

17 June
2021



NWU Progress

- Macro-indicator trends in Post-School Education and Training (PSET)
- Performance assessment report for 2020
- Academic Planning in Teaching-Learning: resource, equity and Covid-19
- Residence report
- Infrastructure investment

Post-School Education and Training Monitor

MACRO-INDICATOR TRENDS



higher education
& training

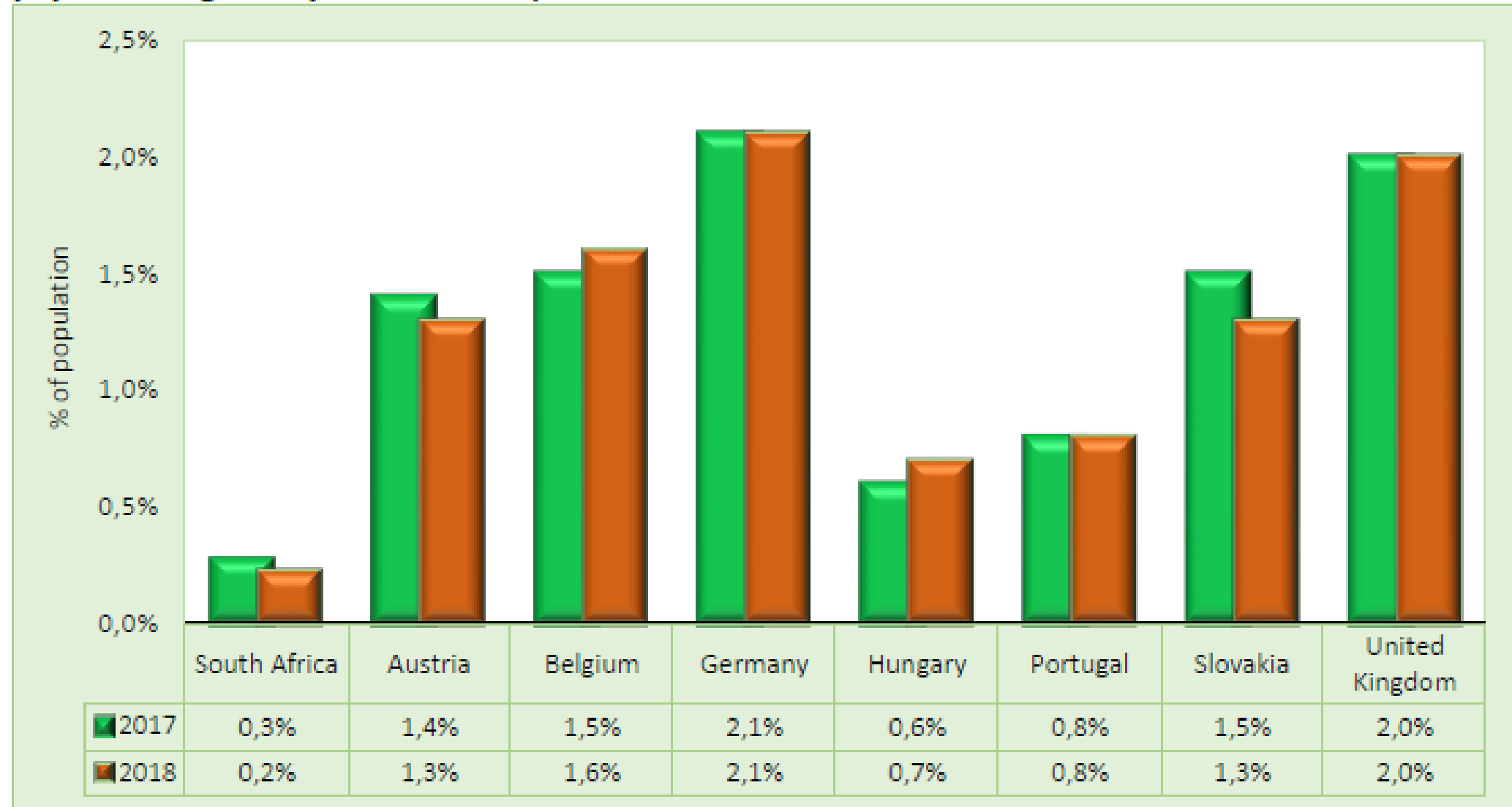
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARCH 2021

