for the University namely student affairs, finance and investments, and registry services. The Act has not precisely defined the scope for each of the listed administrative functions. The university is at liberty to configure the functions in a manner deemed appropriate. The University is also allowed to introduce additional administrative functions considered necessary but not at directorate level.

b) **Structurally**, the Act has prescribed the University should establish the following offices along other organizational units, Centres and Institutes it may deem necessary to its proper functioning:

- Office of the Vice Chancellor, to lead the University as its chief executive officer
- Office of the Deputy Vice Chancellor, to oversee all academic functions and other functions delegated by the Vice Chancellor
- Office of the Director of Finance and Investments to oversee finances and investments in the University
- Office of the Registrar to oversee administration functions of the University
- Office of the Librarian to manage library resource of the University
- Office of the Directorate of Student Affairs to manage all student affairs in the University
- Schools

Apart from mentioning the headship and general functional boundaries for the various offices, the Act has not provided a detailed set-up for any of the stipulated offices. Instead, in Section 26, the Act has empowered the University to come up with the required administrative structure for the Offices. Similarly, the Act has not specified the schools that the University should establish, rather it has only highlighted headship positions and general guidelines on what a school should constitute and how it should be governed. The onus is placed on the Senate and the Council of the University to determine the Schools to be established in the University.

It should also be mentioned that several stakeholders expressed concerns with some functional and structural provisions in the Act. One of their main concerns is the omission of some key functions such as Quality Assurance. They were puzzled that the Act has prioritized and elevated the status of functions such as student affairs and finance leaving out Quality Assurance which has a huge bearing on the overall performance of the University and its ability to attain its university ranking ambitions. They therefore strongly advised that the University should push for a review of the Act so that Quality Assurance is also classified at directorate level so that it has enough authority to effectively manage quality assurance issues in the University.

A glance at what is obtaining in other Universities in the region revealed a common trend in which the function is pegged at directorate level. The University should therefore strive to have a similar structure for Quality Assurance. Such a set-up would ensure that the function satisfactorily undertakes its activities as it will possess the required authority to execute its roles. The Team, therefore, **recommends** that the KUHeS Act, at an opportune time, be amended to place the quality assurance function at a position where it will have more authority to foster compliance to quality standards in the University. Meanwhile, the University should devise measures to ensure that, regardless of the hierarchical positioning of the Quality Assurance function, it has robust internal quality assurance systems and structures recognizing that it is training professionals who will be responsible for saving people's lives and promoting a healthy nation. The Team was informed of several Universities that are a marvel in terms of quality assurance and would offer valuable lessons to KUHeS. The University should benchmark with these Universities to borrow a leaf on how to design and implement its own quality assurance systems. Considering that this will underpin the overall success and, most particularly, the desired top-20 ranking by 2030, it is **recommended** that the development of Quality assurance systems should be among the priority activities and concluded.

The stakeholders also queried the decision to categorize the Library as an academic function contrary to the traditional concept which considers the function as a cross-cutting function. They also proposed that the University should advocate for an amendment of the Act to address the anomaly. On its part, the Team noted that the debate on the matter is neither new nor unique to KUHeS. This discourse has been there in many universities for a long time till recently when universities have seemingly recognized that Library is an academic service and have treated it as such. The KUHeS Act is therefore in accord with current global trends in categorizing the Library function as an academic function. Functionally, the Team noted that a Library in most academies serves more as a core than support function. Similarly, in KUHeS, about 90% (according to literature) of the services offered by the Library lean more towards academics. Hence, it makes sense and recommendable that the library function has been transferred and integrated into academic services.

6.3.2. Taskforce Proposed Set-Up and the Team's Analysis

In readiness for the Functional Review, KUHeS Taskforce carried out an assessment that aimed at:

- a) reorganizing, re-defining and rationalizing the functions of the current faculties and departments and other academic functional units in the two colleges into either Schools, Centres or Institutes.
- b) fusing the two corporate offices in the merging colleges to form one corporate office and auxiliary arms to support operations at the campus and school levels or wherever such support services may be required.
- c) determining the appropriately detailed structure for the offices stipulated in the Act.
- d) identifying additional functional units that the University will require to achieve its strategic aspirations and business agenda and to fulfill other legal, policy, and regulatory requirements.

Ultimately, the Taskforce came up with a proposed functional and organizational structure for the University. The proposal was informed by the Act, the aspirations of members of staff in the two merging colleges, strategic direction and best practice models around the world. The structure also incorporated the recommendations presented in the UNIMA Unbundling Taskforce Report.

The proposed structures were presented to the Team prior to stakeholder consultations for preliminary analysis in order to understand them and identify areas that would require further interrogation and improvement. The proposals were contained in various documents, mostly in progress reports submitted to the UNIMA Council.

After going through the documents, the Consulting Team noted that the structure, which the Taskforce proposed, constituted nine functions, at various levels, reporting to the VC as follows:

a) Proposed Functional Configuration

i) The management and coordination of academic services which consists of:

- *The provision of teaching and learning, research, and consultancies in Allied Health Professions and Education*
- *The provision of teaching and learning, research, and consultancies in medicine and dentistry*
- *The provision of teaching and learning, research, and consultancies in Life Sciences*
- *The provision of teaching and learning, research, and consultancies in maternal and new-born*
- *The provision of teaching and learning, research, and consultancies in nursing*
- *The provision of teaching and learning, research, and consultancies in public health*
- *The provision of graduate studies*
- *The provision of quality assurance services*
- *The provision of library services*

ii) The provision of registry services comprising:

- *The management of human resource*
- *The provision of academic support services*
- *The management of estates development services*
- *The provision of records management services*
- *The management of the procurement of goods, works, and services*

- *The provision of legal services*
 - *The provision of ICT services*
 - *The management of campus logistical and related services*
- iii) The management of students' affairs
 - iv) The management and accounting for financial resources, assets, and investments
 - v) The provision of internal audit.
 - vi) The provision of planning, monitoring, and evaluation services
 - vii) The provision of marketing and communication services
 - viii) The provision of change management services
 - ix) The provision of resource mobilization and enterprise development

b) Proposed Structural Set-up

- i) Office of the DVC made up of:
 - *School of Life Sciences;*
 - *School of Allied Health Professions and Education;*
 - *School of Public Health;*
 - *School of Nursing Studies;*
 - *School of Maternal and New-born;*
 - *School of Medicine and Dentistry;*
 - *School of Graduate Studies;*
 - *Library*
 - *Quality Assurance*

The proposed academic departments and programmes under each of the proposed schools are as shown in Appendix 2.

- ii) Registrar's office headed by the Registrar made up of the following components:
 - *Records*
 - *Human Resource*
 - *Academic Services*
 - *Estates Development*
 - *Information and Communication Technology*
 - *Procurement*
 - *Campus Logistics*

- iii) Students Affairs Directorate
- iv) Finance and Investments Directorate
- v) Marketing and Communication
- vi) Internal Audit Directorate
- vii) Resource Mobilization and Enterprise Development
- viii) Change Management
- ix) Planning, Monitoring and Evaluation



While the Team found that all the proposed functions are essential and necessary, there was need to clarify several functional and organizational issues. These issues are:

a) Clarity of the Functions

The proposed organizational structure from the Taskforce presented to the Consulting Team did not necessarily depict the functions and their respective classifications and constituent roles and units as summarized above. Instead, it largely depicted the proposed hierarchy of positions in various functional

areas. The Team had to translate the positional structures into function-based organizational structures. It was a difficult task though to understand the actual functional roles and responsibilities and most importantly the hierarchical levels since they were not clearly defined. On several instances, the Team had to seek further clarification from the concerned departments to better understand the set-up including the premise and envisioned benefits.

b) Inconsistencies in functional nomenclatures and classification

The proposed structures were not coherently and consistently presently. For example, in one document the planning, monitoring, and evaluation, legal and marketing functions were placed under the office of the Registrar while in another document, the same functions report directly to the VC. The posts of Deputy Registrar and Assistant Dean are depicted in some documents, while others are silent on these positions. Further, the draft statutes indicate internal audit and resource mobilization to be directorates, but these offices are entirely omitted in the summarized structures presented to the Consulting Team. It appears that as discussions progressed, documents were not updated to ensure that they contain the same information regarding functional and structural proposals. Unsurprisingly even job descriptions that were eventually developed contradicted some of the proposed structural set-ups.

c) Functional omissions

When the Consulting Team engaged various departments to confirm the proposals and obtain their views on how best their respective departments could be integrated into the new university, it was noted that some functions, such as teaching and development and open distance and e-learning, were omitted altogether without any explanation given despite being endorsed and featuring highly in the draft policies.

d) Functional misconfigurations

Several functions were found to be misplaced as their configuration was not in line with best practice in academics, legal provisions, policy requirements and general organization development principles. The functions include:

- **ICT** - which was placed in the office of the Registrar. This set-up did not appreciate the fact that ICT is categorized as a component of the teaching and learning in the University.
- **Procurement and Asset Disposal** - it was placed in the Office of the registrar when it is a requirement in the public service that the function should fall in the office of the Chief Executive Officer. It should be the CEO delegating the function to a senior officer of his or her choice to manage the function. It would be irregular for the structure to delegate the function on behalf of the CEO.
- **Resource mobilization, Internal Audit and Examination** – these functions were configured as directorate despite the Act restricting directorate status to Finance and Investments, Registry and Student Affairs function.
- **Behavioral sciences** – was placed in the School of Public Health but looking at its role, it was considered proper to have it under Foundation studies
- **Foundation studies** – was maintained under Biomedical Sciences Department though it has grown because of the merger of the two colleges. To ensure efficiency and effectiveness, the function needs to stand on its own and become an academic department.

e) Structures for Centres and Units

The University has various research centres and groups including the Research support centre were not covered in the proposed structure even though there are University staff serving in those centres. The Team was not amused by the omission as the centres are not funded directly using University subvention rather by own generated funds. In fact, besides the Research Support Centre, all the centres are either project programme based or merely affiliated to the University for legal shelter. As presented above, such centres do not feature in the overall structure of the University unless they are university initiated and enjoy subvention.

In the report, the Team has recommended two university centres namely, the Centre of Postgraduate Studies and Research; and Teaching and Learning Development Centre. These centres will be subvented centres hence their structures have been defined and incorporated on the overall university structure.

f) Functional and Organizational Hierarchy

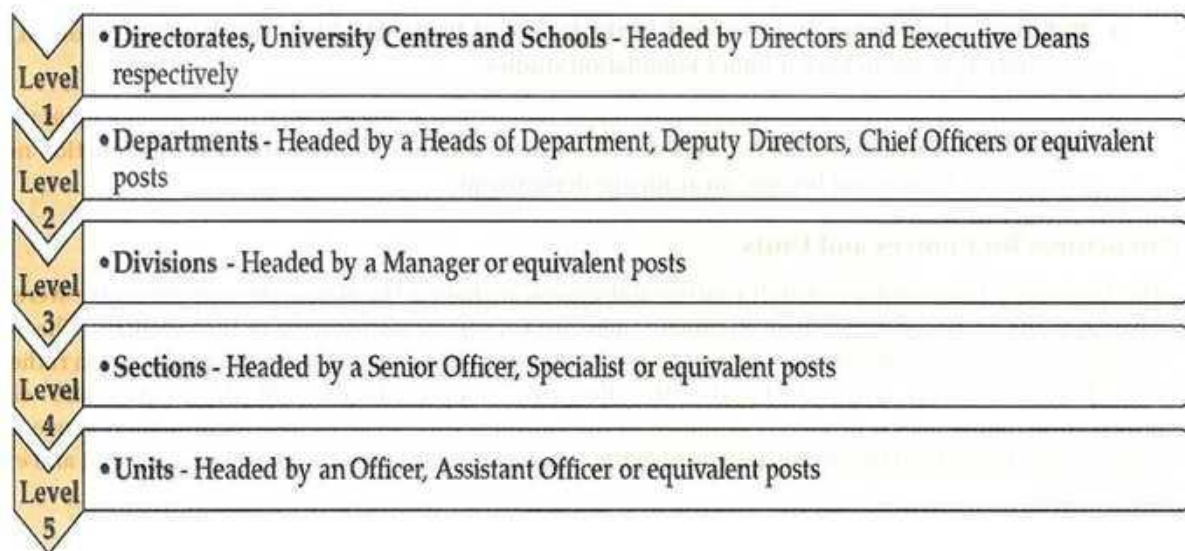
Generally, a common feature of all large organizations, such as universities, is that some form of divisional structure is needed in order to govern and direct the organization’s activities, allocate resources and tasks, establish a sense of community, ensure participation and co-determination, etc. The larger the organization, the greater the need tends to be for further subdivision. In one sense or another, most universities are hierarchical institutions with at least three formalized levels.

Given these issues, the Team carried out workflow analysis particularly where there were contentious issues such as administration, finance, quality assurance, and ICT. The analysis sought to understand the specific inputs, processes, procedures, and tasks performed in the delivery of desired services and products. In some areas, the analysis was a simple matter while in others it was difficult as the University is still contemplating on the activities to be performed, and procedures and processes to guide the activities. Nevertheless, the Team got valuable insights into the operations of the university, which were key in designing the organizational structure in the context of the institution’s aspirations as espoused in 2020 to 2030 SP and its Act. In some areas, it was noted that certain activities are not necessary for the desired output.

As noted earlier, the Team realizes that KUHeS operations will need to conform to public policies and relevant legal and regulatory frameworks. Accordingly, a deliberate effort was made to assess the legal, regulatory, and policy requirements as well as international best practices and general organizational development principles that even apply to academic institutions. It was difficult to identify and review all policy and legal documents available since there is no central repository for such documents. The Team only reviewed documents it was able to source especially those frequently mentioned or referred to by stakeholders. The list of the documents is provided in Appendix 5.

Based on the assessment coupled with the analysis of the Act and other documents as well as the input from stakeholders, the Team was able to identify functions relevant for the university and systematically configured them into clusters that translate into a functional organization structure. The structure comprises organizational units at different levels depending on the scope, value, and complexity of the function as shown in Figure 6:

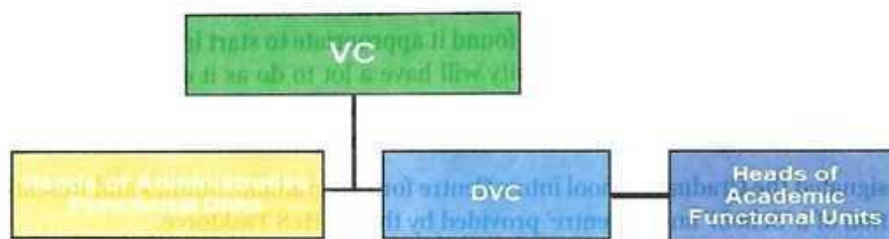
Figure 6: Classification of functions recommended for KUHeS



All standalone organizational units will report to the overall executive head of the University, the VC, directly or, in the case of academic units, through the office of the DVC as depicted in figure 7. The hierarchical levels are informed by the KUHeS Act, best practices in academic institutions and general practices in organizational design. The set-up of these organizational units is not purely functional-based. There are aspects of divisional.

product, and matrix structures incorporated where necessary in order to enhance operational efficiency and economy in the operations considering that the University will have several campuses and semi-autonomous schools, a situation that will necessitate sharing of some services.

Figure 7: Reporting Framework of Academic and Administrative functions in KUHeS



Besides clarifying the functions and their classifications, the Team also made several functional changes to address functional gaps, overlaps, duplications, misnomers, and workflow issues. In this regard, some functional areas have been assigned fewer or more roles than those proposed by the Taskforce. In some cases, the roles have only been re-configured or re-designated for the sake of clarity and relevance. These recommendations have taken cognizance of the provisions of the KUHeS Act and the University's strategic goals objectives including strategic focus areas as outlined in its 2020-2030 draft KUHeS Harmonised Strategic Plan; and its workflow and other operational requirements as a multi-campus University. It has also broadly borrowed a leaf from various local and international academic set-ups particularly models that have proved to be successful. Specifically, the recommended set-up has attempted to address the University's desire of setting up schools and centres that will soon become independent entities with their own Boards for self-sustainability.

The setup has also considered general organizational development principles and recommendations from the 2018 De-linking of the Constituent Colleges of University of Malawi Report. The report, among others, recommends that apart from increasing access to higher education and improving quality of education, newly established universities should expand their teaching, learning and research programmes; adopt open distance learning (ODL) models; and establish effective and proactive grievance handling mechanism.

The Team has also taken into consideration input from both internal and external stakeholders who expressed several concerns with the Taskforce proposed structure including omission of some important functions and misalignments. They also suggested alternative configurations of the roles proposed by the Taskforce for various offices to improve operational efficiency and effectiveness. The stakeholders further encouraged that the University's organizational structure should:

- i) not be based on 'faces' but rather technical and legal considerations for efficiency and effectiveness
- ii) be mindful of the diminishing Government subvention.
- iii) make the University able to maximize the available resources, generate its own resources, and eventually become self-sustaining.
- iv) spur top-quality research, innovation, and education in the University.
- v) deal with the issue of bureaucracy that hampers decision-making
- vi) be in line with international practices, Government policies, and requirements of NCHE and related regulatory institutions
- vii) not be foster tendencies to build empires but rather to forge a strong University that will be a model in the region
- viii) not be influenced by mere unfounded wishes but evidence-based decisions

Further, the Team has applied the definitions of the Taskforce as to what will constitute a School, Academic Department, Centre, Institute, and Unit and at what levels will such organizational units operate in the University. It also strived to flatten and eliminate hierarchical layers to obtain lean structures aimed at improving communication and decision-making processes as well as empowering front-line personnel to improve service delivery and be more responsive to both internal and external customer demands.

Outlined below are the specific changes made to the proposed structure including the rationale for each of the changes:

1. Merged School of Allied Health Professions and Education and the School of Life Sciences into a single school called School of Life Sciences and Allied Health Professions. This was strongly proposed by stakeholders and, on its part, the Team found it appropriate to start in this manner to ease the financial burden on the University. The University will have a lot to do as it establishes itself, all of which will require financial resources. Having fewer schools will room for the University to channel some resources to other equally critical activities in these formative years.
2. Re-designated the Graduate school into a Centre for Postgraduate Studies and Research in line with the definition of a 'School' and a 'Centre' provided by the KUHeS Taskforce.
3. Changed the School of Public Health to School of Global and Public Health in line with international practice
4. Changed Dentistry to Oral Health Sciences in line with the scope of studies
5. Detached procurement and asset disposal from Registry and added the Asset disposal component in line with the requirements of the PPDA Act and Government policy on the structural arrangement of procurement and assets disposal units in public institutions.
6. Re-designated the Internal Audit function from a directorate to a department headed by a Chief Internal Auditor to comply with the provisions of KUHeS Act.
7. Re-designated the Resource Mobilization function from a directorate to a Department headed by a Chief Resource Mobilization Officer in line with the Act.
8. Re-designated Quality Assurance from a Directorate to a Department headed by a Chief Quality Assurance Officer.
9. Detached ICT from Registry to become a department led by a Chief Information Officer reporting to the DVC to ensure that ICT issues are given adequate attention in pursuit of a robust ICT function that will support the aspirations of the University.
10. Introduced a university centre called Teaching and Learning Department function configured as a Centre reporting to the VC. The Centre is established to address the ever-changing needs of Higher Education. The focus of the Centre will be to foster teaching and learning excellence to enable students and staff to derive the greatest possible benefit from the academic environment at KUHeS. The Centre will play a strategic role in all areas of teaching and learning in order to realize the University's vision and mission.
11. The coordination of clinical skills training has been assigned to TLDC. It is believed that this arrangement will ensure better coordination, supervision and unbiased access to clinical skills laboratories and related facilities. However, the University should maintain all best practices in the current arrangement. Any new approaches earmarked for adoption should be thoroughly vetted by all concerned parties before they are implemented. The Team was surprised and concerned that some stakeholders including the current members of staff in clinical sciences departments were sidelined in the discussions to transfer the clinical skills training function to the proposed TLDC. This was a serious oversight and one liable to jeopardize the change process. It was obvious from the interaction with members of staff that they have concerns that ought to be discussed and addressed before the TLDC rolls out. The Team, therefore, **recommends** that all HoDs handling clinical skills teaching in the merging institutions and College of Medicine Education and Training Office (COMETO) should meet and strategize on the best approach to the provision of clinical skills teaching under TLDC.
12. Introduced a Campus administration function as a division under the Registry Services Directorate to coordinate and oversee the efficient and effective provision of all registry services devolved to campus level.
13. Introduced a Research Ethics and Governance function to promote research integrity and good practice in the conduct of research
14. Introduced Open Distance and e-learning (ODEL) function as a division under the Teaching and Learning Development Centre (TLDC). This is necessitated by the University's intentions to adopt open distance and e-Learning mode of delivering some of its programmes

15. Foundation Studies have been made a standalone department recognizing its role of servicing all academic departments.
16. Transferred Family medicine from Global and Public Health to School of Medicine and Oral Health
17. Transfer community health from School of Nursing to School of Public Health to Become a Department together with environmental health.
18. Introduce a nutrition and dietetics function under the School of Global and Public Health
19. Transferred Pathology from School of Life Sciences to School of Medicine and Oral Health
20. All administrative functions such as finance, student affairs, registry services, procurement, ICT, M&E, QA have been placed at campus and all school and organizational units within the campus will share the services except for secretarial and messengerial services which have been devolved up to school and academic department levels. The shared service approach is considered the most economical model and most multi-campus universities have employed the same arrangement with appropriate safeguards to mitigate challenges incipient in the system and ensure schools are serviced satisfactorily. Principally, having a robust PMS and progressive work procedures and policies has proved fruitful in yielding the best possible results from the arrangement.
21. Introduced a consultancy and community engagement function in the Centre of Postgraduate Studies and Research in line with one of the aspirations in the SP. We also consider the function pertinent to ensure that there is focus on all four pillars of the university.

