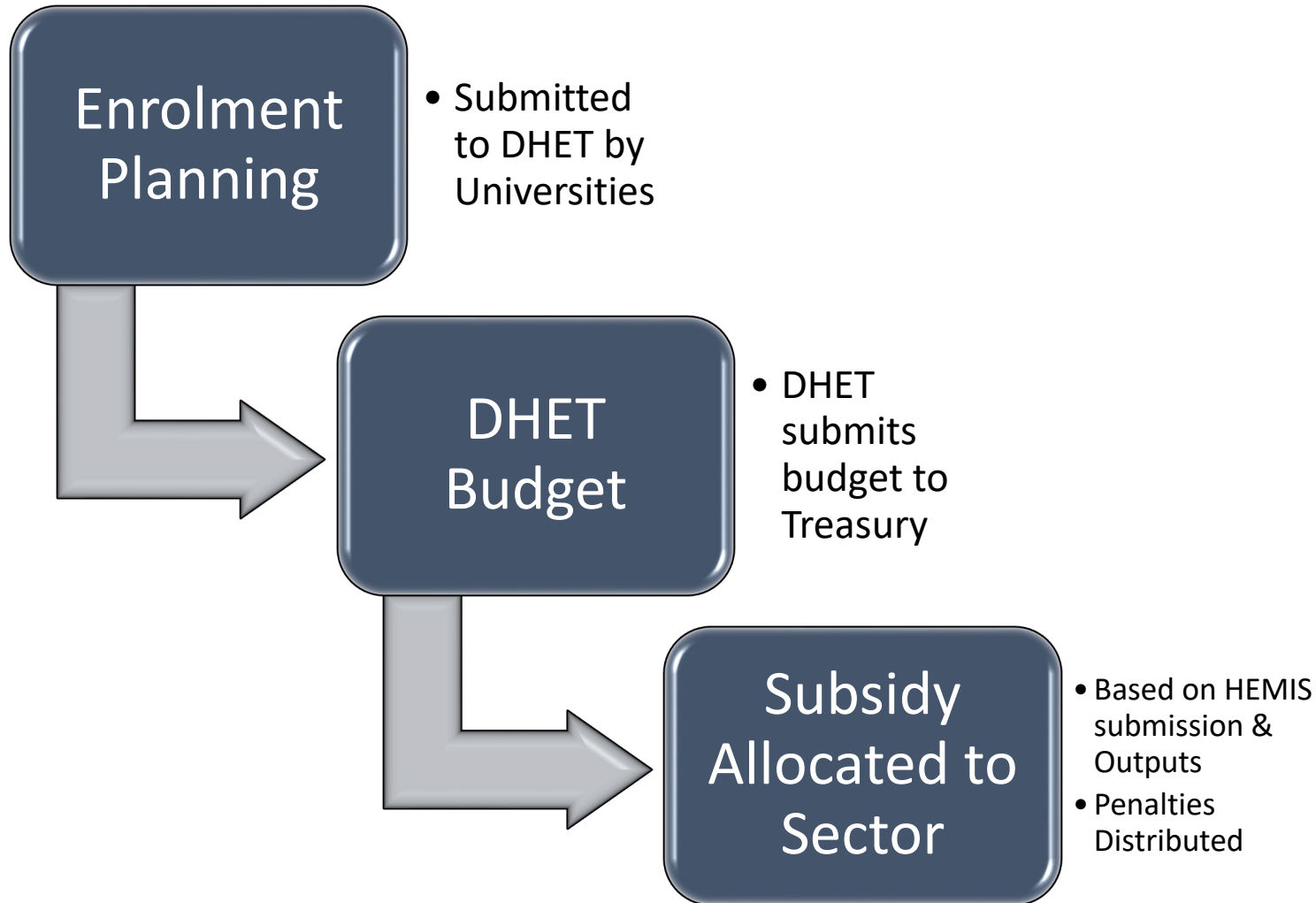


Higher Education Overview Workshop

An NWU PERSPECTIVE

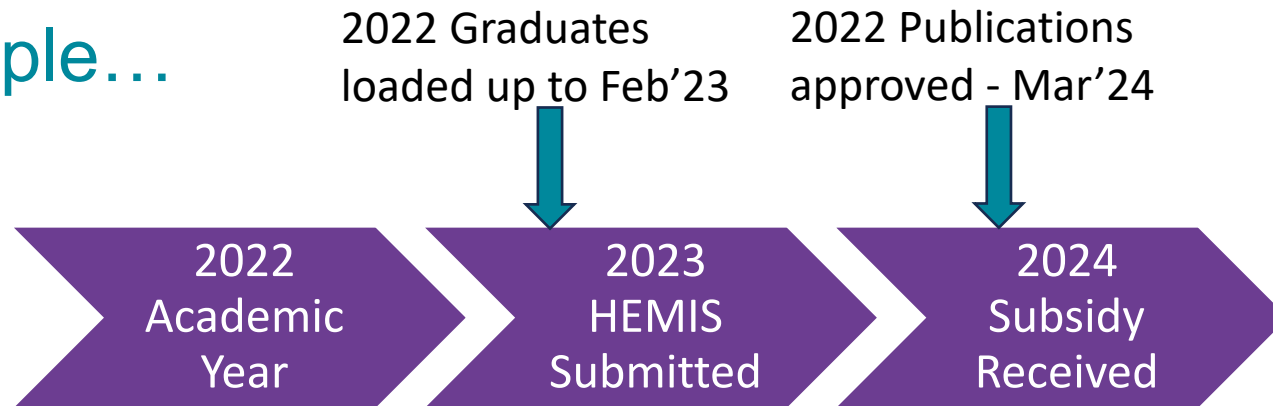
SUBSIDY

Holistic View



WHEN do we get the Subsidy?