Level of Education in the Population

- Currently, 32.1% of adults have secondary schooling as highest qualification, which creates a potential increase in demand for PSET and may necessitate expansion of the PSET system.
- Only 6.0% of adults hold a degree and S.A. fares poorly against other middle-income countries, thus compromising its international economic competitiveness.
- More females have degrees than males (52.3% vs 47.7%).
- Number of doctoral graduates increased consistently and significantly over the past decade, reaching 59 graduates per million in 2019.
- The current trend however indicates that the NDP target of more than 100 doctoral graduates per million by 2030, will not be achieved.
- Compared to European nations, S.A.'s adult doctoral qualification rate is very low at 0.2%.

Figure 5: Share of population that attained doctoral degrees or equivalent (ISCED 8) (%), for the population aged 25 years and older, 2017–2018



Sources: Stats SA, General Household Surveys (2017, 2018); Stats SA mid-year population estimates 2020; OECD (2021b)

Note: The proportions for all other countries are obtained from the OECD, while proportions for South Africa are calculated using data from Stats SA

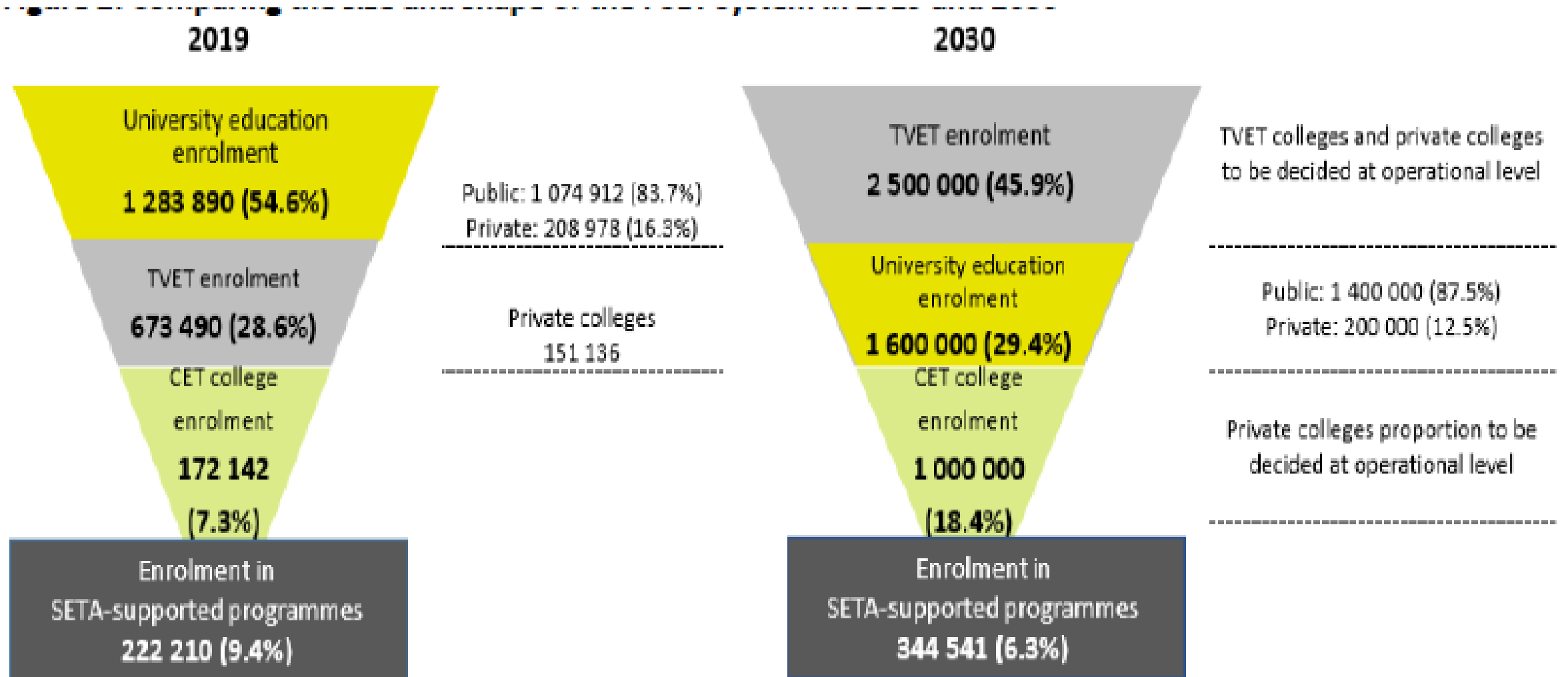
Access to Post School Education and Training