6.3.3. Recommended Functions and Organizational Set-Up

Based on its functional analysis and the resultant functional changes informed by various considerations as outlined in the preceding section, the University will have the following corporate-level functions:

- a) The management and provision of academic services
- b) The management of student affairs
- c) The provision of strategy management, monitoring, and evaluation services
- d) The provision of quality assurance services
- e) The management and accounting for financial resources, assets, stores, and investments
- f) The provision of registry services
- g) The provision of ICT services
- h) The provision of communication and marketing services
- i) The provision of leadership in the development, implementation, and sustenance of the University's resource mobilization policies, plans, and strategies
- j) The procurement of goods, works, and services and disposal of assets
- k) The provision of internal audit services

Each of these functions will report to the VC and, except for function (a) which will constitute the Office of the DVC, each function will translate into an organizational unit either at directorate, department, division, section, or unit level depending on the scope, value, and complexity of the roles therein. The classifications and constituent roles and segments of each of the functions above are shown in Table 5 below:

Table 5: The classification and constituent roles and segments of KUHeS Functions

Main Function	Classification	Headship	Constituent Functions and Units		
			Constituent Functions	Classification	Headship
Academic Services	Office of the DVC	DVC	Medicine and Oral Health	School	Executive Dean
			Nursing	School	Executive Dean
			Maternal, Neonatal and Reproductive Health	School	Executive Dean

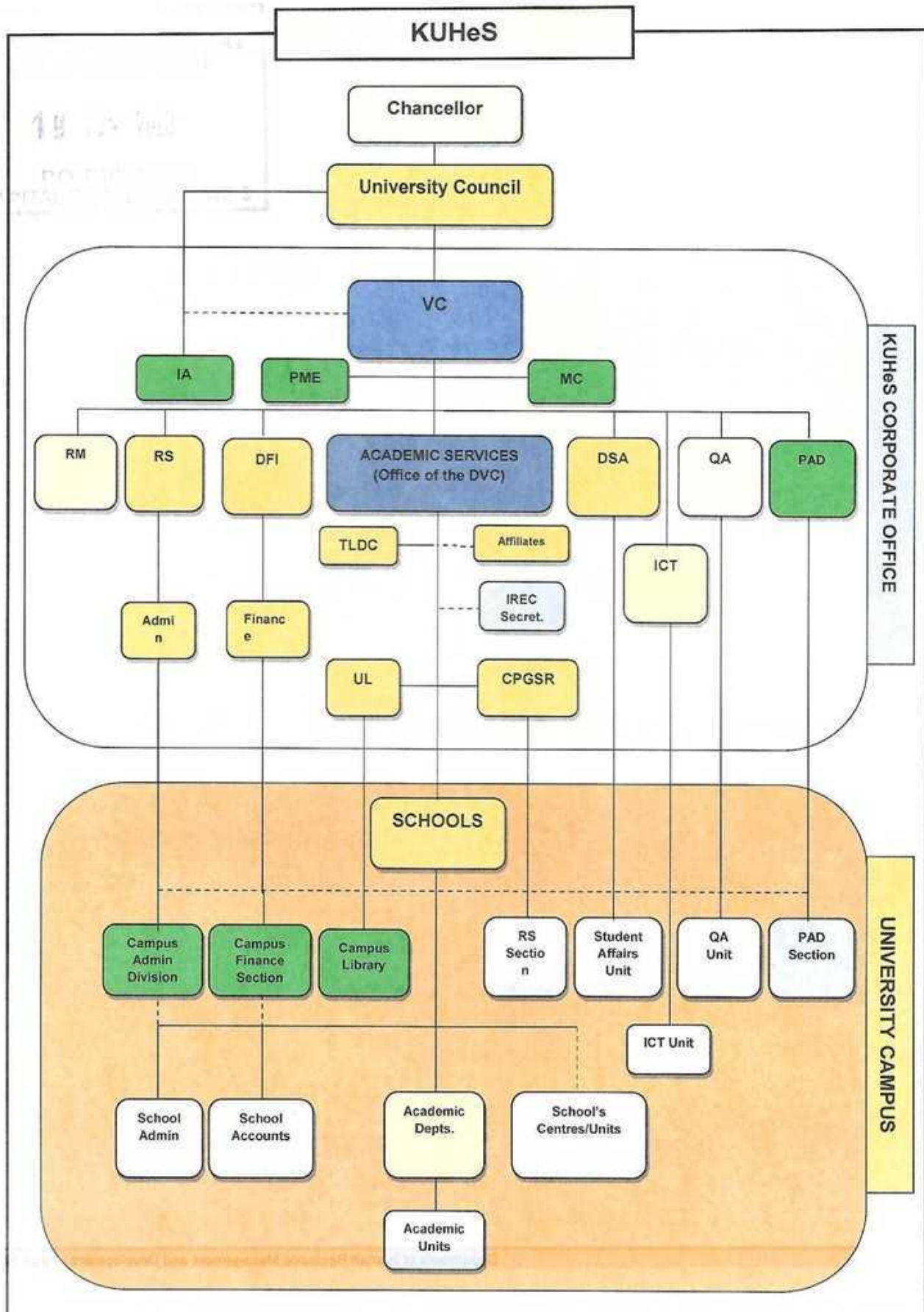
Main Function	Classification	Headship	Constituent Functions and Units		
			Constituent Functions	Classification	Headship
			Life Sciences and Allied Health Professions	School	Executive Dean
			Global and Public Health	School	Executive Dean
			Post-graduate Studies and Research	Centre	Director
			Library	Directorate	Librarian
			Teaching and Learning Development	Centre	Director
			Examinations	Division	Manager
			ICT	Department	CITO
Registry Services	Directorate	Registrar	Human Resource	Division	Assistant Registrar
			Legal services	Division	Assistant Registrar
			Administration	Department	Deputy Registrar
			Academic Support Services	Division	Assistant Registrar
Procurement and Asset Disposal	Division	Manager	Procurement and Asset disposal (Lilongwe Campus)	Unit	Officer
			Procurement and Asset disposal (Blantyre Campus)	Unit	Officer
Finance and Investments	Directorate	Director	Investments management	Section	Specialist
			Financial management	Department	DDFI
Student Affairs	Directorate	Director	International and General Student Affairs	Division	Manager
			Student Affairs (Lilongwe Campus)	Section	Senior Officer
			Student Affairs (Blantyre Campus)	Section	Senior Officer
Internal Audit	Department	CIA	-	-	-
Quality Assurance	Department	CQAO	Operations Quality Assurance	Section	Senior Officer
			Academic Quality Assurance	Section	Senior Officer
Planning, Monitoring, and Evaluation	Division	Manager	Planning and Strategy	Section	Specialist
			Monitoring and Evaluation	Section	Senior Officer
Marketing and Communication	Division	Manager	Communication	Unit	Officer
			Marketing	Unit	Officer
Resource Mobilization	Department	CRMO	Relationships management	Division	Manager

Main Function	Classification	Headship	Constituent Functions and Units		
			Constituent Functions	Classification	Headship
			Business Development	Division	Manager

Figure 8 below presents a schematic representation of the overall set-up of the University.



Figure 8: A schematic representation of the Recommended Structure for KUHeS



The ensuing chapters discuss the justifications for the recommended functions and organizational structure and details for each organizational unit in terms of purpose, functions, and staffing.

The Team would like to mention that it has overlooked some proposals by stakeholders because the facts obtained during analysis showed that they are against standard practice, policy, legal and operational requirements. These proposals were:

- a) **Decentralizing administrative functions to school level and not campus level:** Some stakeholders were not comfortable with the proposal to decentralize functions such as finance, administrative, and human resource to campus level. They were particularly skeptical if such an arrangement would support the pursuit of efficiency and effectiveness in the schools. Hence, they preferred that these functions be devolved to school level.

Literature shows that most multi-campus universities have adopted this model because it ensures efficient and effective administrative services at a significantly lower cost. These benefits are not strange to many in KUHeS and some of the stakeholders agitating against the shared service model referred to the benefits. The only issue is that they are skeptical if the functions will be performed well to support the schools effectively. The previous experiences paint a gloomy picture leading to this negative perception towards the shared service model.

Certainly, it would be naive to pretend that the shared service model is all rosy. The model has its challenges and risks that, if not handled properly, will limit the success of the arrangement. However, these challenges and risks can be overcome. Many institutions have done so through optimization and continuous improvement. Establishing a continuous improvement programme and applying it consistently across these areas will maximize the chances of success.

- b) **Configure ICT as a Centre:** Some stakeholders proposed that the function should be configured as a centre falling under the VC. However, the Team noted that doing so would contradict the Act and the Draft Statutes which indicate that only academic functions can be structured in such a manner. This is also clearly depicted in the definition of a 'centre' developed by the KUHeS Taskforce. The definition describes a Centre as "a group of academic and other dedicated staff from one or more departments with a primary commitment to undertake research services or programming greater than or different from one that the individual members would undertake in the absence of the centre. It can be virtual or based in a defined physical space". Further, the definition prescribes that the functions of a centre are to strengthen disciplinary programs by providing interdisciplinary course work, offering service-learning opportunities, facilitating certificate programs, enabling high levels of research productivity, and providing external visibility for the university.

Based on these parameters, ICT cannot be structured as a Centre. The only feasible classification, in line with the scope of the activities under the function, is a department. Accordingly, the Team has configured the function as a standalone department reporting to the VC.

- c) **Merging Quality Assurance with Strategic Planning, Monitoring, and Evaluation:** stakeholders proposed that planning, monitoring, and evaluation be merged with quality assurance conforming to current global practices where university-wide planning and quality assurance activities are integrated. The set-up recognizes that both functions strive towards enhancing an effective and credible university and represent common activities that strengthen each other and allow the university to carry out its core function of teaching and learning, research, and community engagement. The NCHE Quality Assurance framework also encourages the integration of quality assurance with overall strategic planning and monitoring and evaluation. The framework reiterates the fact that:

Quality Assurance tools generate data and provide evidence for multi-year planning and resource allocation. Linking performance evaluation with target agreements provides an intensive for goal achievement and a basis for future planning. When internal quality assurance is connected to strategic planning, it has greater potential to influence decision making and create change.

While acknowledging the fact that this is the practice in several universities, the Consulting Team was hesitant to endorse the arrangement because Government requires that strategic planning, monitoring, and evaluation should sit in the office of the executive head of the institution in order to have enough authority to commandeer the institution's strategy across departments and functions. Such a set-up sends a strong signal that the institution sees PME functions as key for its future growth and wellbeing. For KUHeS, being a new University in a highly competitive environment, satisfactory development and implementation of corporate strategies, plans, and policies will be paramount to enable it to achieve success. Locating the function in the VC's office will help the cause significantly.

- a) **Splitting Research from Graduate Studies to become a standalone directorate** - Stakeholders proposed that research should become a directorate reporting to the DVC and should be semi-autonomous and a one-stop-shop Centre to ensure efficiency and effectiveness. It was further proposed that the research directorate should be empowered to facilitate the balancing of the needs of serving the faculty members as well as providing stewardship of the public trust.

The stakeholders cited several grounds for the proposal including the fact that research enterprise is crucial for any university in demonstrating its relevance at national and global levels which underscores the need for ensuring that research enterprise receives prominence in the organizational structure of the university and that it should be a coordinating centre which should provide oversight in all research-related activities of the university. It was also indicated that for the university to generate more income, it needs a vibrant research enterprise. As such, research should be placed in a strategic and prominent position to demonstrate how valuable the research enterprise is. Having the function placed at Graduate School level creates the impression that the role of the research enterprise is undervalued, and the function will be seen to serve interests of the Graduate School alone.

The Team's research showed that there is diversity among the universities in Africa and beyond. The Team looked at the set-up in over ten universities in the region and the findings show that the function is commonly configured as a standalone directorate either purely focusing on research or with other related functions such as publications, innovation, knowledge transfer, and consultancies, graduate studies, among others. In several other cases, it is organized as a Centre and in few cases as a school. Clearly, the proposal to set the research function as a directorate is in line with regional trends. However, the set-up of having both graduate studies and research functions harboured within the same directorate is also prominent. This means that the set-up is equally feasible.

The concerns expressed against placing the function under a school are valid, but under a Centre or directorate, the two functions can reside together and function optimally as it has been the case in other research-oriented universities. Of course, the best arrangement is to have a Centre or directorate solely focusing on research. However, since KUHeS is at its inception stage and without a stronger financial muscle, starting with a merged set-up would be ideal. Hence, instead of splitting the functions into two, the Team **recommends** that the functions remain merged but under a 'Centre of Graduate Studies and Research' rather than a Graduate School. The set-up should be reviewed after three years and appropriate changes be made to ensure that both components are vibrant.

6.4. ESTABLISHMENT

6.4.1. Existing Staff Numbers

At the time of the review, the two merging colleges had a total of 611 members of staff of which 258 (42%) were academic staff while 353 (58%) were administrative, clerical and technical support staff. The staff are on different employment contract regimes with some on two-year contracts and others on tenure (permanent and pensionable). This number excludes those supporting different projects, in the income-generating units (IGUs), and those whose wages are not directly financed by the two colleges using Parliamentary appropriations. It also excludes employees that the University engages on a part-time basis to complement the existing academic staff.

6.4.2. Staff Requirements

In order to function properly, KUHeS ought to have the right numbers of appropriately qualified, skilled, and committed staff in suitable functional areas. A good structure would mean nothing if the staff establishment is

not reflective of the work demands. Based on this understanding, the Team carried out a careful assessment to come up with an appropriate staffing complement for each functional area including numbers, designations, and distribution of posts at various grades. The process considered several benchmarks namely the KUHeS Act and other legislative instruments; best practice models; governance requirements; and the National Council of Higher Education's (NCHE) Standards that academic staff distribution should be 20% Professorial, 40% Senior lecturers, and 40 % Lecturers and that the ratio of academic staff to students should be at a minimum of 1:18. Besides NCHE Standards, the Consulting Team has also considered the principle set by Pareto that any organization must constitute 33% support and 66% core positions, respectively. In the case of the University, it entails that administrative staff should constitute 33% while academic staff should be around 66% of the total staff establishment. This is also the Government's wish as espoused in the Public Service Management Policy of 2018.

The parameters above complemented workload analysis as the basis for providing the staff numbers and distribution across the board. According to PAN (2004) workload is the main aspect of calculating employee formation. Thus, staff numbers, levels, and designations ought to be commensurate with the workload projected to be available. Overstaffing or understaffing affects the organization's efficiency and effectiveness by leading to unnecessary labour costs and limiting the organization's efficiency, effectiveness, and growth respectively. Determining the workload of each organizational unit can be done by using a calculation method or experience. The calculation method is a bit complex and requires more time than the estimation one. Since this review was strictly time-bound, the Team relied on the experience of experts in various units and the Team's own experience to estimate the available workload and the required staff to execute the work.

6.4.3. Recommended Staff Establishment

The recommended establishment for each organizational unit in the University is discussed in the ensuing chapters and sections. Overall, the Consulting Team has recommended an establishment of **847 posts** with **523 (61.3%) posts** being academic and **324 (38.7%) posts** for administrative roles. The total recommended establishment for the various schools, directorates, centres, and divisions is as follows:

• VC Office	- 3 posts
• DVC Office	- 3 posts
• School of Life Sciences and Allied Health Professions	- 124 posts
• School of Medicine and Oral Health	- 172 posts
• School of Nursing	- 94 posts
• School of Maternal, Neonatal and Reproduction Health	- 64 posts
• School of Global and Public Health	- 92 posts
• Directorate of Student Affairs	- 15 posts
• Registry Services Directorate	- 113 posts
• University Library	- 62 posts
• Directorate of Finance and Investments	- 18 posts
• Resource Mobilization Department	- 6 posts
• Procurement and Asset Disposal Division	- 7 posts
• Quality Assurance Department	- 5 posts
• Marketing and Communications Division	- 5 posts
• ICT Department	- 20 posts
• Center for Postgraduate Studies and Research	- 29 posts
• Teaching and Learning Development Centre	- 13 posts
• Examinations Division	- 2 posts

The categorization of the posts is based on Section 2 of the KUHeS Act that defines academic staff as,

'persons for the time being holding appointments, whether on a full time or part-time basis, under contract with the Council, as professors, associate professors, senior lecturers, lecturers, assistant lecturers, staff associates, adjunct staff and includes all members of staff whose conditions of service contain an obligation to undertake research and senior professional staff of the library, or any other post declared by the Senate by category or title to be an academic post'. Administrative staff are defined as 'persons for the time being holding appointments, whether on a full-time or part-time basis, under contract with the Council, in the administration of the affairs of the University.

During the review, the Team learned that each school and directorate will come up with own strategic plan aligned to the broad University aspirations. Some departments and schools, such as the Physiotherapy Department and School of Public Health, have already commenced such processes. The recommended staff establishment is likely to be affected and changes will need to be made to align the staffing complement with the strategies and aspirations in the SPs. This underscores the need to expedite the development of the Workload Policy to guide future decisions on staff establishment. This Policy should therefore be on the University's priority list of policies to be developed. Ideally, the determination of staff numbers in this report needed to be informed by the Policy among other considerations. Nevertheless, once the Workload Policy is finalized and approved by the KUHeS Council and all the schools have developed their respective SPs, the University should re-assess the staff establishment in liaison with the Consulting Team.

Allied to the Workload Policy, the University should also develop procedures for changing the Staff Establishment. Willy-nilly changes to the Staff Establishment create serious human resource management challenges. The procedures should spell out the circumstances and the requirements for a proposed change to staff establishment to be considered by the University. It should be remembered that any alteration to the Staff Establishment will not only affect the staff numbers but also the grades for the newly created and other existing related ones. Hence, the dire need for properly laid down conditions and procedures to guide the process and decision-making. If KUHeS is to be an excellent university, managing the staff establishment will be very critical to ensure that it spends on quality and not merely on quantity.

It should also be pointed out that, in some of the proposals submitted by departments, it was observed that new positions have already been assigned to existing members of staff. This is against procedure and encourages people-centred decisions at the expense of organizational well-being. The placement of the current staff into a new structure will be handled by an implementation committee, as discussed in Chapter 8.

Lastly, the Team would like to note that the Staff Establishment recommended in this report is futuristic. In many areas, the University will not require to fill all the posts in the short and medium-term. The filling of the positions should be dictated by the actual staffing requirements of the various departments in the University. At all times the University should ensure that it operates within the prescribed staffing ratio of 66% academic staff and 33% administrative. The initial placement of staff should also strive to attain this balance.

CHAPTER SEVEN: RECOMMENDED ORGANIZATIONAL SET-UP FOR ACADEMIC FUNCTIONS

7.1. INTRODUCTION

Academic functions are those functions that represent the core business activities of the University. These include teaching and learning, research, consultancy, community outreach, and library services. All these academic functions will be overseen by the DVC together with other functions as may be delegated to the office of the DVC by the VC. This entails that structurally; all the academic functions will be under the office of the DVC regardless of the level of the function. Hence, the appropriate point of departure in discussing the set-up for academic functions is the office of the DVC.

7.2. OFFICE OF THE DVC

The Office of the DVC will be responsible for the overall management and coordination of academic functions that are core to KUHeS. These will include teaching and learning, research, consultancy, outreach programmes to ensure that the University attains its objectives. It will also be responsible for coordinating postgraduate studies; ODeL programmes besides overseeing the provision of teaching and learning development and library services.

7.3. PURPOSE AND FUNCTIONS

The Office will manage and coordinate academic services at the University. It will manage and coordinate the following academic functions:

- a) The provision of teaching, learning, research, consultancy, and outreach services in specialized disciplines
- b) The provision of ICT services
- c) The coordination and promotion of postgraduate studies and research
- d) The provision of teaching and learning development services
- e) The management of examinations
- f) The provision of library services

7.4. ORGANIZATION

The Office will encompass the following organizational units responsible for the functions outlined above:

- a) Schools
- b) ICT Department
- c) Centre for Postgraduate Studies and Research
- d) Teaching and Learning Development Centre
- e) Examinations Division
- f) University Library

The organizational units are discussed in detail in the ensuing paragraphs. The discussion covers the justifications, purpose, functions, and constituent departments, sections, and units for each School and Centre.

7.5. SCHOOLS

A school in the University will be a complete unit that shall offer a minimum of a bachelor's degree. Schools shall contain multiple departments, institutes, centers, and units that offer related disciplines. The KUHeS Act has not prescribed the actual schools which the University should possess. Instead, it has empowered the Council to determine the Schools on recommendations from the Senate. The Taskforce has drafted Statutes to guide the establishment and discontinuance of a school, centre, and institute. During the review, it became obvious that need also exists to clarify 'academic units' and criteria for their creation and graduation. The University should therefore consider developing guidelines to this effect.

The initial schools in the University will be crafted from the existing faculties, departments, and centres in the two merging colleges, CoM and KCN. At the time of the review, the two Colleges had a total of six faculties hosted at their campuses in Blantyre, Lilongwe, and Mangochi. Besides the faculties, CoM also has a School of Public Health and Family Medicine. Guided by the definition of a school given above and considering general practice in other

universities around the world, and the vision and potential of the various existing faculties, the KUHeS Taskforce proposed seven (7) housing 27 departments that run 60 programmes as shown in Appendix 6.

When the Taskforce presented the proposal to the UNIMA Council, it was advised to reconsider the proposal. Implicitly, the Council was not convinced that it was worthy for the University to start with as many as seven (7) schools.

