SYSTEM ANALYSIS PLANNING AND MONITORING FOR SAS

This project aims to address the inefficiencies and challenges associated with manual admissions process into tertiary institutions in Eswatini. The current system involves multiple applications, redundant paper work, delays in processing and lack of transparency which can result in abandoned admissions and missed opportunities for students. The project seeks to automate the admissions process and create a centralized platform that simplifies applications for both students and institutions.

The key needs identified include:

* Streamlining of the admissions process: Simplifying and unifying the application procedures for all institutions of higher education in the country.
* Transparency and accessibility: Allowing applicants to access real-time information on their admission status.
* Reduction of redundant work: Eliminating multiple applications to different institutions and the associated administrative burdens.
* Efficient document verification: Automating the verification of results and documents, reducing the chances of fraud or inaccuracies.
* Broader access to educational opportunities: Providing candidates with more choices and better visibility of available programmes and funding opportunities.
* Eliminating the chances of students applying for programmes which they do not qualify for unknowingly and this results to an obvious rejection by the university or college.

Furthermore, the SAS system will create a single, unified platform that automates the entire admission process, allowing applicants to apply to multiple institutions through a common application. The solution will automate application processing making it easier for candidates to apply and institutions to manage applications. This will also help curb instances where applications get lost in the hands of the institutions when they have been manually submitted as hard copies by students. The system also aims to enhance data security through document certification, ensuring that results and personal information of candidates are legitimate. Furthermore, our goal is to empower candidates by giving them access to more options and the ability to confirm provisional admissions. Our solution will also provide decision-making data for institutions and government entities, helping in educational planning and research. Application statistics (e.g., number of applications per institution, programme preferences, acceptance rates), enrolment trends (e.g., which programmes and institutions are most popular) and candidate performance data (e.g., exam scores, academic backgrounds) are the types of data to be collected from applicants and institutions (just to name a few) by the SAS system.

Project stakeholders are individuals or organisations who are actively involved in the project, or whose interests may be positively or negatively affected as a result of project execution or successful project completion. The stakeholders involved in this project include:

* Tertiary Institutions: Universities, colleges and technical institutions who are responsible for managing admissions.
* Applicants: Students applying for admission to undergraduate programmes.
* Government bodies: Agencies seeing education in Eswatini, responsible for policy formulation and data collection.
* Sponsors and funders: Private organisations or individuals looking to sponsor students based on specific criteria.
* SAS development team: The team responsible for designing, implementing and maintaining the system.

The value the project will bring to the stakeholders:

* For applicants: A simplified and transparent admission process, reducing the need for multiple applications submitted to each and every institution in the country that one wishes to apply to and providing access to real-time status updates and more educational opportunities.
* For tertiary institutions: Increased efficiency in processing applications, better quality data on candidates and the ability to manage admissions in batches or instantaneously.
* For sponsors and funders: Easier access to a centralised pool of candidates with various criteria for selection, such as exam scores.
* For government bodies: Reliable data for educational planning, research and decision-making to improve policies.

Moreover, the context that may affect and influence the project includes the technological infrastructure which defines the level of internet access and digital literacy among candidates and institutions may affect the adoption and usage of the SAS system. Another being regulatory requirements, which are government policies related to admissions, data privacy and education. Institutional autonomy is another context which may influence how the system is implemented, therefore, maintaining the autonomy of institutions is crucial although the system is centralised. Also, we dived into funding and resources. This basically stresses on the availability of resources to develop, deploy and maintain the SAS system that could affect timelines and scope.

We then had to consider a few assumptions as well which we could base our project on. The first one being that candidates and institutions have adequate internet access and basic digital skills to engage with the online system. Secondly, we assumed that all institutions will adopt the SAS system, despite the centralization aspect while still maintaining their autonomy. Thirdly, government and educational authorities will support the project by enforcing its use and providing relevant data as they are to benefit from the system as well.