- Access to universities and TVET-colleges has grown substantially over the past 10 years:
 - Universities are likely to meet the NDP enrolment target of 1.62 million by 2030 (if current trends are maintained).
 - For TVET-colleges, the average annual growth rate needs to double per annum from 2019 to 2030 for the NDP enrolment target to be realised – very unlikely.

Quality of the PSET system

- The quality of education provided at universities is at risk i.t.o. of two key measures of quality:
 - Lecturer qualifications – Despite significant gains over the past 10 years, less than 50.0% of current university academic staff hold PhD degrees. (NDP target of 75.0% therefore unlikely to be reached by 2030.)
 - Average student vs staff ratios – This ratio has been increasing over the past few years at universities, thereby compromising quality of education and research output capacity.

PSET GOALS



Source: DHET White Paper for PSET (2013a); DHET Statistics on Post-School Education and Training in South Africa (2019b)

Expanded access, quality, success, efficiency and responsiveness of the PSET system

Table 40: Dropout rates by intake year of first-time-entering students in three-year undergraduate degree programmes (distance mode only), 2009–2017 intake years

National total: Distance									
Intake year	Dropouts (%)								
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2009	29.3	41.8	47.8	48.6	53.5	55.1	57.5	57.1	56.9
2010	31.8	44.1	47.1	53.3	55.5	58.6	58.4	58.6	
2011	34.3	40.8	49.1	53.2	56.9	57.4	58.2		
2012	28.8	42.6	48.1	52.9	54.5	55.8			
2013	31.6	44.0	52.1	52.7	52.4				
2014	26.4	38.3	45.4	45.4					
2015	28.7	39.0	42.4						
2016	29.3	36.5							
2017	28.1								



2020 Performance Assessment Report

	Performance indicator	Actual 2019	Target 2020	Actual 2020
¹	Contact student success rate	85%	85%	90%

Online learning and continuous assessment that was implemented during COVID-19 meant students had a higher level of engagement ensuring higher participation and success. Since the start of the lockdown, and approach of “leave no student behind” was adopted. To accommodate this, bearing in mind, the unexpected national lockdown, vacation of residences, data and connectivity problems, continuous assessment was implemented with flexibility and more than one opportunity incorporated in the strategy.

	Performance indicator	Actual 2019	Target 2020	Actual 2020
²	Contact undergraduate, graduation duration factor	1.13	1.20	1.12

The attainment of this target can be attributed to enhanced strategies for student support, early identification of at-risk students and improved NSFAS funding with provision for books and accommodation.

	Performance indicator	Actual 2019	Target 2020	Actual 2020
³	International student enrolment	4.1%	4.98%	3.18%

Our largest number of foreign students are enrolled for distance programmes. The drop in distance enrolments as a result of the phasing out of diplomas and certificates, had a detrimental impact on the percentage of foreign students.

	Performance indicator	Actual 2019	Target 2020	Actual 2020
⁴	Headcount Enrolments	63671	63065	56425

Our enrolment targets are set for a three-year cycle and we experienced a drop in our distance numbers due to the Advanced Certificate in Education, the NPDE and the B. Ed. Honours phasing out faster than anticipated and the approval of our new distance offering taking longer than expected.

	Performance indicator	Actual 2019	Target 2020	Actual 2020
⁵	First-Time Entering Enrolments	12536	11960	13048

There was an over-enrolment in contact first-time entering students. At the same time there was a drop in the first-time distance enrolments. The lack of approval of new distance offerings greatly hampered growth in distance first-time entrants and thus total first-time entrants.

	Performance indicator	Actual 2019	Target 2020	Actual 2020
⁶	Graduates	14 961	15 743	15 454

We have not reached our graduates target due to a lower number of distance enrolments and graduates.

⁷	Graduation Rate	23.5%	25%	27%
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We are within the range of our target in terms of the graduation rate. This is mainly due to a lower total enrolment count while maintaining a high contact graduate count. We have however seen a notable decrease in our distance graduation rate.