Against this backdrop, the Team engaged key employees and stakeholders on the matter to appreciate the reasoning behind the creation of the seven schools and determine if it is possible to come up with an alternative combination that will translate into fewer schools. Interestingly, it was noted that there was demand for even more schools and that the proposed seven schools was a hard-fought compromise. Almost all the existing deaneries in the two Colleges wanted to transform into schools. However, most of the employees echoed the Council's observation and concern and strongly advised that the schools be reduced. They proposed (a) merging of the School of Life Sciences and School of Allied Health Professions and Education into one school, and (b) changing the proposed School of Graduate Studies to become a Centre of Post-Graduate Studies. Their key concern was not necessary that the schools are not needed but rather the timeliness. They reiterated that the other faculties aspiring to become schools can, and should, do so after the new University has established itself other than at its very onset.

Notwithstanding the proposals from the stakeholders, the Team established that having less than seven schools at this stage is the most financially sensitive and considerate approach. Starting with a few strong schools would be more beneficial to the University in the long term than the opposite scenario. The Team noted that the process of merging the two Colleges has been an emotive one making it difficult for people to objectively scrutinize issues and make sober decisions since, in most cases, the faculties were crafting their own destinies and, naturally in such scenarios, it is difficult to act objectively.

The Team carried out an analysis, which considered several issues including (a) similarities of the functions (shared identity), (b) common practice, (c) regulatory requirements, (d) current and envisioned workload, (e) definition of a school by the KUHeS Taskforce; (f) national development agenda and related policies and strategies. The analysis showed that it is possible to come up with fewer than 7 schools. Several possible routes would field fewer schools but the most feasible one is to reorganize the current faculties, and departments into the following 5 schools:

- a) School of Public Health
- b) School of Medicine and Oral Health
- c) School of Maternal, Neonatal and Reproductive Health
- d) School of Nursing
- e) School of Life Sciences and Allied Health Professions

7.5.1. Purpose and Functions

The schools will exist to provide teaching, learning, research, consultancy, and outreach services in specialized disciplines. Their functions will mainly relate to:

- a) The provision of teaching and learning in disciplines relevant to the school's speciality,
- b) The conduction and publication of research
- c) The provision of consultancy and outreach services.

The Schools (or their Academic Departments) may offer additional and unique services as may be deemed appropriate to the mission of the School and the University.

7.5.2. Organization and Staff Establishment

The schools will fall under the DVC as stipulated in the Act. The schools and their programmes will be hosted at the two main campuses (which have satellite campuses) and will use clinical centres spread across the country for clinical practice sessions. The Main Campuses, Satellite Campuses, and Clinical Centres are as follows:

Main Campuses

- Mahatma Gandhi Campus
- Lilongwe Main Campus

Satellite Campuses

- Kameza Campus
- Mangochi Campus

Clinical Centres

- Distributed throughout the four central hospitals (Mzuzu, Kamuzu, Zomba and Queen Elizabeth Central Hospitals) and several districts hospital in the three regions of the country

Each school will comprise academic departments offering different programmes as outlined in Table 6 below. Schools may also initiate and establish own centres and units to respond to emerging opportunities and service calls. These centres or units will be self-funded, hence cannot be reflected on the structure. KUHeS should have a policy or Statute to regulate the creation and management of centres or units established by Schools or Academic Departments.

Table 6: Recommended Schools and Academic Departments

School	Departments	No. of Programmes
Global and Public Health	1. Epidemiology & Biostatistics	1
	2. Health Systems Management	3
	3. Bioethics, Behavioural & Health Social Sciences	2
	4. Nutrition & Dietetics	1
	5. Community & Environment Health	1
Maternal, Neonatal and Reproductive Health	1. Midwifery	5
	2. Reproductive Health	1
	3. Neonatal Health	0
Medicine and Oral Health	1. Pathology	1
	2. Internal Medicine	1
	3. Anaesthesia & Intensive Care	2
	4. Psychiatry & Mental Health	1
	5. Surgery	5
	6. Oral Health Sciences	1
	7. Paediatrics & Child Health	1
	8. Obstetrics & Gynaecology	3
	9. Family Medicine	2
Life Sciences and Allied Health Professions	1. Rehabilitation Sciences	1
	2. Pharmacy	1
	3. Medical Laboratory Sciences	2
	4. Biomedical Sciences	2
	5. Foundation Studies	1
Nursing	1. Adult Health Nursing	8
	2. Child Health Nursing	3
	3. Community Health Nursing	3
	4. Mental Health Nursing	4
	5. Nursing Education	3

Besides the Academic Departments, Schools can also have Centres and the Academic Departments themselves can establish academic units for specific purposes such as to undertake/offer certain services or implement a special

academic project. Some units would be temporary, not subvented and structured and staffed according to the resources, purpose and requirements of the activity for which they are created. Any service obtained from the University is paid for. The specific and maximum number of these academic units can only be limited by a policy and not a structure. The structure only reflects academic units, initiated and financed directly by the University for relatively long-term, similar to 'administrative units' (is a subset of the University's administrative function assigned specific tactical roles on a long-term basis. They are fully sub-vented, and therefore the University structure defines their set-up and establishment in line with expected roles.)

KUHeS Act stipulates that each school should be headed by an Executive Dean (ED) while academic departments under each school should be headed by a Head of Academic Department (HoD). For the rest of the staff in the schools, the Act empowers the University to determine the posts and staff numbers. In this regard, the Consulting Team engaged the incumbents in various offices to understand the nature and volume of work and also get acquainted with applicable staffing principles and considerations. The Consulting Team also conducted independent research to appreciate how comparable departments in similar institutions, locally and internationally, are staffed so as to make well-informed and evidence-based staffing decisions. The local institutions benchmarked had included the MUBAS, Malawi University of Science and Technology (MUST), Lilongwe University of Agriculture and Natural Resources (LUANAR). Further, the Team engaged NCHE, NMCM, and MCM to guide on staffing requirements for institutions of KUHeS nature.

Based on the findings, it is recommended that the Schools should have the establishment shown below:

School of Global and Public Health

Executive Dean's Office

1x Executive Dean (KU3)
1x Academic Programmes Administrator (KU8)
2x Administrative Assistant (KU9)
2x Office Assistant (KU12)

6

Bioethics, Behavioural & Health Social Sciences

1x Head of Department (KU4)
2x Professor (KU3)
2x Associate Professor (KU4)
5x Senior Lecturer (KU5)
5x Lecturer (KU6)

15

Epidemiology and Biostatistics Department

1x Head of Department (KU4)
3x Professor (KU3)
2x Associate Professor (KU4)
10x Senior Lecturer (KU5)
10x Lecturer (KU6)

26

Health Systems Management Department

1x Head of Department (KU4)
2x Professor (KU3)
2x Associate Professor (KU4)
5x Senior Lecturer (KU5)
5x Lecturer (KU6)

15

Community and Environmental Health Department

1x Head of Department (KU4)
 2x Professor (KU3)
 2x Associate Professor (KU4)
 5x Senior Lecturer (KU5)
 5x Lecturer (KU6)

15**Nutrition & Dietetics Department**

1x Head of Department (KU4)
 2x Professor (KU3)
 2x Associate Professor (KU4)
 5x Senior Lecturer (KU5)
 5x Lecturer (KU6)

15**School of Medicine and Oral Health****Executive Dean's Office**

1x Executive Dean (KU3)
 1x Academic Programmes Administrator (KU8)
 3x Administrative Assistant (KU9)
 3x Office Assistant (KU12)

8**Pathology Department**

1x Head of Department (KU4)
 2x Professor (KU3)
 2x Associate Professor (KU4)
 4x Senior Lecturer (KU5)
 4x Lecturer (KU6)
 2x Laboratory Technician (KU9)
 1x Laboratory Attendant (KU12)

18**Internal Medicine Department**

1x Head of Department (KU4)
 2x Professor (KU3)
 2x Associate Professor (KU4)
 8x Senior Lecturer (KU5)
 8x Lecturer (KU6)
 1x Laboratory Technologist (KU8)
 1x Laboratory Technician (KU9)

23**Paediatrics and Child Health Department**

1x Head of Department (KU4)
 2x Professor (KU3)
 2x Associate Professor (KU4)
 8x Senior Lecturer (KU5)
 8x Lecturer (KU6)
 1x Laboratory Technologist (KU8)
 1x Laboratory Technician (KU9)

23

Oral Health Sciences Department

- 1x Head of Department (KU4)
- 1x Professor (KU3)
- 1x Associate Professor (KU4)
- 4x Senior Lecturer (KU5)
- 4x Lecturer (KU6)
- 1x Laboratory Technologist (KU8)
- 3x Laboratory Technician (KU9)

15

Surgery Department

- 1x Head of Department (KU4)
- 2x Professor (KU3)
- 2x Associate Professor (KU4)
- 8x Senior Lecturer (KU5)
- 8x Lecturer (KU6)
- 1x Laboratory Technologist (KU8)
- 1x Laboratory Technician (KU9)

23

Psychiatry and Mental Health Department

- 1x Head of Department (KU4)
- 1x Professor (KU3)
- 1x Associate Professor (KU4)
- 4x Senior Lecturer (KU5)
- 4x Lecturer (KU6)

11

Obstetrics and Gynaecology Department

- 1x Head of Department (KU4)
- 2x Professor (KU3)
- 2x Associate Professor (KU4)
- 8x Senior Lecturer (KU5)
- 8x Lecturer (KU6)
- 1x Laboratory Technologist (KU8)
- 1x Research Nurse (KU8)

23

Anaesthesia and Intensive Care Department

- 1x Head of Department (KU4)
- 1x Professor (KU3)
- 1x Associate Professor (KU4)
- 4x Senior Lecturer (KU5)
- 4x Lecturer (KU6)

11

Family Medicine

- 1x Head of Department (KU4)
- 1x Professor (KU3)
- 1x Associate Professor (KU4)
- 4x Senior Lecturer (KU5)
- 4x Lecturer (KU6)
- 1x Laboratory Technologist (KU8)
- 3x Laboratory Technician (KU9)

15

School of Maternal, Neonatal and Reproductive Health

Executive Dean's Office

- 1x Executive Dean (KU3)
- 1x Academic Programmes Administrator (KU8)
- 2x Administrative Assistant (KU9)
- 2x Office Assistant (KU12)

6

Midwifery Department

- 1x Head of Department (KU4)
- 3x Professor (KU3)
- 2x Associate Professor (KU4)
- 10x Senior Lecturer (KU5)
- 10x Lecturer (KU6)

26

Neonatal Health Department

- 1x Head of Department (KU4)
- 1x Professor (KU3)
- 1x Associate Professor (KU4)
- 4x Senior Lecturer (KU5)
- 4x Lecturer (KU6)

11

Reproductive Health Department

- 1x Head of Department (KU4)
- 2x Professor (KU3)
- 2x Associate Professor (KU4)
- 8x Senior Lecturer (KU5)
- 8x Lecturer (KU6)

21

School of Nursing

Executive Dean's Office

- 1x Executive Dean (KU3)
- 1x Academic Programmes Administrator (KU8)
- 3x Administrative Assistant (KU9)
- 3x Office Assistant (KU12)

8

Mental Health Nursing Department

- 1x Head of Department (KU4)
- 1x Professor (KU3)
- 1x Associate Professor (KU4)
- 4x Senior Lecturer (KU5)
- 4x Lecturer (KU6)

11

Adult Health Nursing Department

- 1x Head of Department (KU4)
- 3x Professor (KU3)
- 2x Associate Professor (KU4)
- 8x Senior Lecturer (KU5)
- 8x Lecturer (KU6)

22

Child Health Nursing Department

1x Head of Department (KU4)
2x Professor (KU3)
2x Associate Professor (KU4)
8x Senior Lecturer (KU5)
8x Lecturer (KU6)

21

Community Health Nursing Department

1x Head of Department (KU4)
1x Head of Department (KU4)
2x Professor (KU3)
2x Associate Professor (KU4)
8x Senior Lecturer (KU5)
8x Lecturer (KU6)

21

Nursing Education Department

1x Head of Department (KU4)
1x Professor (KU3)
1x Associate Professor (KU4)
4x Senior Lecturer (KU5)
4x Lecturer (KU6)

11

School of Life Sciences and Allied Health Professions

Executive Dean's Office

1x Executive Dean (KU3)
1x Academic Programmes Administrator (KU8)
3x Administrative Assistant (KU9)
3x Office Assistant (KU12)

8

Pharmacy Department

1x Head of Department (KU4)
4x Professor (KU3)
4x Associate Professor (KU4)
10x Senior Lecturer (KU5)
10x Lecturer (KU6)

29

Rehabilitation Sciences Department

1x Head of Department (KU4)
2x Professor (KU3)
2x Associate Professor (KU4)
4x Senior Lecturer (KU5)
4x Lecturer (KU6)
3x Laboratory Technologist (KU8)
1x Laboratory Attendant (KU12)

17

Biomedical Sciences Department

1x Head of Department

Microbiology Section

1x Professor (KU3)

1x Associate Professor (KU4)

2x Senior Lecturer (KU5)

2x Lecturer (KU6)

2x Lab Technician (KU9)

1x Laboratory Attendant (KU12)

9**Physiology Section**

1x Professor (KU3)

1x Associate Professor (KU4)

2x Senior Lecturer (KU5)

2x Lecturer (KU6)

1x Lab Technician (KU9)

1x Laboratory Attendant (KU12)

8**Anatomy Section**

1x Professor (KU3)

1x Associate Professor (KU4)

2x Senior Lecturer (KU5)

2x Lecturer (KU6)

3x Laboratory Technician (KU9)

5x Mortician (KU9)

14**Medical Laboratory Sciences Department**

1x Head of Department (KU4)

2x Professor (KU3)

2x Associate Professor (KU4)

4x Senior Lecturer (KU5)

4x Lecturer (KU6)

7x Technologist (KU8)

1x Laboratory Attendant (KU12)

21**Foundation Sciences Department**

1x Head of Department (KU4)

2x Professor (KU3)

2x Associate Professor (KU4)

4x Senior Lecturer (KU5)

4x Lecturer (KU6)

3x Lab Technician (KU9)

1x Lab Attendant (KU12)

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Appendices 3A(i) to 3A(v) show the recommended organizational structure and staff establishment for each of the five Schools.

The Team would also like to make the following recommendations pertaining to the organizational set-up of the Schools and functioning of academic functional units:

- a) The University should ensure an enabling environment for staff with clinical obligations to be able to conduct research and publish the results in acceptable journals.
- b) The University should ensure that the promotion policy is reviewed and the new one should adequately weigh all academic roles appropriately.
- c) The University should ensure that resources generated internally at department level are managed in accordance with the PFMA and other relevant legislations and Government policies. Though the resources are generated at departmental, they remain public resources and should be properly accounted for.
- d) The University should adopt appropriate modalities in the use and management of laboratories so that the limited resources are equally accessible to all departments in the University. Currently, some departments face problems because of the departmental 'ownership' arrangement of the laboratories.
- e) The Schools should be allowed to elect Deputy Executive Deans (DEDs) to anchor research, consultancy, and outreach activities in each school. The DED should be a professor or, in the absence of a professor, an associate professor. However, the University can adopt its own preferred procedure.
- f) The University should develop a post-graduate policy which among others should outline the roles of the Postgraduate and Research Centre, Schools and Academic departments, and any other relevant stakeholders relating to postgraduate and research. The University should benchmark with other top-ranked universities on the manner.
- g) The University should ensure that part-time lecturers are engaged in line with regulatory requirements and internal policies.
- h) The University should allow Departments to maintain the arrangement of having Deputy Heads of Department but with more attractive incentives. The DHoDs should continue to be elected and assigned roles that are commensurate with the experience and academic credentials of the incumbent.
- i) Some schools will require more academic programmes administrators than those provided in the Staff Establishment. The University should exploit the available options to make sure that the number of academic administrators against the number of students conforms to standard practice in order to offer an acceptable level of service. It is difficult to precisely determine the number of academic programmes administrators to be needed by each school and department since it will depend on the number of programmes and students.

7.6. UNIVERSITY LIBRARY

KUHeS, like any other institution of higher learning, will have a University Library that will play an important role in providing the information needs of students, lecturers, consultants, researchers, and the general public. The University Library will be the hub around which scholarly work revolves. It will be an indispensable instrument for both lecturers' and students' intellectual development whose objective is to support teaching, learning, and research activities in the university.

The University Library will be at directorate level and the nomenclature of 'University Library' has been adopted in line with the provisions in KUHeS Act under Section 24.

The University will inherit the current College of Medicine Library and the Kamuzu College of Nursing Library. The two Libraries will be merged into one University Library with constituent libraries at the campus and centre level. The University will have the main library at the University's main campus and each of its campuses will have a campus library to cater for the schools and centres located at the Campus. The Librarian will head and oversee the operations pertaining to the main University Library and Campus Libraries.

7.6.1. The academic status of the Library

As noted above, attaching an academic status to the library is a highly contentious matter. The issue has also been contested in other African universities for several decades (Bryan, 2007). In 1963 when the University of Dar Salaam was being established as a constituent college of the University of East Africa, librarians were classified as academic. However, when the college was made a stand-alone university, the status was reversed (Newa, 1989).

Newa describes how the academic status of librarians was re-instated in 1970 after lengthy lobbying by librarians, and after an assessment of the nature of librarians' work by the Ministry of Manpower. To date, this model is used in several Tanzanian universities such as Muhimbili University of Health and Allied Sciences, and the Sokoine University of Agriculture. At Makerere University, professional librarians also have academic status. It is therefore not surprising that the Act has provided that the Library be classified as an academic function.

The scheme of service for faculty to which librarians in Tanzania (and other African countries) are placed include the following criteria:

- a) scholarly research and publishing.
- b) teaching excellence.
- c) a notable contribution to the work of the academic community and society, and
- d) administrative ability (for those in positions of faculty deanship, research institute directorship, or heads of departments)

7.6.2. Purpose and Functions

The University Library will be responsible for the management of all libraries and related information and communication materials and resources of the University. It will perform its functions from the central office and Campus Libraries.

At corporate level, the functions will be to oversee the management of Library services and resources. At Campus Library level, the functions will be:

- a) The provision of client services
- b) The provision of library technical services
- c) The provision of scholarly communication services
- d) The provision of library systems management services

7.6.3. Organization and Staff Establishment

Over a few decades ago, university of health sciences libraries primarily focused on their role as repositories of printed knowledge. This focus has changed in the last decade to new roles that provide access to and use of an increasingly digital body of knowledge. The shift for university of health sciences libraries from being facility and print-oriented with a primary focus on their role as repositories of a print-based knowledge-base to a new focus on their role as the centre or "nexus" for the organization, access, and use of an increasingly digital-based knowledge has been characterized by seven significant trends. These are:

- i) A shift of acquisitions expenditures from print collections to digital collections
- ii) Patron-driven acquisition of e-books is therefore becoming an emerging trend. Future trends suggest that academic libraries with large collections of physical books in open stacks will have low circulation, in favour of licensing agreements with e-book vendors that will enable libraries to purchase only.
- iii) A shift in the duties of professional library staff from traditional "in the library" duties, such as reference desk time and collection development time, to "out of the library" liaison activities, such as curriculum development and faculty instructional support.
- iv) A shift in use of library space to support building "community," to provide more group workspace with knowledge-based information access, to provide an increasing number of computer stations, and to support the accessibility and use of these stations.
- v) Need to work on the development of a new generation of websites that not only provide easy access to the new collections of full-text knowledge-based information but also provide improved means to manipulate the content to increase access to specific information rather than just specific articles or monographs.
- vi) Academic libraries have a long-standing tradition of collaborating with academic departments and their research faculty to demonstrate the impact of their scholarship. There is concern that in the digital age article, citations and journal impact factors do not accurately measure the impact of Web-based articles or the ensuing scholarly communication among scientists, scholars, and researchers.

- vii) The emergence of new, digital, non-traditional knowledge-based information formats. Cloud computing augmented and virtual reality, discovery tools, open content, open-source software, and new social networking tools.
- viii) A shift of the academic health centres to create an increasingly standardized and integrated computer-based operation that impacts all aspects of the institution.

The structure of the Library should be able to allow it to function in line with this shift. Hence the Team has developed a new structural model for KUHeS libraries to more effectively respond to the challenges of access and use of a digital knowledge-base.

The structure organizes the University Library into the following:

- a) **Central Library Office** – to oversee all the library functions across the University. It will be responsible for providing leadership in mobilizing library resources, developing library policies, regulations, and other governance tools; as well as establishing linkages with other University libraries, content providers, and other partners.
- b) **Blantyre Campus Library** - to be responsible for providing library services at the main campus in Blantyre. It will have the following sections:
 - i) **Library Technical Services Section** – responsible for the provision of collection development, classification, and bindery services, among other key functions.
 - ii) **Scholarly Communications Section** - to be the link between faculty and staff and also to be the coordinating office of all scheduled and no scheduled Information Literacy classes, among other services
 - iii) **Client Services Section** – responsible for the provision of readers' services and allied library services
 - iv) **Library Systems Section** – to manage library systems and digitalization of library resources

The Library will also operate at Blantyre Nursing Campus, Mangochi Campus, and Kameza Campus with specific subsidiary libraries to serve the needs of schools and departments at those campuses.

- c) **Lilongwe Campus Library:** to be responsible for providing library services at the campus in Lilongwe and subsidiary campuses. It will have the following sections:
 - i) **Library Technical Services Section** – responsible for the provision of collection development, classification, and bindery services, among other key functions.
 - ii) **Scholarly Communications Section** - to be the link between faculty and staff and also to be the coordinating office of all scheduled and no scheduled Information Literacy classes, among other services
 - iii) **Client Services Section** – responsible for the provision of readers' services and allied library services
 - iv) **Library Systems Section** – to manage library systems and digitalization of library resources

The structure for the University Library is as detailed in Appendix 3A (vi). The total recommended establishment is **64 posts** including the headship post of 1x University Librarian graded at KU3. The University Librarian will report directly to the DVC as required by the Act. Below is the recommended establishment for the University Library.