Example...



Note:

- **Staff HEMIS** does **not** influence subsidy
- Performance agreements **≠** staff HEMIS
- Publications (AE's) are only **approved** in the year we receive subsidy (2024 March-May)

What do we get Subsidy for??

We get subsidy for WORK DONE

Teaching Inputs (Teaching the Modules)

- Active after Census Date
- Not all students take full load

Teaching Outputs (Graduates Delivered)

- All except PhD & Research (portion) Master's

Research Outputs

- PhD's (weighted x3)
- Research (portion) Master's
- Publications, Creative & Innovative Outputs (Article equivalents)
 - DHET APPROVED ONLY

Where does the Subsidy go??

Teaching Inputs

- Owner of the Module (School)
- Nothing to do with Programme

Teaching Outputs

- Owner of the Programme (School)

Research Outputs

- Owner of the Programme (for Research M & PhD) irrespective of where Supervisor is appointed
- Publication Entity (not where staff is appointed)

DHET Funding Grid – Teaching INPUT (modules)

Table 3: Funding weightings for teaching inputs: 2021/22 and 2022/23

Funding group	Undergraduate & equivalent		Honours & equivalent		Masters & equivalent		Doctoral & equivalent	
	Contact	Distance	Contact	Distance	Contact	Distance	Contact	Distance
1	1.0	0.5	2.0	1.0	3.0	3.0	4.0	4.0
2	1.5	0.75	3.0	1.5	4.5	4.5	6.0	6.0
3	2.5	1.25	5.0	2.5	7.5	7.5	10.0	10.0
4	3.5	1.75	7.0	3.5	10.5	10.5	14.0	14.0

Table 4: Funding groups for 2021/22 and 2022/23

Funding group	CESM categories included in funding group
1	07 education, 12 law, 18 psychology, 19 public administration and services
2	04 business, economics & management studies, 05 communication & journalism, 06 computer & information sciences, 11 languages, linguistics & literature, 17 philosophy, religion and theology, 20 social sciences
3	02 architecture & the built environment, 08 engineering, 10 family ecology & consumer sciences, 15 mathematics & statistics
4	01 agriculture & agricultural operations, 03 visual and performing arts, 09 health professions & related clinical sciences, 13 life sciences, 14 physical sciences

DHET Funding Grid – Teaching OUTPUT (Grad)

Table 6: Funding weightings per student graduate head for contact and distance programmes for 2022/23 and 2023/24

Teaching output programmes	Weightings
UG certificates and diplomas (1 year)	0.5
UG certificates and diplomas (2 years)	0.5
UG certificates and diplomas (3 years)	1.0
UG 1st bachelors degrees (3 years)	1.0
UG 1 st bachelors degrees (4 years or more) NQF7	1.5
UG 1 st bachelor's degrees (4 years or more) NQF8	1.5
UG B Tech (1 year)	1.5
UG Advanced diplomas (1 year) NQF7	0.5
PG certificate in education (1 year) NQF7	0.5
PG diplomas and post-diploma dipl/cert (1 year)	0.5
PG bachelors degrees and advanced bachelors degrees	1.0
Honours degrees/higher diplomas/post-grad dipl (1 year)	0.5
Non-research masters degrees and diplomas	0.5

DHET Funding Grid – Research Output (Publications (AE’s), PhD’s, Research M’s)

Table 7: Funding weightings for research output units for 2022/23 and 2023/24

Research output categories	Funding weighting 1)
Doctoral graduates	3
Research masters graduates	1
Journal articles	1
Books and chapters	1
Conference proceedings	1
Innovations	
- Patents	1
- Plant Breeders' Rights	1
Creative outputs	
- Fine Arts and Visual Arts	1
- Music	1
- Theatre, Performance and Dance	1
- Design	1
- Film and Television	1
- Literary Arts	1

1) These funding weightings differ from the set of weightings applied to determine research output units

What influences SUBSIDY?

TI

(New) Programme Structure

Correct Registration (not Hons Module for 3rd year students)

Full Module load every year

Keep students enrolled

TO

(New) Programme Structure

* Qualification Type
* Research % of Master's

Increase throughput

RO

Increase ALL Publications

Increase Higher Degree Throughput

Research % of Master's

STAFF

Performance Agreements

Why:

- Contract
- The cost of T&L, Research and Administration
- Staff HEMIS – Sector comparisons
- Staffing – who gets positions and who not
- Equity of provisioning
- Efficiency

Difficult to disagree.....You signed!

VIABILITY

(ability to work successfully)

WHY !?

Yes, compliance (Form 1 & Form 4), BUT...

Are we utilizing our resources **efficiently**?

- Sanity check – does the plan fit the purpose?
- Does it fit the strategic goal(s)?
- Is there a better way?
- UNDERSTAND THE WHY
- You're not a tree – MOVE!

Main points to evaluate/consider

- Efficiency of Staff
 - Task Agreements vs Outputs
- Ratios
 - Student/Staff Ratio
 - Financial Ratios
- QAPP
 - Additional staff
 - Workload
 - Enrolments
 - Capital
 - Development cost

Strategic Impact

- NWU as main long-term client
 - Each area has its own strategy, but it cannot override the NWUs
 - Do you have the NWU strategy close by?
- Return on investment
 - Another way to prioritization
- E AND E
 - Understand the plan (Why)
 - Effective – is it the right plan to achieve the goal?
 - Efficiency – is this the best execution of the plan?
- Little pain, long term gain
 - Investing money now, to make or save money later
 - Stopping certain projects to prioritize others

Continuous Improvement

WHY?

- Eliminate WASTE
- Improve EFFICIENCY

HOW?

- By streamlining processes
- Eliminating non-value-adding activities
- Do more of what already works

What about your work, frustrates your client or your superior(s)?