	Relevant performance indicator	Actual 2018	Target 2019	Actual 2019
8	Publications per permanent academic staff member	0.93	1.25	0.98
The restructuring process took additional commitment for academic, whilst affording us the opportunity to strategically reposition the academic environment to reach our strategy. Our focus has also moved from purely quantity to quality and high impact journals.				
9	Weighted research output	2708.942	3085	3058.02

We delivered a record number of 314 Doctorates in 2019 resulting in a good weighted research output.

	Relevant performance indicator	Actual 2019	Target 2020	Actual 2020
¹⁰	Student: Academic Staff FTE ratio	31.9 : 1	26.6 : 1	29.2 : 1

The over enrolment in contact students which led to a marked increase in enrolled FTE's caused an increase in this ratio. Our ratio is also influenced by the fact that contact and distance students are included in the calculation of the ratio.

¹¹	First time entrant dropout rate for contact degrees (as on 11 May 2021)	10.8%	Below 13%	9.1%
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Online learning, continuous assessment the provision of paper-based material, laptops and data that was implemented during COVID-19 meant students had a higher level of engagement ensuring higher participation and lower drop-outs.

	Relevant performance indicator	Actual 2019		Target 2020		Actual 2020	
12	Student mix: NWU Contact & Distance; All Campuses	African (%)	67%	African	59%	African (%)	64.4%
		Coloured (%)	4%	Coloured	5%	Coloured (%)	4.3%
		Indian (%)	1%	Indian	1%	Indian (%)	1.4%
		White (%)	27%	White	35%	White (%)	29.9%
		Female (%)	65%	Female	64%	Female (%)	64%
		Male	35%	Male	36%	Male	36%

Due to the increase in NSFAS funding as well as better funding for private accommodation and the accreditation of private accommodation, our student profile deviates from the original submitted and approved enrolment plan.

13	Staff mix	African (%)	37.5%	African	37,59%	African (%)	38.3%
		Coloured (%)	6.5%	Coloured	6.42%	Coloured (%)	6.6%
		Indian (%)	1.5%	Indian:	1.54%	Indian (%)	1.6%
		White (%)	54.5%	White:	54.45%	White (%)	53.4%

Our recruitment strategy paid off and we made positive progress in attracting professional and academic staff from designated groups

14	Permanent academic staff with PhDs	51.05%	53%	49.02%
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A stretch target was set for staff members with PhD and we have not achieved the target as yet. The challenge of the university is twofold: to support staff member to improve their qualifications and then to retain those staff members in a very competitive environment. The implementation of initiatives to grow our own timber and nGap appointments will only be visible 2-3 years from now.

Academic Planning in Teaching- Learning: resource, equity and Covid-19: 2019-2021

Staff-student ratios per faculty per campus

1. The first ratios indicates the number of **Active academic staff** compared to the **Headcount enrolments** in the faculty
2. The second ratios indicates the number of **Active academic staff** compared to the number of **support staff** in a faculty

NWU Academic Staff : NWU students	Academic Staff	:	Students	Ratio	
NWU Faculty of Economic & Management Sciences	352	:	9606	1 :	27
NWU Faculty of Education	284	:	6876	1 :	24
NWU Faculty of Engineering	75	:	1472	1 :	20
NWU Faculty of Health Sciences	275	:	5582	1 :	20
NWU Faculty of Humanities	288	:	5024	1 :	17
NWU Faculty of Law	88	:	2648	1 :	30
NWU Faculty of Natural and Agricultural Sciences	364	:	5204	1 :	14
NWU Faculty of Theology	43	:	266	1 :	6
NWU Academic Staff : NWU Faculty Support staff	Academic Staff	:	Support staff	Ratio	
NWU Faculty of Economic & Management Sciences	352	:	125	1:	2,8
NWU Faculty of Education	284	:	83	1:	3,4
NWU Faculty of Engineering	75	:	70	1:	1,1
NWU Faculty of Health Sciences	275	:	355	1:	0,8
NWU Faculty of Humanities	288	:	98	1:	2,9
NWU Faculty of Law	88	:	32	1:	2,8
NWU Faculty of Natural and Agricultural Sciences	364	:	251	1:	1,5
NWU Faculty of Theology	43	:	6	1:	7,2