University Librarian's Office

- 1x University Librarian (KU3)
- 1x Administrative Assistant (KU9)
- 1x Office Assistant (KU12)

Campus Library (Blantyre)

1X Campus Librarian (KU4)

Technical Services Division

1X Senior Technical Services Librarian (KU5)

1X Technical Services Librarian (KU5)

1X Chief Library Assistant (KU9)

1X Senior Library Assistant (KU10)

2X Library Assistant (KU11)

1X Bindery Technician (KU9)

2X Ass. Bindery Technician (KU10)

2X Bindery Attendant (KU11)

11**Library Systems Division**

1X Senior Systems Librarian (KU5)

1X Systems Librarian (KU6)

1X Chief Library Assistant (KU9)

1X Senior Library Assistant (KU10)

2X Library Assistant (KU11)

6**Scholarly Communication Division**

1X Senior Scholarly Communication Librarian (KU5)

1X Scholarly Comm. Librarian (KU6)

1X Senior Library Assistant (KU10)

2X Library Assistant (KU11)

5**Client Services Division**

1X Senior Client Services Librarian (KU5)

1X Client Services Librarian (KU6)

1X Chief Library Assistant (KU9)

2X Senior Library Assistant (KU10)

4X Library Assistant (KU11)

8X Library Commissionaire (KU12)

17**Campus Library (Lilongwe)**

1X Campus Librarian (KU4)

Technical Services Division

1X Senior Technical Services Librarian (KU5)

1X Technical Services Librarian (KU5)

1X Library Assistant (KU11)

3**Library Systems Division**

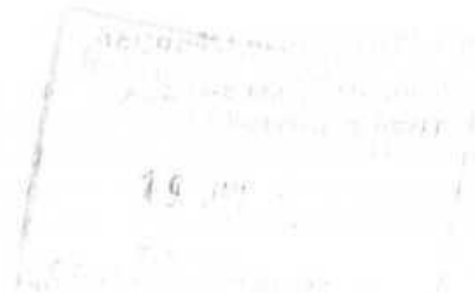
1X Senior Systems Librarian (KU5)

1X Systems Librarian (KU6)

1X Library Assistant (KU11)

3**Scholarly Communication Division**

1X Senior Scholarly Communication Librarian (KU5)



1x Scholarly Comm. Librarian (KU6)

1x Library Assistant (KU11)

3

Client Services Division

1x Senior Client Services Librarian (KU5)

1x Client Services Librarian (KU6)

1x Senior Library Assistant (KU10)

2x Library Assistant (KU11)

4x Library Commissionaire (KU12)

9



7.6.4. Placement of Library Staff

By status, senior professional staff of the library (from Assistant Librarian to University Librarian) will be categorized as academic staff associates, assistant lecturers, lecturers, senior lecturers, associate professors, and professors in line with their academic status and their recruitment and promotion will be based on the University requirements for the recruitment and promotion of academic staff. The library assistants and commissionaires will fall under the administrative staff category.

7.7. TEACHING AND LEARNING DEVELOPMENT CENTRE

The Teaching and Learning Development Centre will be a university centre established to address the ever-changing needs of higher education. The Centre will focus on fostering teaching and learning excellence in order to enable students and staff derive the greatest possible benefit from the academic environment at KUHeS. The Centre will play a strategic role in all areas of teaching and learning in order to realize the University's vision and mission.

It will be the role of the Centre to provide support to academics and students through a variety of initiatives, programmes, and services in four key areas: teaching development which incorporates professionalization of academic staff, the development of student learning, curriculum development and teaching evaluation, and the integration of technology-enhanced learning.

The specific aims of the Centre will be to:

- a) enhance quality Health Profession education in Malawi
- b) promote innovativeness and creativity in ensuring quality teaching and learning
- c) achieve confirmation of comprehension and application of learning through appropriate formative and summative assessments in order to ensure that our graduates are workplace ready
- d) ensure that students are not disadvantaged whilst at KUHeS because of their English language writing skills
- e) empower students to identify and apply academic habits and soft skills through a deeper understanding and purpose of them (to decrease attrition rates) to overcome unnecessary barriers to success
- f) integrate technology to enhance teaching and learning;
- g) promote collaborative development and review of policies and curriculum to ensure teaching and learning excellence;

7.7.1. Purpose and Functions

The Centre will exist to provide Teaching and Learning development services. Its functions will be configured as follows:

- a) The provision of teaching and learning skills development services
- b) The coordination and management of ODeL programmes
- c) The provision of teaching evaluation and curriculum development support services

7.7.2. Organization

Based on the above functions, the Centre will be organized into the following departments:

- a) Teaching and Learning Skills Development Department

- b) Open, Distance, and e-Learning Division
- c) Curriculum Development and Teaching Evaluation Division

7.7.3. Teaching and Learning Skills Development Department

The department will aim at assisting academic staff with pedagogical skills and ensure that students are not disadvantaged whilst at university because of their English language writing skills, ability to express critical thinking or lack of study skills, and other academic soft skills due to underprivileged backgrounds. It will also manage the provision of clinical skills training throughout the University.

7.7.3.1. Purpose and Functions

The department will provide teaching and learning skills development services. It will perform the following functions:

- a) The provision of Faculty Pedagogical Skills Development services
- b) The provision of Teaching and Learning Technology Development services
- c) The provision of academic writing skills development services
- d) The provision of student learning support services
- e) The coordination and provision of clinical skills training

7.7.3.2. Organization and Staff Establishment

The department will be organized into the following sections:

- a) **Faculty Pedagogical Skills Development Section** – to provide faculty training in pedagogical skills; researching HP education; the promotion of quality improvement and innovations in teaching and learning; the administration of Continuous Professional Development short courses; among others.
- b) **Teaching and Learning Technology Development Section** – to promote technology-enhanced teaching and learning.
- c) **Student Learning Support Section** – to provide student learning support services including coordination of interprofessional Clinical electives; and facilitation of Student ‘Buddy’ Schemes
- d) **Writing Skills Development Section** – to provide writing skills development services to ensure that students are not disadvantaged whilst at university because of their English language writing skills.
- e) **Clinical Skills Section** – to coordinate the provision of clinical skills teaching and oversee the management of clinical skills laboratories in the University.

The recommended structure for the Department is shown in Appendix 3A(vii). The Team has recommended the following Staff Establishment to support the Department:

Headship

1x Head of Department (KU4)

Faculty Pedagogical Skills Development Division

1x Senior Lecturer (KU5)

2x Lecturer (KU6)

3

Clinical Skills Division

1x Senior Lecturer (KU5)

3x Lecturer (KU6)

7x Clinical Skills Lab Supervisor (KU9)

12x Preceptor (KU8)

23

Student Writing Skills Development Division

2x Senior Lecturer (KU5)

Teaching and Learning Technologies Development Division

2x Teaching and Learning Technologist (KU6)



Student Academic Support Division
2x Learning Strategist (KU6)

7.7.4. Open Distance and e-Learning Department

The University recognizes the benefits of Open, Distance, and e-Learning (ODEL) for both learners and staff and regards it as a mode of the first choice that will enhance the university's national, regional, and international presence and visibility by, among other strategies, recruiting students from across the country and beyond national boundaries. The University has formulated an ODeL Policy to provide direction on how it can effectively and efficiently develop diversified modes of programme delivery. The policy provides a framework for supporting, guiding, and regulating the development and delivery of programmes through ODeL across the constituent Schools.

As one of the strategies to implement the initiative, the policy has highlighted that the University intends to establish a centre of open, distance and e-Learning for managing, coordinating, and operationalizing the programmes offered through open and distance learning. The Centre will be headed by a regular functionary, not below the rank of a Senior Lecturer, and shall have appropriate and adequate academic, technical, and administrative staff and infrastructural resources as prescribed by the NCHE. It is in this regard that the Team finds it necessary and recommends that KUHeS should have this function as a division under TLDC.

The Department will provide quality distance teaching and learning services to prospective students to increase students' access to university studies. Specifically, it will be responsible for developing and managing e-learning systems and platforms for students. It is also responsible for designing instructional materials and providing students support.

7.7.4.1. Purpose and Functions

The Department will exist *"To coordinate open, distance and e-learning programmes."* It will perform the following functions:

- a) The development and management of e-learning systems
- b) The designing of instruction materials
- c) The provision of student support services.

7.7.4.2. Organization and Establishment

The recommended structure for the Department is shown in Appendix 3A(vii). The Team has recommended the following Staff Establishment to support the Department:

- 1x Head of ODeL (KU4)
- 1x E-Learning Specialist (KU6)
- 2x ODeL Student Support Services Officer (KU8)

4

7.7.5. Curriculum Development and Teaching Evaluation Division

Teaching, learning, assessment, and university products all have a bearing on the curriculum. Meaningful curriculum development is only possible if academic staff members have a thorough understanding of curriculum, curriculum design principles, and processes. Such an understanding should be informed by curriculum theories and principles. In addition, one of the most important challenges faced by higher education systems across the globe is the continuous modification of academic curricula such that they can produce students who are responsive to the needs of society and the institutions they serve, while at the same, benefiting from scientific and technological developments. Furthermore, restructuring the curriculum of higher education involves combining theory and practice; meeting political and economic development; creating national and international commitment among learners; taking into account different learning strategies, and involving all educational standards. If KUHeS is to achieve its strategic goal of producing quality graduates that are locally relevant and internationally competent, there is need to have a curriculum unit to provide a range of support and expertise in curriculum development, implementation, and evaluation.

Similarly, KUHeS as an institution of higher learning, training Medical and Health Professionals, needs to measure the efficacy of teaching in relation to preparing learners to practice safely, ethically, and in accordance with entry to practice competencies. The reliable and valid evaluation depends on the skilful use of appropriate and accurate instruments. It is for that reason that in KUHeS we need to have a dictated unit with well-trained evaluators that will generate data that will inform the improvement of the teaching and learning process at both the individual teacher level and the university as a whole.

7.7.5.1. Purpose and Functions

The Division will exist **“To support the curriculum development and teaching evaluation.”** It will perform the following functions:

- a) The coordination and provision of support to evaluation of teaching. This will involve providing faculty members with the information they need to excel for KUHeS to excel as a health professions university; assisting to coordinate students' evaluation of teaching, ensuring that feedback to the individual teachers is accompanied by constructive advice on ways to develop; ensuring that the evaluations encompass the variety of teaching methods used in teaching health professionals; and supporting and helping coordinate peer and self-assessment.
- b) The coordination and provision of support for curriculum development and review. This will involve providing curriculum support to faculty, heads of departments, and Deans through curriculum training, curriculum review, and assistance.

7.7.5.2. Organization and Establishment

The recommended structure for the Division is shown in Appendix 3A(vii). The Team has recommended the following Staff Establishment to support the Division:

- 1x Curriculum Development and Teaching Evaluation Manager (KU5)
- 1x Curriculum Development Specialist (KU6)
- 1x Teaching Evaluation Officer (KU8)
- 3**

7.7.6. Headship of the Centre

In line with the provisions of the Act, the Centre will be headed by a Director of Teaching and Learning Development (KU3) with administrative support provided by 1x Administrative Assistant (KU9).

7.8. EXAMINATIONS DIVISION

The University aims to be a world-class health professions training institution highly regarded for its teaching and learning excellence and its high-quality graduates. The University recognizes assessment as an essential part of the teaching and learning process and that its examinations and examination procedures must be fit for purpose, ensure that graduates are reliable health practitioners and that examinations are fair to students. KUHeS must maintain academic standards.

The assessment of students and the integrity of the examination process are of paramount importance to KUHeS. In this regard, a policy has been developed to ensure that the integrity of the examination process is preserved and that all final examinations are conducted efficiently with absolute accuracy and rigor and in a manner which provides a consistent and appropriate examination environment for all students. According to the policy, end-of-semester examinations, and End-of-Module examinations where relevant, will be administered through an Examinations Office.

After thorough consultations and research on what is obtained in other universities regarding the set-up of the examinations office, the Team **recommends** that the Examinations office should be at division level under the Office of the DVC considering that is it an academic function.

The division will facilitate proper conduct in the administration and results processing through coordination of all the examination processes and services ensuring compliance with relevant University policies, regulations.

standards, and international best practices in the administration of examinations. It will also be responsible for the compilation, printing, and dispatch of test scripts.

7.8.1. Purpose and Functions

The purpose of the Division is **“to manage the administration of University examinations.”** The division will perform the following functions:

- a) The coordination of examination administration processes and services
- b) The compilation, printing, and dispatch of test scripts
- c) The management of examination grievances and queries

7.8.2. Organization and Establishment

The division will have no sections and units as shown in Appendix 3A. It has been provided with 2 posts namely:

1x Examinations Manager (KU5)

1x Examinations Officer (KU8)

2

7.9. CENTRE FOR POST-GRADUATE STUDIES AND RESEARCH

The quality of clinical services and teaching is improved a great deal from research. Research contributes to the quality of teaching in the University and vice versa. It also results in the creation of new knowledge which must be disseminated to the public to improve societal well-being and spearhead development. This is the primary reason that the Team has decided to recommend that KUHeS should have a Centre for Postgraduate Studies and Research.

The Centre will replace the proposed Graduate School whose role will be to coordinate postgraduate and research programmes. Since Postgraduate and Research does not offer academic programmes as expected of a School, but only complements respective Schools through resource mobilization and professional development, the Consulting Team **recommends** that it should be accorded the status of a Centre. Principally, the Centre will be responsible for coordinating research by both faculty and students, mobilizing resources through research grants application and management, and coordinating postgraduate studies and technology transfer.

As alluded to earlier in this chapter, once the University has established itself and has a sound financial base, it should consider unbundling the Centre into two Centres namely: (a) **Centre of Research and Innovation** and (b) **Centre for Postgraduate Studies**.

7.9.1. Purpose and Functions

The purpose of the Centre is **“To promote, coordinate, support and communicate research, innovations and postgraduate studies.”** The Centre will perform the following functions:

- a) The promotion, coordination, and communication research and innovations
- b) The coordination of postgraduate programmes
- c) The coordination promotion and monitoring of consultancy and outreach services
- d) The promotion of research integrity and good practice in the conduct of research

7.9.2. Organization and Establishment

Based on the above functions, the Centre will be organized into two (2) departments and two (2) divisions as follows:

- a) Research and Innovation Department
- b) Post-graduate Studies Department
- c) Consultancy and Community Engagement Division
- d) Research Ethics and Governance Department

7.9.3. Research and Innovation Department

The department will serve as a central coordinating unit for research, innovation, and technology transfer activities in the University. The department will be responsible for inculcating a research culture among the academic staff and facilitating the research and development activities by assisting researchers including processing research

fund applications and managing research grant utilization. The department will also act as a resource for the researchers to obtain information related to research, regulatory and legal requirements, and publications.

The role of the department will be to provide a “one-stop” solution in managing and coordinating all matters related to research activities as well as ensuring the approved university policies and procedures are adhered to by researchers. Further, the division will also serve as a link between the University and other universities, research institutions, and strategic collaborators all over the world. It will achieve this by facilitating research collaborations and actively engaging with stakeholders to articulate the alignment between research focus areas, institutional priorities, as well as national, regional, and international research imperatives. It will also promote the creation, protection, and commercialization of intellectual property developed by staff, students, and collaborators at the University.

7.9.3.1. Purpose and Functions

The department will be responsible for promoting, coordinating, and communicating research and innovations. It will perform the following functions

- i) The coordination, promotion, and communication of research
- ii) The coordination, promotion, and management of intellectual property and innovations

7.9.3.2. Organization and Staff Establishment

The department will be organized as follows:

- a) **Research and Grants Management Division** – responsible for coordinating and managing the implementation of research projects; monitoring and evaluation of research activities; research data management, proposal development support, research grants management, and the coordination and facilitation of research training. The specific roles will include:
 - Proposal development support for large, multi-investigator project grants
 - Internal grant programs to provide seed funding for research
 - Grant team project management (coordination of meetings, proposal development deadlines, shared documents, etc.)
 - Facilitating internal collaborations
 - Working with investigators on re-submissions
 - Grant proposal editing
 - Grant writing workshops
 - Mentorship program for investigators
 - Coordinating the limited submission process
 - Research faculty onboarding
 - Helping/training faculty to find funding opportunities
 - Facilitating external collaborations
 - Grant writing of non-technical sections of a proposal
 - Helping faculty in navigating through internal pre and post-award processes
 - Assisting investigators in getting a peer review of their proposal
 - Disseminating funding opportunities
 - Organizing research events such as faculty symposia
 - Research communications (newsletters, listservs, brochures, webpages, etc.)
 - Creating a library of successful proposals
 - Recognition events/programs for investigators' success
 - Grant writing of technical sections of a proposal
- b) **Research and Grants Management Section (Lilongwe Campus)** – responsible for coordinating and managing the implementation of research projects; monitoring and evaluation of research activities; administration of research; research data management, proposal development, research grants management, and coordination of research training for Lilongwe Campus.

- c) **Innovations and Technology Transfer Unit** – responsible for championing creation, protection, and commercialization of intellectual property developed by staff, students, and collaborators at the University
- d) **Administrative Support Units** such as *Research Projects Procurement and Asset Disposal Unit*, *Human Resource Unit*, *Grants Finance Unit*, and *Research Marketing and Communication*. These units will only report to the Head of the Department administratively but, functionally remain answerable to their parent functional area. This has been done in the spirit of having a **One-Stop-Centre** to ensure timely support to researchers and other clients.

The Team has recommended an establishment for the division which is going to be headed by 1x Head of Research and Innovations (KU4). The staff establishment is as follows:

Research and Grants Management Division (Blantyre Campus)

- 1x Research and Grants Manager (KU5)
- 1x Research and Grants Management Officer (KU8)
- 1x Senior Research Data Management Officer (KU7)
- 1x Senior Research Training Officer (KU7)

4

Research and Grants Management Section (Lilongwe Campus)

- 1x Senior Research and Grants Management Officer (KU7)
- 1x Research Data Management Officer (KU8)
- 1x Research Training Officer (KU8)

3

Innovation and Technology Transfer Section

- 1x Innovation and Technology Transfer Specialist (KU6)
- 1x Senior Innovation and Technology Transfer Officer (KU7)
- 1x Innovation and Technology Transfer Officer (KU8)

3

Grants Finance Unit

- 1x Grants Finance Officer (KU8)

Research Marketing & Communication Unit

- 1x Assistant Marketing Officer (KU9)

Human Resource Unit

- 1x Assistant HR Officer (KU9)

Research Projects Procurement and Asset Disposal Unit

- 1x Assistant Procurement and Asset Disposal Officer



Appendix 3A(vii) presents the recommended structure and staff establishment for the

7.9.4. Postgraduate Studies Department

The department will be responsible for coordinating the implementation, management, and administration of graduate studies. It will be tasked to provide a conducive environment by maintaining communication with relevant schools and departments to ensure that post-graduate programmes are well administered, monitored, and assessed to achieve the highest quality in graduate education. It will further serve as a central body for coordinating and promoting all postgraduate programmes.

7.9.4.1. Purpose and Functions

The division will be responsible for the coordination of assessment and management of postgraduate examinations in addition to the provision of student support services. It will perform the following functions

- a) The coordination of development of postgraduate programmes.
- b) The coordination of selection and admission of postgraduate students.
- c) The coordination of post-graduate examinations
- d) The provision of postgraduate student support

7.9.4.2. Organization and Staff Establishment

The Division will be a vertical pool, as shown in Appendix 3A(vii), with and establishment of 4 posts as follows:

- 1x Head of Post-Graduate Studies (KU4)
- 1x Postgraduate Programmes Manager (KU5)
- 1x Postgraduate Programmes Administrator (KU8)
- 1x Postgraduate Data Officer (KU8)

4

7.9.5. Consultancy and Community Engagement Division

7.9.5.1. Purpose and Functions

The division has been created to **coordinate, promote and monitor consultancy and outreach services** in the University. The division will be responsible for the following functions:

- a) The dissemination of information with regard to consultancies and community engagement;
- b) The identification of consultancy opportunities;
- c) The management of consultancy and outreach records including documenting all the external contracts, projects and grants.
- d) The monitoring and evaluating consultancy and outreach programmes;
- e) The organization of consultancy and outreach conferences.

7.9.5.2. Organization and Staff Establishment

To provide its services effectively, the Division would require experienced personnel who can ably monitor and evaluate consultancy and outreach programmes and provide quality support and advice to members on consultancy and outreach programmes. Learning from similar set-ups and considering the scope of activities in the Division, the Team recommends that the Division should be staff as follows:

- 1x Consultancy and Community Engagement Manager (KU5)
- 1x Consultancy and Community Engagement Officer (KU8)

2

7.9.6. Research Ethics and Governance Department

The Department will work across the University to promote research integrity and good practice in the conduct of research. It will develop and implement policies and processes to support ethical review and to ensure compliance with all applicable regulatory requirements.

7.9.6.1. Purpose and Functions

The department has been created to **promote research integrity and good practice in the conduct of research** in the University. The division will be responsible for the following functions:

- a) The management of university-wide ethical clearance process
- b) The provision of research ethics and governance support and compliance

7.9.6.2. Organization and Staff Establishment

In order to provide its services effectively, the department would require experienced personnel who can ably monitor and evaluate research proposals and provide quality support and advice to researchers. The Team recommends the following establishment for the department:

- 1x Head of Research Ethics and Governance (KU4)
- 2x Senior Research Ethics and Governance Officer (KU7)
- 1x Administrator (KU8)
- 1x Assistant Administrative Officer (KU9)

5

7.9.7. Headship of the Centre

In line with the provisions of the Act, the headship of the Centre should be pepped at director level. Given the functional scope of the Centre and the grading structure discussed under Chapter Nine, the Team recommends that the Centre be headed by a Director of Post-graduate Studies and Research (KU3) with administrative support provided by 1x Administrative Assistant (KU9) and 1x Office Assistant (KU12).

7.10. ICT DEPARTMENT

The efficiency of any educational institution depends on the proper utilization of its human and material resources and the application of the right technology towards the achievement of the set goals. Information and communication technology (ICT) has become an indispensable tool for effective management and realization of educational goals.

The Department's overall responsibility is to provide Information and Communication Technology (ICT) services which largely support the core functions of teaching, learning, research, consultancy, and outreach services, and serves other corporate functions of the Institution. Among others, the Department will focus on systems development, administration, and maintenance; network administration; systems security; building and maintenance of hardware systems; and provision of user support services.

7.10.1. Purpose and Functions

The Department exists *"To provide and manage ICT services"*. To achieve the above purpose, the Department will perform the following functions:

- a) The provision of ICT systems and applications development and management services
- b) The provision of ICT infrastructure development and management services
- c) The provision of Learning Technologies support services

7.10.2. Organization and Staff Establishment

The Department will be organized into the following divisions:

- a) **ICT Systems and Applications Division** - responsible for managing the development and maintenance of ICT systems and applications to support the technological needs of the University
- b) **ICT Infrastructure Division** - responsible for managing the development and maintenance of ICT infrastructure of the University
- c) **Learning Technologies Division** - responsible for the development and maintenance of teaching and learning technologies systems adopted by the University.
- d) **ICT Section (Lilongwe Campus)** – responsible for providing ICT services at Lilongwe Campus.

The Department will be headed by 1x Chief Technology Information Officer (KU4) assisted by an establishment of 19 posts as shown below and in Appendix 3A (viii).

Headship

- 1x Chief Information Technology Officer (KU4)
- 1x Administrative Assistant (KU9)

2

Systems and Applications Division

- 1x ICT Systems and Applications Manager (KU5)

1x Systems Development and Support Officer (KU8)

Z

Learning Technologies Division

1x Learning Technologies Manager (KU5)

1x Learning Technologies Officer (KU8)

1x Audio-Visual Technician (KU9)

3

ICT Infrastructure Division

1x ICT Infrastructure Manager (KU5)

1x Network & Hardware Officer (KU8)

1x Security Analyst (KU8)

1x Systems Administrator (KU8)

1x Networks Administrator (KU8)

1x Network Technician (KU9)

1x Systems Technician (KU9)

Z

ICT Section (Lilongwe Campus)

1x Senior ICT Officer (KU7)

1x Systems Administrator (KU8)

1x Networks Administrator (KU8)

1x Systems Development and Support Officer (KU8)

1x Network Technician (KU9)

1x Systems Technician (KU9)

1x Audio-Visual Technician (KU9)

Z

CHAPTER EIGHT: RECOMMENDED ORGANIZATIONAL SET-UP FOR ADMINISTRATIVE FUNCTIONS

8.1. INTRODUCTION

The University will perform several administrative functions which will translate into directorates, departments, and divisions as outlined above. This Chapter discusses the recommended organizational set-up for each of these administrative functions starting with functions pegged at directorate level followed by those set-up as standalone departments and Divisions. **Table 7** shows administrative functions at directorate, department, and division, and level reporting directly to the VC.

Table 7: Administrative Functions and their respective classification

No	Main Function	Classification
1	Registry Services	Directorate
2	Student Affairs	Directorate
3	Finance and Investments	Directorate
4	Quality Assurance	Department
5	Resource Mobilization	Department
6	Internal Audit	Department
7	Procurement and Asset Disposal	Division
8	Planning, Monitoring and Evaluation	Division
9	Marketing and Communication	Division

8.2. REGISTRY SERVICES DIRECTORATE

The Directorate will be the heart of the University's administration from where administrative and academic service operations radiate into all arms of the University. It will have a dual function, namely, assisting the Vice Chancellor in the day-to-day administration of the University and Secretaryship of the statutory bodies of the University and their various committees. Since the effectiveness of the university administration, the statutory bodies, and their various committees will, to a large extent, determine the degree of achievement of the goals and objectives of the University, the functions of this Directorate, therefore, become crucial in this process.

8.2.1. Purpose and Functions

The purpose of the directorate will be *'to manage university registry services'* and will perform the following functions:

- a) The provision of academic support services
- b) The provision of legal services
- c) The provision of administration services
- d) The management of human resource

8.2.2. Organization

The Directorate will have a department and three (3) divisions at corporate level as follows:

- a) Administration Department
- b) Legal Services Division
- c) Human Resource Division
- d) Academic Support Services Division.

8.2.3. Administration Department

The department will be responsible for coordinating and facilitating effective estates management and development, records management, and campus administration services.

8.2.3.1. Purpose and Functions

The department will exist to provide administration services. Its specific functions will be as follows:

- a) The provision of records management services
- b) The provision of estates management and development services
- c) The provision of campus administration services

8.2.3.2. Organization and Establishment

The Department will perform its functions through the following divisions:

- a) **Records Division** - The Division will provide quality service and advice on best practices in records and information management. It has been created to support the University's aspiration to enhance the management of records and information for efficiency and effectiveness. It shall serve as the central depository of non-current and archival records of the university. All incoming, outgoing, and intra-department communications of the university shall be copy furnished, logged, and marked accordingly in the unit. No transactions or actions must be made for those communications without the initials of the In-charge of the unit and university or campus level.

The Division will also manage disposal of records and provide a process by which non-current and archival records are made available to office personnel, government agencies, and the public in general for referencing.

Specifically, the purpose of the division is "to manage University records." It will perform the following functions.

- The management of the creation of records
 - The maintenance of records
 - The management of records disposal
 - The management of records referencing service
- b) **Estates Division** - The division will manage the development and maintenance of university infrastructure. Specifically, the division will be responsible for:
 - a) The monitoring of general maintenance and rehabilitation of building infrastructures;
 - b) The implementation of minor maintenance works; and
 - c) The management of construction projects.
 - d) The assessment of infrastructural needs of the University
 - c) **Campus administration Division** - The campus division will coordinate, oversee, and ensure effective provision of all registry services to support the operations of the schools and other academic centres within the Campus. There will be two Campus administration divisions, one for Blantyre Campus and the other for Lilongwe Campus. The Division will specifically perform the following functions
 - The coordination and monitoring of human resource services
 - The coordination and monitoring of estates maintenance and development services
 - The provision of office services
 - The provision of security services
 - The coordination and monitoring of records management services
 - The provision of clinic services

The recommended staff establishment for the department is as shown below:

A. Headship

1x Deputy Registrar (KU4)

B. Records Division

1x Assistant Registrar (Records) (KU5)
1x Senior Records & Archives Assistant (KU10)
1x Records & Archives Assistant (KU11)

3

C. Estates Division

1x Assistant Registrar (Estates) (KU5)

D. Campus Administration Division (Blantyre Campus)

1x Assistant Registrar (Administration) (KU5)
1x Administrative Assistant (KU9)

2

a. Campus Estates (only administrative reporting)

1x Estates Officer (KU8)
1x Works Supervisor (KU9)
2x Handyman (KU10)

4

b. Campus Human Resource Section (only administrative reporting)

1x Senior HR Officer (KU7)
1x HR Officer (PMS) (KU8)
1x HR Assistant (KU11)

3

c. Campus Security Section

1x Senior Security Officer (KU7)
1x Assistant Security Officer (KU9)

2

d. Campus Records Unit (only administrative reporting)

1x Records Officer (KU8)
2x Records & Archives Ass. (KU11)

3

e. Clinic

1x Clinical Officer (KU8)
1x Lab Technician (KU9)
1x Nurse/Midwife Technician (KU9)
1x Pharmacy Technician (KU9)
1x Clinic Clerk (KU11)
1x Clinic Attendant (KU12)

6

f. Office Services Section

1x Senior Administration Officer (KU7)

BT Main Campus

1x Administration Officer (KU8)
1x Transport Supervisor (KU9)
10x Driver (KU11)



2x Senior Front Desk Assistant (KU10)
 3x Office Assistant (KU12)
17

Kameza

1x Assistant Administration Officer (KU9)
 4x Driver (KU11)
 1x Handyman (KU10)
 2x Senior Front Desk Assistant (KU10)
 2x Records and Archives Assistant (KU11)
 3x Office Assistant (KU12)
13

Mangochi

1x Administrative Assistant
 1x Office Assistant (KU12)
2

E. Campus Administration Division (Lilongwe Campus)

1x Assistant Registrar (Administration) (KU5)
 1x Administrative Assistant (KU9)
2

a) Campus Estates (only administrative reporting)

1x Estates Officer (KU8)
 1x Works Supervisor (KU9)
 2x Handyman (KU10)
4

b) Campus Human Resource Section (only administrative reporting)

1x Senior HR Officer (KU7)
 1x HR Officer (PMS) (KU8)
 1x HR Assistant (KU11)
3

c) Campus Security Section

1x Senior Security Officer (KU7)
 1x Assistant Security Officer (KU9)
2

d) Campus Records Unit (only administrative reporting)

1x Records Officer (KU8)
 2x Records & Archives Ass. (KU11)
3

e) Clinic

1x Clinical Officer (KU8)
 1x Lab Technician (KU9)
 1x Nurse/Midwife Technician (KU9)
 1x Pharmacy Technician (KU9)
 1x Clinic Clerk (KU11)
 1x Clinic Attendant (KU12)
6

f) Office Services Section

1x Senior Administration Officer (KU7)



1x Administration Officer (KU8)
 1x Transport Supervisor (KU9)
 10x Driver (KU11)
 2x Senior Front Desk Ass. (KU10)
 3x Office Assistant (KU12)
17

8.2.4. Legal Services Division

The Division will be a specialist unit that provides a broad range of professional, in-house legal services, to the University's executive, schools, research, and administrative areas. The division will be responsible for providing comprehensive legal support and advice in all areas of the University's operations and ensure that there is compliance with all legal and regulatory requirements. It will specifically provide legal support to the University in contracts management, litigation management, copyright management, student discipline management, protection from legal risk, and the provision of general legal advice to University Management.

8.2.4.1. Purpose and Functions

The purpose of the Section is **"to provide legal services."** To achieve the above purpose, the Division will perform the following functions:

- a) The provision of legal advisory services and litigation management
- b) The management of the dispute resolution process
- c) The monitoring of legal and regulatory compliance

8.2.4.2. Organization and Establishment

The Division will be a vertical pool. Thus, the functions will not be segregated into sections or units. The University intends to adopt various measures to ensure that it has a robust legal function without necessarily providing all the services internally - a thing that would require a sizeable team of internal legal officers. Notably, the University plans to have Retainer Lawyers who would assist it whenever need arises, particularly for purposes of litigation. Internally, the legal team will focus on functions that cannot be outsourced such as drafting/reviewing contracts; contract negotiations; advising departments on legal issues, and enforcing compliance to legal and regulatory instruments; developing and reviewing the University's legal framework.

Looking at the breadth of responsibilities under the legal division in the University, the Team is of the view that the University should have senior positions that are enticing enough to attract people who possess the required skill-set and experience to provide quality legal counsel and corporate secretarial support.

In this regard, the Team **recommends** that the division should have three positions as follows:

1x Assistant Registrar (Legal) (KU5)
 1x Legal Services Officer (KU8)
 1x Legal Compliance Officer (KU8) (to be attached to Research and Innovation Centre)

3

8.2.5. Academic Support Services Division

The Division will be core in providing support to academic services. It will be responsible for processing students' admissions; assessment of students' performance and management of students' records; registration of students; scheduling of classes and examinations; administration of examinations; the processing of students' transcripts, certification and managing graduation ceremonies; and handling students' queries.

8.2.5.1. Purpose and Functions

The Section exists **"to coordinate and manage academic support services."** To achieve the purpose, the division performs the following functions:

- a) The processing of admissions and registration of students
- b) The assessment and certification of students

- c) The scheduling of classes and examinations
- d) The management of academic disputes

8.2.5.2. Organization and Establishment

The Division will have no sections and units under it. The Division will initially have the following posts:

- 3x Assistant Registrar (Academic Support Services) (KU5)
- 3x Academic Support Services Officer (KU8)

The posts will be assigned to Schools as follows:

- Two Assistant Registrars and two Academic Support Services Officers to services two Schools each (actual schools to be assigned by the Registrar)
- One Assistant Registrars and one Academic Support Services Officers to service one School and provide general academic support services done at central level

The Division should exercise flexibility so that the services are always available to the Schools in a timely manner.

8.2.6. Human Resource Division

The Division will be responsible for attracting, managing, and retaining appropriate and sufficient human resources for efficient and effective service delivery. It will also be responsible for human resource planning and development; industrial relations and employee welfare, and provision of Occupational, Safety, and Health services. Finally, the Division will be responsible for managing payroll.

8.2.6.1. Purpose and Functions

The purpose of the Division will be **“to manage human resources.”** It will carry out the following functions:

- a) The management of human resource
- b) The provision of human resource planning and development services
- c) The provision of industrial relations and employee welfare services
- d) The provision of Occupational, Safety and Health Services

8.2.6.2. Organization and Establishment

The Division will be a vertical pool with staff at both the Head Office and Campuses. It will report directly to the Registrar looking at the calibre of human resource which the division will be entrusted to manage and enable it properly deliver results that enrich the University's value to clients, partners, stakeholders, students, and employees.

The Human Resource Team a Corporate level will focus at coordination, technical guidance, training/recruitment monitoring and coordination, as well as policy and standards setting, monitoring, and enforcement. At the two Campuses, the Team will support the Schools in interpreting and implementing human resource policies and plans. The Human Resource Staff establishment at Campus level has been outlined in Section 8.2.3.2 above. The staff Establishment at Corporate Office is as follows:

- 1x Assistant Registrar (Human Resource) (KU5)
- 1x Senior Human Resource Officer (HR Planning and Development) (KU7)

8.2.7. Headship of Registry Services Department

Registry Services Directorate will be headed by 1x Registrar (KU3). The office will also house 2x Administrative Assistant, 2x Senior Front Desk Assistant (KU10), and 3x Office Assistant (KU12) to service divisions in the Directorate and others within its proximity. The Team has dropped the proposed title of University Registrar as it contravenes the provision in the Act, which stipulates that the University will have *‘a Registrar’*.

In addition, the Team has adopted the title Assistant Registrar instead of the proposed title of 'manager' for heads of functions directly delegated from and reporting to the Office of the Registrar. This is in line with general practice in academies locally and internationally. The Team reckons that the Office of the Registrar will play a central role to the overall success of the University. In this regard, KUHeS ought to adequately capacitate the Office with right calibre of people in terms of talent, knowledge, attitude, and character.

8.3. FINANCE AND INVESTMENTS DIRECTORATE

The Directorate is responsible for the management of the University's financial resources and assets as per standard accounting procedures and relevant legislation. Specifically, the Directorate will develop financial controls and plans in line with laid down corporate guidelines. Besides, the Directorate will manage debts; process payments; prepare timely financial reports and annual budgets; manage supplies besides exploring and advising KUHeS on investment opportunities. The inclusion of the investment component reflects the institution's aspirations of enhancing its investment efforts to ably sustain its operations.

8.3.1. Purpose and Functions

The Directorate will exist *"to manage and account for financial resources, assets, stores, and investments."* The responsibilities of the Directorate have been consolidated into two functions as follows:

- a) The provision of investments management services
- b) The management and accounting for financial resources, stores, and assets

8.3.2. Organization and Staff Establishment

The Directorate will be organized into one (1) Department and one (1) section as follows:

- a) **Financial Management Department** - to oversee the management of financial resources, grants, assets, and supplies at corporate and campus levels. Hence, the Department will have the following sections:
 - i) **Campus Finance Division** at both Blantyre Campus and Lilongwe Campus that will strive to provide coordinated financial management and accounting services at campus level, ensuring that the Schools receive timely and quality support in pursuit of their academic goals.
 - ii) **Grants Finance Management Section** at Corporate Office to manage and account for funds from grants.
- b) **Investments Section** - to manage investments. The section will be at corporate office only but will service all organizational components of the university.

The structure and staff establishment of the Directorate have been carefully considered to ensure that it functions efficiently to provide quality and timely service to all its clients, particularly the Schools, at the least cost possible.

As stipulated in KUHeS Act, the Directorate will be headed by 1x Director of Finance and Investments (KU3) who will report directly to the VC. The entire recommended establishment for the Directorate is 16 posts as follows:

A. Director's Office

- 1x Director of Finance and Investments (KU3)
- 1x Administrative Assistant (KU9)
- 1x Office Assistant (KU12)

B. Financial Management Department

- 1x Deputy Director of Finance and Investments (KU4)

a) Campus Finance Division (Blantyre Campus)

- 1x Finance Manager (KU5)
- 1x Senior Finance Officer (KU7)
- 1x Finance Officer (KU8)
- 2x Assistant Finance Officer (KU9)



5

b) Campus Finance Division (Lilongwe Campus)

- 1x Finance Manager (KU5)
- 1x Senior Finance Officer (KU7)
- 1x Finance Officer (KU8)
- 2x Assistant Finance Officer (KU9)

5

c) Grants Finance Management Section

- 1x Senior Grant Finance Officer (KU7)
- 1x Grant Finance Officer (KU8)

2



The organizational structure and staff Establishment of the Directorate are graphically presented in Appendix 3G.

8.4. DIRECTORATE OF STUDENT AFFAIRS

The Directorate of Students Affairs (DSA) is an office created by the KUHeS Act and the importance of this office cannot be overemphasized. Its introduction recognizes the fact that students are the major clients of any university and meeting their needs are of utmost importance. This office will be responsible for students' psycho-social support services. The DSA is envisaged to be an important and valued aspect of the work of KUHeS. This will be in line with international expectations of any University whereby it is expected that students will be provided with appropriate support for their academic and general welfare needs.

8.4.1. Purpose and Functions

The DSA will be responsible for the management of all structured non-academic student support programs and services, designed primarily to ease and guide students' transition from high school life, where parents and teachers meted out disciplinary and control measures, into university life, where self-discipline and self-reliance are urgently needed; to counter the seemingly endless individual freedom; and to serve as internal balance setter for the demands and pressures of academic life.

The directorate will perform its functions from the corporate office and at campus level. At corporate level, the directorate will perform the following functions:

- a) The coordination of international student affairs
- b) The development and review of student welfare policies, rules, and regulations
- c) The maintenance of alumni relationships with the University
- d) The promotion of excellence and quality in students' life and orderly organization of student activities
- e) The management of integration of international students' complaints and grievances
- f) The identification of the needs of specific groups of students (e.g., international, part-time, mature, visiting and special needs, caregivers and students with children or caring responsibilities)

At campus level, DSA will perform the following functions:

- a) The provision of student welfare services.
- b) The provision of student counselling and guidance
- c) The coordination of chaplaincy services
- d) The coordination of sporting programmes

8.4.2. Organization and Staff Establishment

The Team recommends that the department should have one division called the **International and General Student Affairs Division** at corporate level, and a Campus Student Affairs Section at both Blantyre and Lilongwe Campuses to undertake the responsibilities outlined above. The Section at Blantyre Campus will also accommodate Kameza and Mangochi satellite campuses.

The overall head of the Directorate, according to KUHeS Act, will be the Director of Student Affairs (DoSA) and will report directly to the VC. The review determined that each campus will need an establishment of 6 posts to offer quality services in all key areas. The Division at corporate will only need one post to assist the Director in creating the best student affairs function. Below is the detailed establishment recommended for the Director. All the posts are graded according to the results of Job Evaluation results.

Director's Office

1x Director of Student Affairs (KU3)

1x Administrative Assistant (KU9)

2

International Student Affairs Division

1x Student Affairs Manager (KU5)

1

Student Affairs Section (Blantyre Campus)

1x Senior Student Affairs Officer (KU7)

1x Assistant Student Affairs Officer (KU9)

1x Coach (KU9)

1x Counsellor (KU9)

1x Chaplain (KU9)

1x Warden (KU9)

6

Student Affairs Section (Lilongwe Campus)

1x Senior Student Affairs Officer (KU7)

1x Assistant Student Affairs Officer (KU9)

1x Coach (KU9)

1x Counsellor (KU9)

1x Chaplain (KU9)

1x Warden (KU9)

6



Appendix 3C depicts a graphic representation of the recommended structure and staff establishment.

8.5. QUALITY ASSURANCE DEPARTMENT

Quality Assurance is an essential tool for overseeing a series of processes and procedures designed to ensure the maintenance and development of standards for teaching and learning and other operations across the University. The function allows the University to respond in a systemic and transparent manner to the external requirements of stakeholders such as the Ministry of Education and the National Council for Higher Education

Literature shows that Quality Assurance (QA) in Higher Education is becoming increasingly pivotal in both academic and administrative domains. Massification, globalization, and internationalization have necessitated the creation and recognition of QA systems to enhance both academic and administrative processes in Higher Education Institutions. Concepts such as standards, recognition, accreditation, fitness for and of purpose, value for money, and relevance, have become key in the operations of QA units of universities.

These QA units, the world over, have become instrumental in designing and implementing new QA mechanisms and systems in order to ensure that students receive high-quality and relevant education and that their academic qualifications are widely recognized. Such recognition is seen to be essential not only by national governments and employers but also by other universities and employers on a global scale. It is against this background that the Quality Assurance Department has been established in the University to play a central role in safeguarding and helping improve the teaching and research standards and quality of services in the University.