NOTE: these are broad norms as some of the work are done across campuses, irrespective of the physical location of the staff member

Equity profile Executive Deans and Deputy-Deans

Equity Profile as at 31 MARCH 2021							
Faculty/Position name	Male				Female		Total
	African	Coloured	Indian	White	African	White	
Economic and Management Sciences			1	2	2	0	5
Executive Dean					1		1
Deputy Deans			1	1	1		3
Chief Director				1			1
Faculty of Education	1	1		1		1	4
Executive Dean		1					1
Deputy Deans	1			1		1	3
Faculty of Engineering						1	1
Executive Dean						1	1
Faculty of Health Sciences				2		2	4
Executive Dean				1			1
Deputy Deans				1		2	3
Faculty of Humanities	3					1	4
Executive Dean	1						1
Deputy Deans	2					1	3
Faculty of Law					1	1	2
Executive Dean					1		1
Deputy Dean						1	1
Natural and Agricultural Sciences	2			1		1	4
Executive Dean	1						1
Deputy Deans	1			1		1	3
Faculty of Theology				1			1
Executive Dean				1			1
Grand Total	6	1	1	7	3	7	25

Talent management: nGAP appointments

27 New generation of Academics Programme Appointments since Phase 1

Count of Gender		Race					Grand Total
Phases	Faculty	Gender	African	Coloured	Indian	White	
Phase 1	Faculty of Economic and Management Sciences	Female	3				3
	Faculty of Health Sciences	Female		1			1
	Faculty of Natural and Agricultural Sciences	Male	1				1
Phase 1 Total			4	1			5
Phase 2	Faculty of Health Sciences	Male	1				1
	Faculty of Law	Female		1			1
	Faculty of Natural and Agricultural Sciences	Male	2				2
Phase 2 Total			3	1			4
Phase 3	Faculty of Economic and Management Sciences	Female	1				1
	Faculty of Engineering	Female				1	1
	Faculty of Natural and Agricultural Sciences	Female	1				1
Phase 3 Total			2			1	3
Phase 4	Faculty of Economic and Management Sciences	Female				1	1
	Faculty of Health Sciences	Female	1				1
	Faculty of Natural and Agricultural Sciences	Female	1				1
		Male	1				1
Phase 4 Total			3			1	4
Phase 5	Faculty of Education	Male	1				1
	Faculty of Engineering	Female	1		1		2
		Male			1		1
	Faculty of Natural and Agricultural Sciences	Male	1	1			2
Phase 5 Total			3	1	2		6
Phase 6	Faculty of Economic and Management Sciences	Female	1				1
	Faculty of Education	Male	1				1
	Faculty of Engineering	Male	1				1
	Faculty of Law	Male	1				1
	Faculty of Natural and Agricultural Sciences	Male	1				1
Phase 6 Total			5				5
Grand Total			20	3	2	2	27

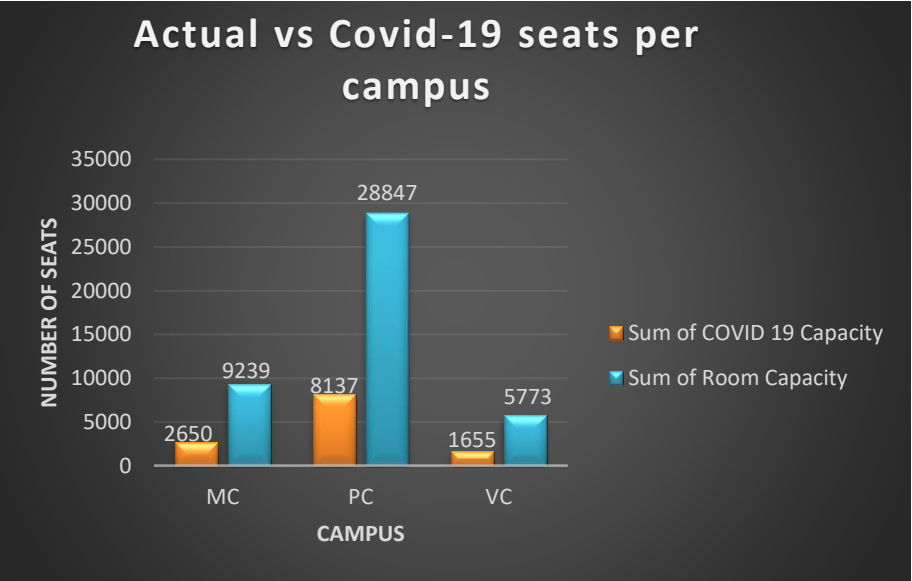
Talent management: GOOT

GOOT PERMANENT APPOINTMENTS 2018-2021						
Faculty	Female		Male			Total
	African	Indian	African		White	
	2019	2020	2019	2020	2020	
FEMS			1			1
Education					1	1
Engineering		1				1
Law				1		1
FNAS	1					1
Total	1	1	1	1	1	5