Specifically, the QA department will develop, coordinate, and monitor the institutional quality assurance and quality management systems and processes in close association with relevant committees and operational units

within the University. It will ensure that the QA concept is properly institutionalized and its activities are done comprehensively in line with local and international expectations and requirements.

8.5.1. Purpose and Functions

The purpose of the department will be to **'provide quality assurance monitoring and advisory services.'** The department's remit will be to ensure that norms and standards are developed or reviewed, approved, and adhered to across the University, and that management are well-informed about problems associated with maintaining such standards for appropriate action. It will encompass both academic and administrative domains in line with the Council's Quality Assurance Framework which, in section 3.12. notes that:

'Quality assurance must be embedded in the HEIs activities at all levels. Quality assurance should embrace both corporate domain (e.g., governance, finance, human resource) and academic domain'

Hence the Department's functions have been configured into two namely:

- a) The provision of academic quality monitoring and advisory services
- b) The provision of operations quality monitoring and advisory services

8.5.2. Organization and Staff Establishment

The Consulting Team engaged NCHE for clarity on its specific requirements regarding how the QA function should be set-up in HEIs. The Council guided that each university is at liberty to configure the function as it desires provided it is vested with enough authority to perform its advisory role to management unhindered, and it is functionally answerable to the university executive leadership and not the Council.

The review established need and justification for the function to be pegged at departmental level reporting directly to the VC since quality assurance in the University will be multi-dimensional and embrace all its activities; thus, teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community, and the academic environment.

The Department will be headed by 1x Chief Quality Assurance Officer graded at KU4. The entire staff establishment for the department will be as follows:

Headship

1x Chief Quality Assurance Officer (KU4)

1x Administrative Assistant (KU9)

≡

Academic Quality Assurance Section

1x Senior Quality Assurance Officer (KU7)

1x Quality Assurance Officer (KU8)

≡

Operations Quality Assurance Section

1x Senior Quality Assurance Officer (KU7)

1x Quality Assurance Officer (KU8)

≡

Appendix 3F shows the recommended structure and staff establishment for the Department.

8.6. RESOURCE MOBILIZATION DEPARTMENT

Resource mobilization refers to all activities involved in securing new and additional resources for your organization. It also involves making better use of, and maximizing, existing resources. Resource mobilization

is often referred to as "New Business Development". Figure 9 below shows how new business opportunities, which are intended to mobilize resources, form part of an organization's overall functioning.

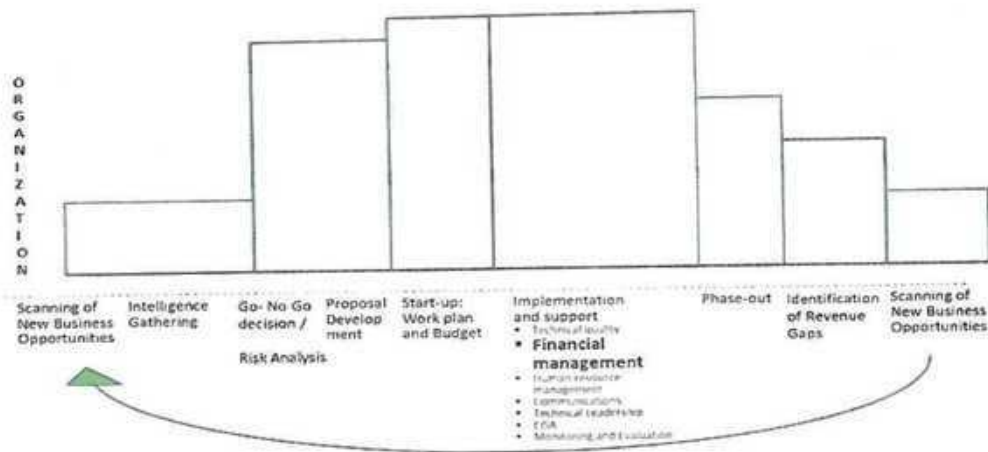


Figure 9: Resource Mobilization and its Role in an Organization's Functioning (MSH, 2010)

Resource mobilization is critical to any organization for several reasons. It ensures the continuation of your organization's service provision to clients; supports organizational sustainability; and allows for improvement and scale-up of products and services the organization provides.

On its part, KUHeS has embarked on a strategic objective to strengthen resource mobilization and utilization to supplement the university's financial base and bridge its budgetary deficit by expanding the existing income generation ventures within the university and also identifying potential ventures for increased profitability.

It is in this vein that the Resource Mobilization department has been created to steer, coordinate, and consolidate the University's resource mobilization efforts. Resource mobilization at KUHeS will be everyone's responsibility especially the university administration, Deans of Schools, and Heads of Department and Centres.

The department will be responsible for supporting the development and implementation of the University's overall organizational resource mobilization strategy. It will also ensure proper relationship building to cultivate and leverage an ever-stronger donor support base for the University across bilateral, multilateral, philanthropic, and corporate partners. Working closely with other Directorates, the division will lead the development and presentation of proposals to potential donors and partners, support teams on compliance to donor and University requirements during implementation, and coordinate stakeholder management across donors on an ongoing basis to maximize delivery of the strategic partnerships and shared mission.

Additionally, it will also work to identify, promote, operationalize, and ensure profitable management of income-generating units established to support the improvement of the infrastructure and financial viability and stability of the University.

3.7.1. Purpose and Functions

The purpose of the department will be 'to manage and coordinate resource mobilization in the University. Its functions will be:

- a) The mobilization of resources through a relationship management model
- b) The exploration and establishment of commercial enterprises arising from research (Intellectual Property) and non-research opportunities including consultancies

3.7.2. Organization and Staff Establishment

The Department will be organized into two divisions as follows

- a) **Relationships Division** – responsible for mobilizing resources through a relationship management model where relationship managers will be assigned specific portfolios of client groups to prospect, nurture, and grow for purposes of mobilizing resources. The client groups include public, private sector,

non-governmental, alumni, philanthropic & other partners such as bilateral, multilateral, and foundation donors.

- b) **Business Development Division** - with the primary responsibility of exploring and establishing commercial enterprises arising from research (Intellectual Property) and non-research opportunities including consultancies. The aim will be to growing existing income generating activities into stand-alone enterprises and to establish new enterprises for the benefit of the university.

The Department will be headed by 1x Chief Resource Mobilization Officer (KU4), and the two divisions will have a combined total of 5 posts as detailed below.

Headship

1x Chief Resource Mobilization Officer (KU4)
1x Administrative Assistant (KU9)

Relationships Division

1x Relationships Manager (KU5)
2x Relationships Specialist (KU6)

3

Business Development Division

1x Business Development Manager (KU5)
1x Business Development Specialist (KU6)

2



Appendix 3I shows the graphic presentation organizational structure of the Department.

8.7. MARKETING AND COMMUNICATION DIVISION

The Division will provide expertise to schools, service and academic units, and research centres and institutes. It will strive to promote products and services of the University in support of its aspirations to go commercial and remain competitive in the dynamic environment by developing and implementing united, target-oriented marketing, and communication strategies. The main functions of the department will include supporting and improving the university's image; creating, developing, and supporting the university's marketing activities; and organizing corporate events. Further, the division will establish and foster relations with the media and the target audiences of the university, maintain a regular and timely flow of topical information about the university's activities, and prepare various information publications, promotional and audio-visual material on the university,

8.7.1. Purpose and Functions

The Division will exist ***"To provide marketing and communication services."*** To achieve the above purpose, the division will perform the following key functions each with several activities:

- a) The provision of marketing services
- b) The provision of communication services

8.7.2. Organization and Staff Establishment

The Division will report directly to the VC following common trends in the public practice. During the review, all stakeholders appreciated the need for the division to be in the office of the VC to perform its roles without hurdles. It was also considered essential to place the Division in the office of the VC because it will act as a mouthpiece for the University, a role which the VC ought to directly oversee.

Again, following best practice, the Division will be organized into two functional units as follows:

- a) **Marketing Unit** - responsible for promoting products and services of the University in support of its aspirations to go commercial and remain competitive in the dynamic environment.
- b) **Communications Unit** - responsible for raising the profile of the institution through the management of corporate communication services including public relations and customer affairs issues.

A workload analysis showed that the division will need an establishment of 4 posts:

Headship

1x Marketing and Communications Manager (KU5)

Marketing Unit

1x Marketing Officer (KU8)

Communications Unit

1x Communications Officer (KU8)

1x Creative Designer (KU9)

2

Appendix 3H presents a graphical organizational structure for the Division

8.8. PLANNING, MONITORING AND EVALUATION DIVISION

Strategic planning, monitoring and evaluation functions have proved crucial for any institution to achieve success by enhancing strategic direction; and enabling an institution to effectively respond to on-going changes in the operating environment. For this reason, the GoM encourages all public service institutions to have planning and monitoring and evaluation functions. The UNIMA Delinking Report has recommended that the new Universities should introduce a Planning, Monitoring and Evaluation (PME) unit. The report has also made several other recommendations that make it imperative to have the PME function in the universities. For example, the report has recommended that the new universities should:

- a) introduce a Balanced Scorecard performance management system that links the institutional strategic objectives with individual annual work plans and targets to institutionalize evidence-based rewards and sanctions;
- b) introduce individual annual performance contracts with jointly agreed-upon performance targets;
- c) develop operational and administrative policies, principles and procedures covering all portfolios of the universities; and
- d) champion the development of strategic plans and annual work plans.

It is against this background that the Team recommends the creation of the PME division. The objective of the division will be two-fold – one focusing on planning and strategy management, and the other on monitoring and evaluating University programmes. The corporate planning component will focus on providing expertise and services in the planning, and operational research on activities in the University. Particularly, it will facilitate the development of strategic plans, medium-term expenditure frameworks, and annual plans for the University. It will also play a central role in facilitating and coordinating the development and review of resource mobilization strategies, procedures, strategies, and policies. The monitoring and evaluation arm will carry out monitoring and evaluation roles aimed at tracking the performance of programs and projects, their outputs as well as their impact. It will also be responsible for the management of the databank for reviews, programs, and any other relevant data and statistics for decision making.

8.8.1. Purpose and Functions

The purpose of the division should be to “*provide planning, monitoring, and evaluation services*”. The division will perform the following functions:

- a) The management of planning and strategy management activities
- b) The monitoring and evaluation of budgets and programs implementation

8.8.2. Organization and Staff Establishment

The division will be configured into two units as follows:

- a) **Planning and Strategy Management Unit** – responsible for managing the development and facilitating implementation of the University's strategic plan, business plans as well as operational policies, procedures, and strategies.
- b) **Monitoring and Evaluation Unit** -. responsible for monitoring and evaluating implementation of the University's budgets and programmes and managing the databank.

Appendix 3B depicts the recommended organizational structure and establishment. The Consulting Team has recommended an establishment of 5 posts as follows:

Headship

1x Planning, Monitoring and Evaluation Manager (KU5)

1

Planning and Strategy Management Section

1x Planning and Strategy Specialist (KU6)

1x Planning Officer (KU8)

2

Monitoring and Evaluation Section

1x Senior Monitoring and Evaluation Officer (KU7)

1x Monitoring and Evaluation Officer (KU8)

2

8.9. PROCUREMENT AND ASSETS DISPOSAL DIVISION

The University will require goods, works, and services to support its various operations. The identification, acquisition, and disposal of these goods, works, and services need to be done in compliance with the applicable laws, policies, and regulations. The principal legislation guiding public procurement and assets disposal is the PPDA Act of 2017. Non-compliance with the Act attracts serious sanctions on the Controlling Officer as outlined in Section 25 (3). In essence, the Act has made procurement and asset disposal function cease to be an ordinary support service function in public service institutions. It now occupies a more strategic place meriting a direct executive oversight. As a result, it is now a general practice in public service institutions to place the function directly under the executive head of the institution.

It is in this context that the procurement and assets disposal division in the University has been created and structured in a manner that it reports directly to the VC, the CEO of the University. The division will be responsible for ensuring that the procurement of goods, works, and services; and their disposal is carried out properly in conformity with statutory requirements and guidelines. Amongst its major roles will include the production of annual procurement plans in liaison with relevant departments, identifying suppliers, management of service contracts as well as production and submission of quarterly procurement reports to the Public Procurement and Asset Disposal Authority (PPDA). In addition, the division will manage the disposal of the University's obsolete assets and provide technical advice to the Institute on all procurement-related matters and serves as the secretariat for the Internal Procurement and Disposal Committee (IPDC).

8.9.1. Purpose and Functions

The purpose of the division should be to "manage the procurement of goods, works and services, and disposal of assets". It will perform the following functions:

- a) The management of procurement processes and contracts
- b) The development of procurement plans and documents
- c) The management of disposal of assets

8.9.2. Organization and Staff Establishment

The division will have a corporate procurement office and two campus sections at Blantyre and Lilongwe campuses respectively. The corporate procurement office will bear the responsibility of superintending procurement activities throughout the University, while the Campus sections will be responsible for undertaking and coordinating all detailed procurement activities for schools and units within the campuses in accordance with the PPDA Act, PPDA's procurement regulations, and desk instructions; and internal procurement policy. The offices based at the University's central office will be served by the Procurement section at Blantyre Campus.

Staffing requirements for procurement and assets disposal units are essentially determined based on the magnitude and value of procurements done in the institution as well as the actual scope, intensity, and complexity of the activities under the function. The Consulting Team did an assessment, guided by these parameters and, more particularly the need for the Schools and other units to be provided with quality and timely support to achieve their performance targets. Based on the assessment, the Team **recommends** an establishment of **7 posts** as follows:

Headship

1x Procurement and Asset Disposal Officer (KU8)

1

Procurement Unit (Blantyre Campus)

1x Procurement and Asset Disposal Officer (KU8)

1x Assistant Procurement and Asset Disposal Officer (KU9)

1x Procurement and Asset Disposal Assistant (KU11)

3

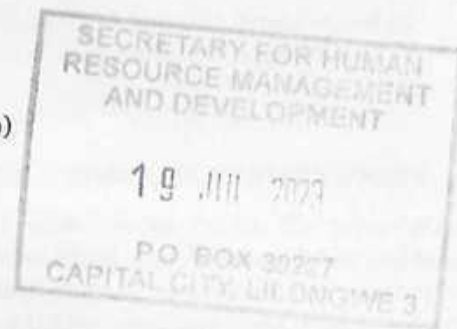
Procurement Unit (Lilongwe Campus)

1x Procurement and Disposal Officer (KU8)

1x Assistant Procurement and Disposal Officer (KU9)

1x Procurement and Disposal Assistant (KU11)

3



The recommended structure and staff establishment is graphically presented at Appendix 3D.

8.10. INTERNAL AUDIT DEPARTMENT

The Internal Audit department is established as part of the University's commitment to compliance with best practice in corporate governance. The department is a service department whose mandate will be to facilitate the development of sound internal control systems in all areas of the University. By so doing, the department will assure Executive Management and the University Council that there is reasonable mitigation of risk exposures that may prevent the University from achieving its core objectives.

Specifically, the department will serve as a 'watchdog' against mismanagement of financial and material resources including systems and policies. It will be responsible for carrying out routine audits of the University's transactions; examining financial transactions; checking accounting systems and management of material resources used by the Institution to ensure that they are in tandem with the established policies and procedures. It will also advise Management on possible enterprise risks and their mitigation. Finally, the department will be responsible for investigating fraud and waste cases to ensure that the institution stays on course financially.

8.10.1. Purpose and Functions

The department will exist to **provide internal audit services**. It will perform the following functions:

- a) The conducting of financial, compliance, and operational audit services
- b) The appraisal of the adequacy of resource management and utilization systems and practices
- c) The investigation and reporting of fraud and waste cases
- d) The assessment of risks and advising on mitigation measures

- e) The coordination of external audits in the University

8.10.2. Organization and Staff Establishment

The department reports to the Vice Chancellor, administratively, and the Council functionally. This reporting structure is designed to allow an appropriate level of organizational freedom and a lack of restriction in the work and access to records. Thus, the set-up is intended to ensure that the department maintains independence from the operational departments it audits, so that audit work can be carried out objectively and confidentiality is maintained in the reporting process.

Being a key function in identifying organizational and individual solutions to improve corporate performance and prudent utilization of resources, the division needs to be adequately resourced in terms of human resources to enable the division to carry out audits and fraud investigations effectively and timely; analyze the collected data professionally, and draw sound conclusions for effective decision making.

The Consulting Team **recommends** the following establishment of 3 positions.

- 1x Chief Internal Auditor (KU4)
 - 1x Internal Auditor (KU8)
 - 1x Assistant Internal Auditor (KU9)
- 3**



CHAPTER NINE: JOB EVALUATION

9.1. INTRODUCTION

Job grading is one of the most persistent and stubborn problems in many organizations. The effects of inappropriate job grading often have systematic and lasting implications. For the organization, jobs that are over-valued will result in additional compensation expenses. For employees, under-valued jobs may be construed as personal affronts, a threat to status, and cause low morale among the affected employees and in turn affects productivity.

Because of the foregoing, KUHeS decided that besides realigning functions with the set objectives and goals as outlined in its Strategic Plan of 2020-2030, it should also come up with a new grading structure. For this reason, a Job Evaluation (JE) exercise was part of the function review exercise. Each position recommended for the University was to be evaluated and graded.

9.2. UNDERSTANDING JOB EVALUATION

Job Evaluation is the process of determining as systematically and objectively as possible, without regard for personalities, the worth of one job relative to another. Job Evaluation is concerned with the content of the JOB, and has nothing whatsoever to do with the PERSON carrying out the job. The objective of implementing a job evaluation system is to develop an equitable and defensible method of measuring, and comparing the value of each job within organisation. The output of this is a 'job grading structure', which is the foundation for a fair, equitable and defensible remuneration system, based on the value of the job.

9.3. GRADING SYSTEM ADOPTED BY KUHeS

Traditionally, Academies, just like KUHeS, have always delineated grading system based on the functional categories. For instance, in the UNIMA, under which KUHeS is derived from, positions are categorized into three sets namely (a) Academic positions covering all teaching staff; (b) Clerical and Technical Support (CTS) positions covering staff that provide technical support to the academic such as various Technicians; and (c) Administrative and Support positions that include staff in the registry and other support services. This grouping has also translated into three grading structures and the current set up has created challenges to fairly provide incentives and administer conditions of service in general to members of staff.

Learning from these experiences, the new University resolved to adopt a unitary grading structure to fairly treat each position based on its relative contribution to the achievement of the organizational goals and objectives.

9.4. JOB EVALUATION METHOD

It is a clear fact that jobs contribute to the achievement of organization goals differently. It is, therefore, logical to find the relative value of one job to the other to fairly grade and reward them. This needs to be done using an independent, user-friendly, and reliable method.

Out of the many methods that exist on the market, the Government of Malawi has adopted the Point Factor Rating (PFR) Method which is widely used for evaluating jobs in the Malawi Public service. So far, the method has been widely used for both civil service and statutory organizations including some public academies. The Consulting Team settled for this to evaluate jobs of KUHeS because the scheme is similar to Higher Education Role Analysis (HERA) which is widely used, globally, to evaluate jobs in academies.

Literature shows that the Scheme has been used in highly ranked academies in Europe such as Universities of Manchester, Oxford, and Bradford just to mention a few; Australia such as Universities of Western Australia, Melbourne, Sydney, and Edith Cowan, and in the region such as Universities of Cape Town, Verde, Nelson Mandela, and many others. Just like HERA, our domiciled Scheme is also an analytical factor-based job evaluation scheme. It aims at assessing the relative value of roles consistently and equitably by focusing on

wider aspects of a role rather than on individual tasks. It analyses roles based on discrete elements of a job commonly known as compensable¹ factors.

The process is transparent, participatory, and consultative to allow ownership of the outcome. It commences with gathering comprehensive information on roles of jobs through the completion of a designed job description questionnaire or face-to-face interviews. The roles are then extensively analyzed and vetted by the management of the respective organization to ensure consistency and relevance. Once Job Descriptions are vetted, jobs are then evaluated against each of the compensable factors, and the scores for each factor are weighted appropriately, and then added together to give a total point score for each job. The total score indicates the relative size of the job.

The detailed process and procedure for the Job Evaluation of KUHeS is discussed in the ensuing paragraphs.

9.5. JOB EVALUATION PROCESS

The exercise comprised several steps as follows:

- a) Job Analysis.
- b) Selection and training of JE panelists.
- c) Selection of the relevant job factors for evaluation.
- d) Evaluation of jobs.

9.5.1. Job Analysis

The Consulting Team carried out Job analysis, a process that involved the collection and recording of job information by defining major duties that are attributed to each job. The analysis also looked at the working conditions and environment in which each job is performed. The information was, in liaison with respective KUHeS jobholders, used to review the existing job descriptions to be in line with the standard format for JE exercise as a requirement in providing a rational basis for determining and managing internal relativities between jobs when using the PFR method. Finally, the job descriptions were further vetted by KUHeS management to be in line with the set strategic goals and objectives.

9.5.2. Selection and Training of JE Panellists

Nineteen (19) Job Evaluation Panellists were selected by KUHeS to undertake the job evaluation under the guidance of the Consulting Team as presented. These were assembled from all the proposed functional areas.

Table 8: Job Evaluation Panelists

Name of Panelist	Institution
1. Mr. Samson Kalulu	College of Medicine
2. Mr. Charles Khoza	Kamuzu College of Nursing
3. Mr. Bobbex Chinthu	Kamuzu College of Nursing
4. Dr. Anthony Mwakikunga	College of Medicine
5. Dr. Patrick Mapulanga	Kamuzu College of Nursing
6. Mr. Masauka Kachiganda	Kamuzu College of Nursing
7. Dr. Winnie Chilemba	Kamuzu College of Nursing
8. Mr. Francis Mdala	College of Malawi
9. Mr. Gibson Masache	Kamuzu College of Nursing
10. Miss Walusungu Kazembe	Kamuzu College of Nursing

¹Compensable factors are critical elements that are common in every job and are considered important elements that would determine the relative worth of a job.