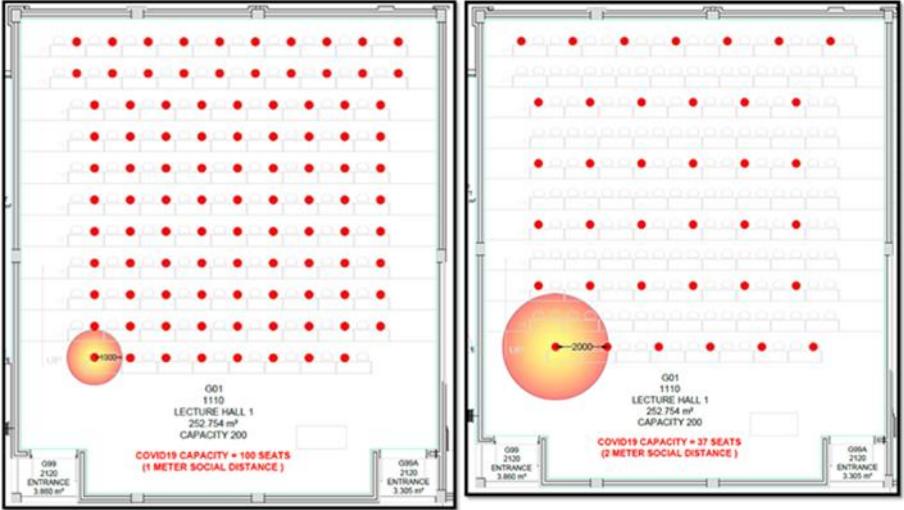
GOOT TEMPORARY APPOINTMENTS SINCE 2018-2021										
Faculty	Female				Male					Total
	African			Indian	African			Colored	White	
	2018	2019	2020	2019	2018	2019	2020	2020	2020	
FEMS	1		1		1	1	1			5
Education								1	1	2
Engineering				1		1				2
Humanities		2				1				3
Law	1	2					1			4
FNAS	2	1	2		1	2	1			9
Total	4	5	3	1	2	5	3	1	1	25

What is our Covid-19 seating capacity?

Under Covid-19 restrictions, we can utilise only **28.3%** of our total seating



Campus	Covid-19 Capacity	Usual Capacity
MC	2650	9239
PC	8137	28847
VC	1655	5773
Grand Total	12442	43859



Although the different lockdown levels change the number of people that can be accommodated inside a venue, the physical distance protocol must always be adhered to. In effect our capacity thus remains the same.

Subsequent T-L approach for Semester 1, 2021

- After the 21 Futures TT venue audit, it became clear that demand for available f2f spaces far outweighs supply of Covid-compliant venues and seats per day per campus.
- The majority of modules therefore needed to remain online, with limited contact in some cases.
- Faculties were required to prioritise those modules for f2f interventions – and a clear requirement for alignment of f2f time across campuses for the same modules. Weekly rotation schedules were identified to accommodate different groups of students for f2f interventions in one module.
- The central time table remained the guiding document for planning purposes and to ensure that students know when they have to be where, or when they have to connect for an online class. This in essence to monitor work-load also, and to ensure that there are no online and/or f2f interventions that clash.
- School-specific laboratories/ small group seminar-type venues that comply to Covid-19 regulations remained available to that School as was pre-Covid practice. This to ensure that the practical work component of modules could be managed, with additional sanitation and social distancing protocols in place.
- Where faculties decided to remain online for the whole of semester 1 for UG teaching and learning (e.g. Law and Theology), the allocated venues were made available for other Faculties to book.
- Through the new PLANON Facilities Management System, information was available for activating the cleaning services and sanitation between class groups occupying a venue for f2f contact interventions on all campuses.
- Constant on-site monitoring to mitigate risk of irregular behaviours and to curb any possible spread of the virus.
- To enhance the student value proposition for those students who were required, or who chose to return to campuses, the campus libraries, computer laboratories and other shared spaces were opened up (although carefully controlled)
- Sit-down assessments were offered in controlled campus environments during the April assessment week for modules with statutory requirements.
- Despite all planning activities and support initiatives, students at risk of failing semester 1 modules have been identified and additional f2f interventions are planned across faculties and campuses for these groups of students to give them the best possible chance at success.