Name of Panelist	Institution
11. Dr. Vincent Junbe	College of Medicine
12. Mr. Sunshine Kandiero	College of Medicine
13. Dr. Getrude Mwalabu	Kamuzu College of Nursing
14. Dr. Masauko Msiska	Kamuzu College of Nursing
15. Mr. Chikumbutso Gremu	College of Medicine
16. Dr. Elizabeth Chodzaza	Kamuzu College of Nursing
17. Dr. Ndazona Peter Kwanji-Banda	College of Medicine
18. Mr. Misheck Issa	College of Medicine
19. Wilson Kumwenda*	College of Medicine

* Played a coordinating role during the JE exercise

The panelists were selected on the basis that they were a reasonable representation of all levels of staff including the Union and Welfare Committees. These panelists together with members of the KUHeS Management Team underwent a one-day intensive job evaluation training module conducted by the Consulting Team. The module comprised both theory and practical sessions which were aimed at equipping panellists with skills and competencies for assessing relative sizes or values of the jobs. The orientation focussed on imparting basic principles and general applications of Job Evaluation with particular emphasis on the application of the Point-Factor Rating Method. The training covered the following areas:

- Definition of Job Evaluation (JE).
- Objectives of the training session.
- Expected outcomes of the training session.
- Commonly used JE methods including the Point-Factor-Rating method theory and practice.
- The actual application of the Point-Factor-Rating method.

9.5.3. Selection of Job Factors

The factors that were selected and agreed upon as common factors in all KUHeS jobs were as follows:

a) Knowledge and Experience

This looked at the minimum qualification and experience required for the satisfactory performance of the job. The factor has a range of nine levels with the highest qualification and highest experience on the labour market getting points from level nine while those with the least qualification get points from level one on the factor plan tool/scale.

b) Complexity and Creativity

This factor considers the range and variety of skills the jobholder uses, including imagination, inventiveness, and talent in finding solutions and coming up with new ways of doing things including new concepts, practices, and technologies just to mention a few. The factor has a range of six levels. The jobs with the highest responsibility for innovativeness or flair for finding solutions to critical problems and programs get points from level six while jobs with the least flair for innovativeness or problem solving get points from level one on the factor plan tool/Scale.

c) Judgment and Decision Making

This factor describes the levels of advice given by and/or discretion available to the jobholder in carrying out the job, and the effect on the organization of the advice given and discretion allowed. The factor has a range of six levels. The jobs with highest level of responsibility for making vital decisions get points from level six while jobs with least responsibility for making vital decisions get points from level one on the factor plan tool/scale.

d) Influence (Or Seniority)

This factor is concerned with the level of job activity and its influence in terms of seniority within the Organization. It has a range of eight levels. Jobs with overall headship responsibility of looking after the entire organization get points from level eight while those with no supervisory responsibility get points from level one on the factor plan tool/scale.

e) Communication

Communication is about the extent to which the jobholder is required to communicate clearly with others within and outside the Organization. This may be verbal, (face to face), on the telephone, or in writing. The communication is mainly meant to influence or persuade other individuals or groups. This factor has a range of six levels. The jobs with highest responsibility of communicating in the form of negotiating or persuading others to enter into business agreements or resolutions get points from level six while jobs with least flair for negotiations or persuading others get points from level one on the factor plan tool/scale.

f) Mental Judgment

This factor looks at the mental dimension of the jobholder including pressure from the surrounding circumstances or conditions which may be onerous or abnormal e.g. pressure, stress, or monotony. This factor has a range of four levels only. The jobs with highest level of mental exertion in delivering services get points from level four while jobs with least flair for mental exertion get points from level one on the factor plan tool/scale

g) Physical Environment

The factor is concerned with the physical elements of the job including exposure to surrounding conditions of working which may be onerous, abnormal, or dangerous. It has a range of four levels too. Jobs that pose the highest physical harm, risk or lifting of heavy objects, etc. get points from level four while those with least chances of exposure to physical danger, risks, harm, or lifting of heavy objects get points for level one on the factor plan tool/scale.

9.6. EVALUATION OF JOBS

The jobs were evaluated by panelists who were grouped into four Teams. Each Team was given similar posts to evaluate and the respective results from each group were presented for comparison and refinement where sharp differences were noticed. The panelists were not permitted to evaluate their own jobs and could declare an interest and recuse themselves to avoid influence.

The key tools utilized during the job evaluation were as follows:

- a) Job Descriptions
- b) The Factor Plan
- c) Score sheets

9.7. QUALITY ASSURANCE

There were several measures for quality control that were put in place. Firstly, all jobs were coded before presenting them to the groups. Secondly, the panelists formed four groups which were given similar positions to evaluate, and later, the results from each group were presented in a plenary session for comparison and refinement where sharp differences were noticed. During the plenary, scores for each group were extensively scrutinized before arriving at the final agreed scores. However, where results were not satisfactory to the groups, jobs were randomly slotted back in the pool of the remaining jobs for re-evaluation. Further to this, the panelists were not permitted to evaluate their own jobs and were encouraged to declare interest. Finally, the evaluation results were presented to KUHeS Management for scrutiny and final observations.

9.8. RESULTS AND GRADING CRITERIA

Table 9 shows the ranking of jobs based on the scores awarded to various jobs during the evaluation process. It also shows segments that show correlation in their operating principles. These segments have eventually been

translated into the grading structure. The job ranking which has translated into the **recommended** grading structure was based on the following:

- a) The correlation of the job values of the evaluated jobs.
- b) The current and anticipated workflow and established practices of KUHeS.
- c) The general academy best practices in terms of job relationships and reporting lines.
- d) The existing legislative requirements
- e) The desire to making the jobs attractive for attracting competent and rare skills
- f) The desire to prompt growth of home-made professionals.

Table 9: KUHeS Grading Structure

Title	Grade	
VC	KU1	
DVC	KU2	
Professor	KU3	
Executive Dean		
Director of Student Affairs		
Director of Post-graduate Studies and Research		
Registrar		
University Librarian		
Director of Finance and Investments		
Director of Teaching and Learning Development		
Associate Professor		KU4
Head of Department		
Head of Research and Innovation		
Head of ODeL		
Campus Librarian		
Deputy Executive Dean		
Chief Information Officer		
Chief Quality Assurance Officer		
Deputy Director of Finance and Investments		
Deputy Registrar		
Chief Resource Mobilization		
Chief Internal Auditor		
Senior Lecturer	KU5	
Postgraduate Programmes Manager		
Curriculum Development and Teaching Evaluation Manager		

Title	Grade
Procurement and Disposal Manager	
Assistant Registrar (Estates)	
Assistant Registrar (Legal)	
Research and Grants Manager	
Student Affairs Manager	
Assistant Registrar (Human Resource)	
Assistant Registrar (Administration)	
Finance Manager	
Marketing and Communications Manager	
Systems Librarian	
Senior Technical Services Librarian	
Senior Scholarly Communication Librarian	
Senior Client Services Librarian	
Research and Innovations Manager	
ICT Manager	
Assistant Registrar (Records)	
Business Development Manager	
Assistant Registrar (Academic Support Services)	
Planning, Monitoring and Evaluation Manager	
Relationships Manager	
Research Ethics and Governance Manager	
Lecturer	KU6
Librarian	
Innovations and Technology Transfer Specialist	
Relationships Specialist	
Planning and Strategy Specialist	
Business Development Specialist	
Learning Strategist	
Teaching and Learning Technologist	
Curriculum Development Specialist	
Investments Specialist	
E-Learning Specialist	
Assistant Lecturer	KU7
Senior Innovations and Technology Transfer Officer	
Senior Research & Grants Management Officer	

Title	Grade
Senior Research Data Management Officer	
Senior Research Training Officer	
Senior Legal Services Officer	
Senior Finance Officer	
Senior Grants Finance Officer	
Senior Estates Officer	
Senior Security Officer	
Senior Student Affairs Officer	
Senior Administrative Officer	
Senior Human Resource Officer	
Senior Research Ethics and Governance Officer	
Senior Quality Assurance Officer	
Postgraduate Data Officer	
Laboratory Technologist	
Research Ethics Officer	
Research Governance Officer	
Communications Officer	
Quality Assurance Officer	
Finance Officer	
Procurement and Disposal Officer	
Preceptor	
Investments Officer	
Network/Systems Administrator	
Grants Finance Officer	
Human Resource Planning and Development Officer	
Risk Officer	
Human Resource Officer (PMS)	
Records Officer	
Administration Officer	
Human Resource Officer (Recruitment and Retention)	
Research Data Management Officer	
Monitoring and Evaluation Officer	
Clinical Research Nurse	
Clinical Officer	
Network and Hardware Officer	
ICT Security Analyst	

Title	Grade
Human Resource Officer (General Services)	
Learning Technologies Officer	
Teaching Evaluation Officer	
Networks Administrator	
Training Officer	
Academic Programmes Administrator	
Research and Grants Management Officer	
Internal Auditor	
ODEL Student Support Services Officer	
Examinations Officer	
Innovations and Technology Transfer Officer	
Consultancy and Community Engagement	
Marketing Officer	
Postgraduate Programmes Administrator	
Chaplain	
Assistant Security Officer	
Counsellor	
Assistant Student Affairs Officer	
Nurse/Midwife Technician	
Laboratory Technician	
Transport Supervisor	
Assistant Communications Officer (Creative Designs)	
Assistant Finance Officer	
Assistant Marketing Officer (Research & Innovation)	
Sports Coach	
Assistant Administration Officer	
Warden	
Works Supervisor	
Chief Library Assistant (Technical Services)	
Systems Technician	
Clinical Skills Laboratory Supervisor	
Bindery Technician	
Clinic Laboratory Technician	
Assistant Procurement and Disposal Officer	
Administrative Assistant	
Assistant Human Resource Officer	

Title	Grade
Audio visual Technician	
Chief Library Assistant	
Handyman	KU10
Senior Front Desk Assistant	
Assistant Bindery Technician	
Senior Library Assistant	
Senior Records and Archives Assistant	
Driver	
Library Assistant	
Human Resource Assistant	
Bindery Assistant	
Academic Support Services Assistant	
Library Assistant	
Procurement and Disposal Assistant	
Records and Archives Assistant	
Clinic Clerk	
Clinic Attendant	KU12
Laboratory Attendant	
Clinic Clerk	
Office Assistant	
Library Commissionaire	

9.9. GENERAL OBSERVATIONS AND RECOMMENDATIONS

Our key observations emanating from the job evaluation exercise and their subsequent recommendations are as follows:

- Positions in the mainstream academic are mainly ranks attained based on competencies and capabilities of staff and not necessarily require the existence of vacancies. The University have experienced noticeable challenges in controlling the establishment due to this dilemma. The Consulting Team, however, believes it is the responsibility of the University's Human Resource Division to come up with alternative strategies for addressing the issue once registered.
- The grading structure normally shows the hierarchal arrangement of jobs. However, some positions have been deliberately made senior or at par with others beating the formal reporting lines as reflected by the organization structure. For instance, the post of Professor is graded higher than the Head of Department while in essence the former reports to the latter. This is generally understood in the academy that it values these higher-ranking positions to claim high spots in the ranking ladder of universities. In the case of KUHeS, the arrangement is deliberately designed to attract rare skills from

the market and, more importantly, to encourage existing staff to strive for growth to attain these high academic ranks as it is cheaper to have homemade professionals than rely on hired professionals.

- c) KUHeS is encouraged to immediately adopt the job specifications that have been used in the evaluation as the minimum acceptable qualifications for each position that exists in the organization and should be aligned with the organizational legislation.
- d) In the medium term, KUHeS management should consider carrying out a skills and competencies analysis. Such an audit will result in the identification of gaps in terms of qualifications and performance (i.e. mismatches between position requirements and incumbents, over-skilled and under-skilled). Once these gaps have been identified, appropriate strategies can be put in place to develop incumbents and develop succession plans. Additionally, the revised job descriptions should now enable the objective assessment of the performance of each job incumbent.
- e) KUHeS needs to ensure that incumbents holding jobs that have changed are fully aware of these changes, and that action is taken to either develop the incumbents that do not meet the minimum requirements or redeploy them where they can effectively perform their roles.
- f) Job Evaluation outcome is normally radical in nature and it is inevitably bound to cause misunderstandings amongst staff. This is mainly due to the non-fulfilment of staff expectations or perceptions of inequity or unfairness in the results. Such assertions are often attributed to the process and tools used being non-consultative, unclear, or favouring certain groups. Therefore there is need to create a conducive environment for acceptance and ownership of the results of the exercise contain a degree of disappointment in the event of non-fulfilment of expectations; and reduce the feeling of being 'cheated' of perceived rightful and/or deserved entitlement. Staff should be made to accept that in any change, there are likely going to be losers and winners hence we need to exercise our objectivity in looking at issues. All this will be possible if the implementation is handled tactfully and professionally handled and the success or failure of such projects largely depends on **effective communication and engagement**.
- g) To maintain and safeguard the structure, KUHeS needs to utilize staff that would become the Internal Grading Committee. The committee will be responsible for maintaining the structure in case of new jobs being created or substantial changes to the responsibilities of the existing positions are made.

Once the grading structure is adopted by KUHeS management, it has to be ratified by the staff and key representatives such as the staff unions and committees and finally the entire Council. At this point, no individual or entity is permitted to make any alterations to the grading matrix. To protect the accuracy, objectivity, and fairness of the system after project completion, no single individual should change the grading structure or individual grades. The grading structure or grades may only be reviewed and altered by the Internal Grading Committee.

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CHAPTER TEN: IMPLEMENTATION FRAMEWORK AND IMPLICATIONS

10.1. IMPLEMENTATION ARRANGEMENT

KUHES is a public service institution that is guided by Government policies and operational requirements among other obligations. Hence, implementation of the recommendations advanced in this report should conform to the government system on the implementation of functional reviews as outlined in ensuing paragraphs.

10.1.1. Process and Approach to Implementation

The report should be implemented systematically to avoid chaos and unnecessary disruptions to the University's operations. Management should ensure that implementation commences once all the necessary approvals of the report by the University Council and Government are done and an elaborate implementation plan has been formulated, thoroughly deliberated upon, and agreed with by the Implementation Taskforce Team and the Council. All stakeholders, particularly the existing members of staff, should be notified of the key recommendations in the approved report and the implementation arrangement before commencing implementation. In this regard, the University must develop a Communication Policy and Strategy and all engagement activities pertaining to the Functional Review should be anchored on the Policy. This will ensure systematic, procedural, and defensible decisions.

As a guide to the implementation, the Team has come up with an indicative Implementation Plan (see *Appendix 1*). The Plan provides a tentative time-frame for the implementation of the various recommendations in the report. The Plan envisions that implementation will commence in earnest immediately after the approval of the report by the Council and Government. The Plan will have to be adjusted by the Implementation Taskforce Team once the way forward on the implementation of approved recommendations has been determined.

10.1.2. Implementation Arrangement

Following the general practice in the public service, the implementation of this report will be coordinated by the Department of Statutory Corporation. There should be an Implementation Taskforce Team chaired by the University comprising relevant stakeholders including KUHeS Management Team, DHRMD, MoF, MoE, and DSC itself. At the Council level, the implementation will be overseen by a relevant sub-committee of the Council. The KUHeS Management Team will periodically report to the Committee on the progress of the implementation and any resolutions of the Taskforce for the Board's approval.

10.2. IMPLEMENTATION IMPLICATIONS

In implementing this report, there are likely to be several human resource and financial implications. Below are some of them and their respective remedial actions to alleviate negative effects.

10.2.1. Human Resources Implications

The report has recommended some changes to the number of positions, designations, grades as well as job descriptions and person specifications. This calls for staff placement exercise to populate the establishment appropriately with the help from KUHeS Management, Implementation Taskforce Team, and KUHeS Union leadership. This exercise has the likelihood of either redeploying staff or effecting redundancies.

10.2.2. Salary Structure

The Consultants have come up with a unitary grading structure whose implementation would require salary restructuring to align salaries with the new grading framework. There is also a need for a competitive remuneration package for the University to appeal to the best talent within and outside the institution.

In this regard, it is **recommended** that the KUHeS should also review the Terms and Conditions and Service of the University to make them competitive and to harmonize them with relevant **recommendations** highlighted in this report.

10.2.3. Work Procedures and Policies

Since the review has necessitated changes in the functional set up and establishment, the Consulting Team **recommends** that KUHeS should re-define its work processes and procedures among and between various Departments, Divisions, and Sections and develop appropriate work procedures and policies that will govern the smooth implementation of the University's operations.

10.3. KEY IMPLEMENTATION SUCCESS FACTORS

Successful implementation of this report will largely depend on the creation of an enabling environment. Such an enabling environment will depend on several factors including *commitment and support of the KUHeS and Executive Management Team*. The Council and executive management need to express commitment and support in initiating the recommended actions/activities; providing resources (human, material, and financial) required in implementing the recommendations; and monitoring the progress of the implementation.

CHAPTER ELEVEN: CONCLUSION

This Functional Review exercise was sanctioned to come up with a viable functional organization set-up for the University that is properly aligned with the Government and the University's mandate and functional obligations. This review has made functional, structural, and staffing recommendations whose goal is to ensure that:

- a) the functional and organizational set-up of the University conforms to best practices
- b) all core functions of KUHeS are performed in the most efficient and cost-effective manner
- c) costly duplications and overlaps are eliminated
- d) there is clarity in reporting lines for functional units for smooth operations
- e) the University possesses a right-sized staffing complement

The recommendations made in the report, if diligently and successfully implemented will translate into several benefits for both the University and the nation. Some of the likely benefits would include:

- a) Raised profile of the University which would attract more students and partners both locally and internationally.
- b) Improved effectiveness, efficiency, and economy in service delivery because of capacitation of staffing levels and realignment of the functional set up which has eliminated duplications and overlaps.
- c) Clarity and separation of roles and responsibilities following clear and specific job descriptions and person specifications for all posts.
- d) Rational grading structure which will bring fairness in the treatment of staff in terms of remuneration administration
- e) High potential for increased revenue and investments for the University's operations.
- f) Improved staff career path for career progression and career advancement for post holders at various levels which would motivate staff and boost their morale.
- g) High staff productivity as a result of continuous training, a robust performance management system, and competitive Conditions of Service
- h) Right-sized workforce for all departments and units enabling effective operations
- i) Ability to attract and retain quality personnel which is likely to improve the University's service delivery

Given these envisioned gains, the Consulting Team would like to urge KUHeS management to show commitment in the implementation of the report. The implementation of the recommendations should be done systematically while conforming to Government policy and procedures.

APPENDIX 3 IMPLEMENTATION PLAN

No	MAIN ACTION	KEY ACTIVITIES	SPECIFIC TASKS	RESPONSIBLE OFFICE(R)	TIMELINE		
					Short-term (Within 1-12 months after report approval)	Medium-term (within 12-24 months after report approval)	Long-term (24 months after report approval and onwards)
1	Present the Functional Review Report to KUHes Council for Approval	Report presentation to the Council	<ul style="list-style-type: none"> Present the Report to the Council for Approval 	KUHes Taskforce	✓		
			<ul style="list-style-type: none"> Inform all stakeholders once the report has been approved by the Council 		✓		
2	Implement the Approved Organization Structure	Appoint the VC, DVC, Registrar, DFI, DSA, University Librarian	<ul style="list-style-type: none"> Fill the position of the VC, DVC, Registrar, DFI, DSA, University Librarian in accordance with the Act 	DSC, KUHes Council	✓		
			<ul style="list-style-type: none"> Consult DSC on modalities for constituting the Implementation Committee and its meetings 	KUHes Management	✓		
			<ul style="list-style-type: none"> Seek a Go-Ahead from the Council 	KUHes Management	✓		
		Compile Staff Skills Inventory	<ul style="list-style-type: none"> Circulating Staff Skills Inventory Forms to all Staff 	Registrar's Office	✓		
			<ul style="list-style-type: none"> Consolidate Staff Skills data 	Registrar's Office	✓		
			<ul style="list-style-type: none"> Review the Staff Skills data 	FR Implementation Taskforce	✓		
Develop a Qualification Framework	Place Staff on positions	Develop a Qualification Framework	<ul style="list-style-type: none"> Develop a Qualification Framework 	Consulting Team & FR Implementation Taskforce	✓		
			<ul style="list-style-type: none"> Allocate staff to various positions on the approved structure 	FR Implementation Taskforce	✓		

No	MAIN ACTION	KEY ACTIVITIES	SPECIFIC TASKS	RESPONSIBLE OFFICE(R)	TIMELINE		
					Short-term (Within 1-12 months after report approval)	Medium-term (within 12-24 months after report approval)	Long-term (24 months after report approval and onwards)
			<ul style="list-style-type: none"> Present staff placement recommendations to the Council Prepare a 5-Year Prioritized Recruitment Plan Recruit staff to fill vacant positions based on the Recruitment Plan, and other enabling factors 	KUHeS Management	✓		
		Fill vacant positions	<ul style="list-style-type: none"> Implement all strategies outlined in the SP to enhance international profile and visibility of the University and its ability to compete educationally and academically in the global academic arena 	Registrar's Office	✓	✓	✓
3.	Implement other Governance, Management and operational recommendations	<p>Implement strategies aimed at increasing the University's international profile and visibility and its ability to compete educationally and academically in the global academic arena</p> <p>Implement stakeholders' proposals to enhance the University's local and international reputation for excellence</p>	<ul style="list-style-type: none"> Construct a Teaching Hospital to enhance clinical training and provide a critical base for research Establish a medical museum Engage with the Government to provide structures to facilitate specialisation training for medical officers Put in place relevant mechanisms to achieve optimal speed in decision making on crucial academic issues such as approval of results, appointment of staff Ensure that research funds should be used to support research activities and not general administration Promote peer reviews at both departmental and university levels 	KUHeS Management	✓	✓	✓

No	MAIN ACTION	KEY ACTIVITIES	SPECIFIC TASKS	RESPONSIBLE OFFICE(R)	TIMELINE		
					Short-term (Within 1-12 months after report approval)	Medium-term (within 12-24 months after report approval)	Long-term (24 months after report approval and onwards)
		Strive to improve the levels and calibre of staff in the University	<ul style="list-style-type: none"> Lobby Government to increase slots for scholarships for academicians; Establish a training fund by setting aside resources in a pool for training; Strive to source funds to recruit adequate human resources for the smooth operationalization of the mission of the University. Enhance mentorship programmes Strengthen the research support function to be able to mobilize more research funds Recognize active researchers in the University to encourage them and inspire other researchers 	<p>KUHeS Management</p> <p>KUHeS Management</p> <p>KUHeS Management</p> <p>KUHeS Management</p> <p>KUHeS Management</p> <p>KUHeS Management</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
4.		Implement human resource recommendations	<ul style="list-style-type: none"> Implement a suitable performance management system (PMS) linked to corporate objectives and work plans Ensure that supervisors are not lenient in executing laid down supervisory roles and disciplinary processes. Orient new and redeployed employees to give them adequate start-up working knowledge and skills. Provide employees with the required tools and resources to enable them to do their jobs effectively. 	<p>Registrar, HR</p> <p>HR</p> <p>HR</p> <p>KUHeS Management</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		

No	MAIN ACTION	KEY ACTIVITIES	SPECIFIC TASKS	RESPONSIBLE OFFICE(R)	TIMELINE		
					Short-term (Within 1-12 months after report approval)	Medium-term (within 12-24 months after report approval)	Long-term (24 months after report approval and onwards)
		Strive to create an environment that discourages dishonesty, corruption, and fraud	<ul style="list-style-type: none"> Develop and enforce an Employee Code of Conduct which should set out the basic ethical requirements for the conduct of the University employees in connection with their professional and academic activities, especially in the area of education, research, and evaluation or specialized activities. Ensure that managers/supervisors lead by example in demonstrating integrity at work (Tone-at-the-top Concept). Institute robust integrity structures and initiatives Create an environment where people feel comfortable to report cases of malpractices regardless of who is involved in the acts. Maintain an ongoing management oversight/monitoring of work functions to verify that controls are operating effectively. Create and communicate a unified vision and values that are shared across departments to encourage collaborative sharing of information. Hold interdepartmental events such as training seminars that allow employees to get to know and respect each other. Conduct regular team-building workshops, seminars, and staff meetings 	HR	✓		
				KUHeS Management	✓		
				KUHeS Management	✓		
				KUHeS Management	✓		
				KUHeS Management	✓		
				KUHeS Management, M&C, EDs, HoDs	✓		
5.	Ensure good collaboration and communication within and between schools, departments and units			All Heads	✓	✓	✓
					✓	✓	✓

No	MAIN ACTION	KEY ACTIVITIES	SPECIFIC TASKS	RESPONSIBLE OFFICE(R)	TIMELINE		
					Short-term (Within 1-12 months after report approval)	Medium-term (within 12-24 months after report approval)	Long-term (24 months after report approval and onwards)
			<ul style="list-style-type: none"> Develop all relevant policies and procedures that elaborate how to conduct business for each unit so that employees have a sound and coherent framework that guides the performance of their work. Link collaboration, teamwork, and communication to the performance management system Ensure that supervisors practice a supportive and helpful supervision that is aimed at continually enhancing the quality of one's work rather than an intrusive and punitive type of supervision. Benchmark with other top-ranked universities to learn best approaches to enhance interprofessional collaboration across the university 	PME HR All Heads and Supervisors	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
6.	Implement Financial management resource mobilization and business development measures		<ul style="list-style-type: none"> Develop and implement resource mobilization strategies Carry out a thorough scan of the University's internal and external operating environment to identify strengths, weaknesses, opportunities and threats Continually subject the new University to scrutiny under the lens of Porter's Five Forces and come up with coping strategies Decide on the location of the University's Secretariat 	RMD PME RMD	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
7.	Implement general administration recommendations			KUHeS Management, KUHeS Council	✓		

No	MAIN ACTION	KEY ACTIVITIES	SPECIFIC TASKS	RESPONSIBLE OFFICE(R)	TIMELINE		
					Short-term (Within 1-12 months after report approval)	Medium-term (within 12-24 months after report approval)	Long-term (24 months after report approval and onwards)
			<ul style="list-style-type: none"> Implement administrative reforms aimed at creating an overall harmonious work environment Construct a dedicated Administration office building within the same premises of the University's main campus Ensure that the University, at all levels, has individuals capable of building an environment in which every employee develops and excels 	<p>KUHeS Management, KUHeS Council</p> <p>KUHeS Management,</p> <p>KUHeS Council; KUHeS Management; Registrar</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>
8.		Implement reforms in its procurement to enhance performance	<ul style="list-style-type: none"> Automate the procurement system Enhance procurement planning Adopt procurement methods that would ensure timely and cost-effective procurement of critical services and supplies. 	<p>Procurement, ICT, Registrar, VC</p> <p>Procurement</p> <p>Procurement</p>	<p>✓</p> <p>✓</p> <p>✓</p>		
9.		Ensure KUHeS possesses quality infrastructure to achieve its institutional growth ambitions and become a University of choice both locally and internationally	<ul style="list-style-type: none"> Ensure that the on-going infrastructure projects are completed successfully and within the specified timeframes; Develop a physical infrastructure policy to guide maintenance and development of physical infrastructure in the University Ensure that the upcoming and existing infrastructure is properly maintained 	Registrar, Estates	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>✓</p>
10.		Implement Effective Internal Controls	<ul style="list-style-type: none"> Establish relevant internal control systems Provide a good environment for the internal controls to be effective 	<p>KUHeS Council, KUHeS Management,</p>	<p>✓</p> <p>✓</p>		<p>✓</p>

No	MAIN ACTION	KEY ACTIVITIES	SPECIFIC TASKS	RESPONSIBLE OFFICE(R)	TIMELINE		
					Short-term (Within 1-12 months after report approval)	Medium-term (within 12-24 months after report approval)	Long-term (24 months after report approval and onwards)
			<ul style="list-style-type: none"> Ensure that employees understand and practice their responsibility regarding internal controls Ensure that the internal audit unit is established and well supported to effectively and objectively discharge its roles. 	Internal Audit Office	✓		
11.		Implement programmed activities	<ul style="list-style-type: none"> Adopt necessary measures to ensure that University plans and programs are implemented satisfactorily amidst financial deficits and other operational challenges 	KUHeS Management, PME	✓	✓	✓
12.		Implement sound records management practices	<ul style="list-style-type: none"> Establish a properly coordinated filing system to ensure timely access and control of all records Come up with tailor-made courses on records management to equip relevant employees with records management skills to help them implement proper records practices Establish the recommended Records division in the Registrar's Office 	Registrar, Records Office	✓	✓	
13.		Engage effectively with stakeholders and partners	<ul style="list-style-type: none"> Engage with all local stakeholders and partners to forge a good working relationship Establish partnerships with international universities and research institutions 	KUHeS Management KUHeS Management Marketing & Communication Resource Mobilization	✓	✓	✓
14.	Review the Strategic Plan	Change the Vision and Mission Statement	<ul style="list-style-type: none"> Consider reviewing the vision to be in line with prevailing standards 	KUHeS Management		✓	

No	MAIN ACTION	KEY ACTIVITIES	SPECIFIC TASKS	RESPONSIBLE OFFICE(R)	TIMELINE		
					Short-term (Within 1-12 months after report approval)	Medium-term (within 12-24 months after report approval)	Long-term (24 months after report approval and onwards)
			<ul style="list-style-type: none"> Adopt or improve upon the proposed Vision Revise the Mission statement to ensure that it is in line with best practice Adopt or improve upon the proposed Mission Statement 		✓		
15	Entrench core Values	Leadership and management need to be pro-active and exemplary by demonstrating their commitment to the values	<ul style="list-style-type: none"> Actively and visibly demonstrate these values in their daily undertakings. Review/develop and enforce policies appropriate for the proper operations of the University in all areas 	All heads in the University at all levels	✓	✓	✓
16	Implement the Strategic pillars	Ensure that the strategic pillars identified in the Harmonized Strategic Plan 2020-2030 are implemented	<ul style="list-style-type: none"> Pay special attention and provide adequate support to implementation processes of the pillars in the SP to ensure growth and enhanced performance of the University 	KUHeS Management	✓	✓	✓
17	Review the Strategic Plan document	Review the SP document to address the identified issues	<ul style="list-style-type: none"> Clean some areas of the Strategic Plan which mention 'College', an entity that no longer exists in the new University. Review the SP document to realign the targets and incorporate other emerging issues including some recommendations made in this report 	PME	✓		
18	Ensure a strong Quality Assurance function	Take necessary measures to create a strong quality assurance function	<ul style="list-style-type: none"> Include professionalism and ethics related values on the list of the University's Corporate Values Amend the KUHeS Act, at an opportune time, to elevate quality assurance function to a position where it will be vested with 	PME	✓		✓

No	MAIN ACTION	KEY ACTIVITIES	SPECIFIC TASKS	RESPONSIBLE OFFICE(S)	TIMELINE		
					Short-term (Within 1-12 months after report approval)	Medium-term (within 12-24 months after report approval)	Long-term (24 months after report approval and onwards)
			adequate authority to foster compliance to quality standards in the University				
			<ul style="list-style-type: none"> Develop Quality Assurance systems 	QA, PME, Registrar	✓		

SECRETARY GENERAL
 RESOURCE MANAGEMENT
 AND DEVELOPMENT
 19 JUL
 PO BOX 30227
 CAPITAL CITY, Lilongwe 3

APPENDIX 2: SCHOOLS, ACADEMIC DEPARTMENTS AND PROGRAMMES PROPOSED BY KUHeS TASKFORCE

Schools	Departments	Programmes
1. Medicine and Dentistry	Internal Medicine	<ul style="list-style-type: none"> • BSc Internal Medicine MMED Internal Medicine MMED Emergency Medicine PGD HIV Medicine
	Paediatrics	<ul style="list-style-type: none"> • BSc Paediatrics • MMED Paediatrics
	Dentistry	•
	Surgery	<ul style="list-style-type: none"> • BSc General Surgery Bachelor of Dental Surgery MMED General Surgery • MMED Trauma & Orthopaedics • MMED Ophthalmology • MMED ENT
	Psychiatry & Mental Health	• MMED Psychiatry
	Obstetrics and Gynaecology	<ul style="list-style-type: none"> • BSc Obstetrics and Gynaecology • MMED Obstetrics and Gynaecology
	Anesthesia and Intensive Care	<ul style="list-style-type: none"> • BSc Anaesthesia and Intensive Care • MMED Anaesthesia
	<i>All</i>	• <i>MBBS</i>
2. School of Public Health	Epidemiology and Biostatistics	• Bachelors Dietetics Master's Public Health MSc Epidemiology
	Health System & Policy	<ul style="list-style-type: none"> • BSc Health Management • MSc in Global Health Implementation
	Family and Community Medicine	• MMED Family Medicine
	Behavioural Sciences	•
3. Maternal and Neonatal Health Studies	Midwifery studies	<ul style="list-style-type: none"> • BSc Midwifery • BSc Midwifery (Post Basic) MSc Midwifery
	Reproductive Health	<ul style="list-style-type: none"> • University Certificate • MSc Reproductive Health
	Clinical studies	• All programmes
4. Nursing Studies	Community Health Nursing	<ul style="list-style-type: none"> • BSc Nursing (Community Health) • BSc Nursing (Community Health) post- basic • BSc in Palliative Care • MSc Nursing (Community Health)
	Mental Health Nursing	• BSc Nursing (Mental Health) post-basic MSc Mental Health (Psychiatric Nursing) MSc Mental Health (Public Mental Health)

Schools	Departments	Programmes
	Adult Health Nursing	<ul style="list-style-type: none"> • BSc in Nursing and Midwifery • BSc in Nursing (Adult Health) • BS in Nursing (Adult Health)-Post-basic • BSC in Nursing (Management)-Post-basic • BSc in Nursing and Midwifery Upgrading
	Child Health Nursing	<ul style="list-style-type: none"> • BSc in Nursing (Child Health) • BSc in Nursing (Child Health) Post-basic • MSc in Child Health Nursing
	Nursing Practice	<ul style="list-style-type: none"> • <i>All Programmes</i>
5. Allied Health and Education	Pharmacy	<ul style="list-style-type: none"> • Bachelor of Pharmacy (Hon)
	Physiotherapy	<ul style="list-style-type: none"> • Bachelor of Physiotherapy
	Education	<ul style="list-style-type: none"> • BSc in Nursing Education • MSc in Nursing and Midwifery Education
6. Life Sciences	Biomedical Sciences	<ul style="list-style-type: none"> • MSc Bioinformatics
	Medical Laboratory Sciences	<ul style="list-style-type: none"> • Bachelor of MLS
	Pathology	<ul style="list-style-type: none"> • MSc / MPhil Antimicrobial Stewardship
6. Life Sciences	Biomedical Sciences	<ul style="list-style-type: none"> • MSc Bioinformatics
	Medical Laboratory Sciences	<ul style="list-style-type: none"> • Bachelor of MLS
	Pathology	<ul style="list-style-type: none"> • MSc / MPhil Antimicrobial Stewardship
7. Graduate School	Postgraduate Studies	<ul style="list-style-type: none"> • All Postgraduate Programmes
	Research and Outreach	<ul style="list-style-type: none"> • Grants management
	Ethics and Research Integrity	<ul style="list-style-type: none"> • All Research

APPENDIX 4: LIST OF STAKEHOLDERS CONSULTED

No.	Name	Designation	Institution
1.	Benson Kumwenda	HoD - BMS	CoM
2.	Dr. Juziel Manda	Section Head - Anatomy	CoM
3.	Aaron Nahuku	Section Head- Foundation Studies	CoM
4.	Dr. Mike Nkhoma	Section Head – Physiology	CoM
5.	Dr. C. Mangani	HoD- PH	CoM
6.	G. Chapotela	Faculty Member – PH	CoM
7.	S. Phiri	Faculty Member – PH	CoM
8.	F. Ngwalangwa	Faculty Member – PH	CoM
9.	V. Mwapasa	Faculty Member – PH	CoM
10.	F. Namboya	HoD – Aenesthesia	CoM
11.	Dr. P. Chimimba	Coordinator of Dental School	CoM
12.	Dr. J. Mchenga	Academic Lead – Denetal School	CoM
13.	Dr. Kuseliwa	HoD – Psychatry & Mental Health	CoM
14.	H. Matata	DHoD – MLS	CoM
15.	D. Banda	Faculty Member – MLS	CoM
16.	P. Katundu	HoD – MLS	CoM
17.	K. Kaneka	Instructor – MLS	CoM
18.	Dr. J. Mullewa	Faculty member – Medicine	CoM
19.	Dr. T. Mwalukomo	Faculty member – Medicine	CoM
20.	Dr. Louis Gadama	HoD – Obs & Gyna	CoM
21.	Dr. Yamikani Chimalizeni	HoD – Paeds	CoM
22.	J. Njirammadzi	Faculty Member - Paeds	CoM
23.	D. Moya	Faculty Member - Paeds	CoM
24.	K. Kawaza	DHoD - Paeds	CoM
25.	Emmie Mbale	Faculty Member - Paeds	CoM
26.	Dr Joyce A.	Faculty Member - Paeds	CoM
27.	R. Mtenje	Acting Procurement Specialist	CoM
28.	Dr. R. Mkakosya	HoD – Pathology	CoM

No.	Name	Designation	Institution
29.	Dr. S. Njolomole	Faculty Member – Pathology	CoM
30.	Dr. Kamiza	Faculty Member – Pathology	CoM
31.	E. Chisati	HoD – Physiotherapy	CoM
32.	R. Khalavina	Faculty Member - Physiotherapy	CoM
33.	G. Bwezani	Faculty Member - Physiotherapy	CoM
34.	A. Namanja	Faculty Member - Physiotherapy	CoM
35.	T. Kaladzera	Faculty Member - Physiotherapy	CoM
36.	Dr. Erick Umar	HoD – HPS	CoM
37.	Dr. Noel Kalanga	Faculty Member - HPS	CoM
38.	S. Kandiero	AR – Human Resource	CoM
39.	O. Lipenga	AR – Administration	CoM
40.	S. Lino	AR - Academic	CoM
41.	G. Mugawa	CFO	CoM
42.	Z. Theu	Intern – Finance	CoM
43.	G. Chitunga	Finance Manager (Sports Complex)	CoM
44.	S. Kalulu	Assistant Finance Officer	CoM
45.	C. Tsonga	Finance Manager – Clinic	CoM
46.	M. Mahinya	Accountant	CoM
47.	G. Chisoni	Accountant	CoM
48.	F. Mdala	Storekeeper	CoM
49.	P. Mungoni	Grants Compliance Officer	CoM
50.	L. Mbewe	Assistant Finance Officer	CoM
51.	Dr. M. Nyirenda	COMETO Member	CoM
52.	Dr. E. Mugawa	COMETO Member	CoM
53.	Dr. J. Kumwenda	Learning Technologist	CoM
54.	Dr. E. Thomson	COMETO Chair	CoM
55.	T. Mwambale	COMETO Member	CoM
56.	I. Nyirenda	COMETO Member	CoM
57.	C. Magwero	COMETO Member	CoM
58.	Dr. Khama Mita	COMREC Administrator	CoM

No.	Name	Designation	Institution
59.	J. Galagande	QA	CoM
60.	H. Mwandimba	Deputy Director	MLW Trust
61.	J. Gondwe	Dean of Students	CoM
62.	E. Masi	Marketing Manager	CoM
63.	A. Phanga	Manager	CoM Clinic
64.	U. Ngwira	Manager	Sports Complex
65.	Prof. K. Maleta	Coordinator - Public Health & Nutrition Research Group	CoM
66.	Prosper Lutara	Head of Mangochi Campus	CoM
67.	Zikomo M'bawa	Secretary – Mangochi Campus	CoM
68.	N. Mbirimtengerenji	Faculty Member – Adult Health Nursing	KCN
69.	Dr. Msosa	Faculty Member – Clinical Nursing	KCN
70.	Dr. Mandaachepe Nyando	Faculty Member – Clinical Nursing	KCN
71.	W. Chilemba	Dean - CHN	KCN
72.	E. Thombozi	HoD - CHN	KCN
73.	Dr. Chilinda	Faculty Member - CHN	KCN
74.	B. Chinthu	Estates and Devt. Officer	KCN
75.	Dr. M. Msisya	Dean - AHS	KCN
76.	J. Mfunu	HoD – Education & Communication	KCN
77.	A. Simwaka	HoD – Behavioural Sciences	KCN
78.	Dr. M. Kamanga	HoD – Midwifery	KCN
79.	Dr. Ajibu	Deputy Dean - Medicine	COM
80.	B. Konyani	Acting Head of ICT	KCN
81.	W. Kazembe	Procurement Officer	KCN
82.	Dr. K. Wella	College Librarian	KCN
83.	Dr. P. Mapulanga	Senior Assistant Librarian	KCN
84.	Prof. Mia Crampia	Director	MEIRU
85.	Chikondi Jenala	CFO	KCN
86.	M. Kachigamba	ACFO	COM
87.	D. Kamtayeni	Accounts Assistant	

No.	Name	Designation	Institution
88.	F. Nambwale	Accounts Assistant	
89.	M. Phiri	Senior AR – Human Resource	
90.	G. Chikhozo	AR - Administration	
91.	Dr. I. Msolomba-Musisi	ED	NMCM
92.	W. Soko	Assistant Registrar	MCM
93.	R. Ndovie	Assistant Registrar	MCM
94.	N. Mataya	Assistant Registrar	MCM
95.	I. Gimu	CEO	NCHE
96.	Dr. Chodzadza	Dean – Maternal	KCN
97.	Dr. A. Kadango	HoD – Clinical Midwifery	KCN
98.	Dr. C. Mula	HoD – Clinical Nursing	KCN
99.	Mr. Ngwalangwa	Chief Economist	MoF
100.	L. Chirwa	Deputy Director - Planning	MoF
101.	G. Sungani	Acting Dean – Research	KCN
102.	A. Sefasi	HoD – MHN	KCN
103.	W. Hans	CMO	CoM
104.	W. Kumwenda	CMO	CoM

No.	Name	Designation	Institution
88.	F. Nambwale	Accounts Assistrant	
89.	M. Phiri	Senior AR – Human Resource	
90.	G. Chikhozo	AR - Administration	
91.	Dr. I. Msolomba-Musisi	ED	NMCM
92.	W. Soko	Assistant Registrar	MCM
93.	R. Ndovie	Assistant Registrar	MCM
94.	N. Mataya	Assistant Registrar	MCM
95.	I. Gimu	CEO	NCHE
96.	Dr. Chodzadza	Dean – Maternal	KCN
97.	Dr. A. Kadango	HoD – Clinical Midwifery	KCN
98.	Dr. C. Mula	HoD – Clinical Nursing	KCN
99.	Mr. Ngwalangwa	Chief Economist	MoF
100.	L. Chirwa	Deputy Director - Planning	MoF
101.	G. Sungani	Acting Dean – Research	KCN
102.	A. Sefasi	HoD – MHN	KCN
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104.	W. Kumwenda	CMO	CoM

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