Planning for T-L for Semester 2, 2021

- In light of the third wave of infections that are eminent, the University needs carefully to plan for T-L and A for semester 2 as well. Online teaching and continuous assessments will remain the most prominent features of the 2nd semester approach.
- Exceptions relevant are where programmes require small group sessions, laboratory, workshop, practical or placement type experience and where students are required to be on campus.
- Alignment of student experiences with online or with limited f2f interventions remain a central point for planning purposes.
- Students who are identified as being at risk of failing the 2021 academic year, will be required to return to campuses (subject to comorbidities and to the national conditions pertaining to Covid-19). For these students faculties will plan for focused academic support in a limited f2f modality, and the CTL will be available for additional student academic development and support initiatives.
- Should a summer school in January be required for a catch-up period for T-L or for assessment purposes, such will be provided for.
- An application where venues can be booked for f2f interventions has been developed and will be used in semester 2, automatically ensuring that cleaning and sanitising happens in-between sessions.
- The CTL will continue with funded academic support to students:
- SI funding through the UCDG's 3 year cycle based on historic spending.
- Training of Supplemental Instructors was moved online where SI leaders have the opportunity to work through the training material in one week and then complete and pass an assessment at the end. Funds are made available at the beginning of each academic year for the appointment and payment of SI leaders training and monthly SI sessions held. SI leaders get paid for their services at the end of each semester.
- Appointment of academic peer mentors.

Residence profile & Infrastructure investment

Residence profile

Students charged for Residence Fees	MC	PC	VC	Totals
FTEN	627	1 400	693	2 720
Seniors	1 793	3 370	1 784	6 947
Totals	2 420	4 770	2 477	9 667
FTEN % of available beds	70%	96%	67%	80%
Seniors % of available beds	86%	95%	95%	93%
Total % of available beds	81%	95%	85%	89%

NWU TARGETS			
Seniors	MC	PC	VC
Minorities % of Total	1%	44%	3%
2021 Target % of Total	5.4%	40%	23%
2025 Target % of Total	7%	51%	19%

FTENs	MC	PC	VC
Asian		5	1
African	617	492	677
Coloured	6	166	12
Other		7	1
White	4	730	2
Totals	627	1 400	693
Minorities FTENs	10	670	16
Minorities % of FTENs	2%	48%	2%
2021 Target % of FTENs	5.4%	50%	15%
2025 Target % of FTENs	7%	51%	19%

Seniors	MC	PC	VC
Asian	2	6	3
African	1 772	1 030	1 732
Coloured	17	379	38
Other			
White	2	1 955	11
Totals	1 793	3 370	1 784
Minorities Seniors	21	1 415	52
Minorities % of Seniors	1%	42%	3%

Spending on infrastructure

Infrastructure expenditure & Commitments 2015-2021		Potchefstroom	Mahikeng	Vanderbijlpark	Projects Across Campuses	Total
DHET (New, upgrades, macro maintenance)	Funding 2012-2015	1 594 855	784 289	1 137 732		3 516 877
	Surplus Funds 2012-2015	5 733 712	18 849 604	-	-	24 583 316
	Funding 2015-2016	16 678 954	14 335 400	57 581 682	-	88 596 036
	Funding 2016-2017	24 340 493	6 092 713	-	5 851 861	36 285 067
	Student Housing 2016/17		412 152 086			412 152 086
	Student Housing 2017/18		50 000 000			50 000 000
	Funding 2017-2018	12 667 467	10 934 882	9 513 268	10 421 774	43 537 390
	Funding 2018-2021	112 535 371	60 256 886	141 882 366	97 280 000	411 954 623
Capital Works	New	156 528 189	121 230 518	87 717 234	1 244 305	366 720 246
	Upgrade	171 134 045	54 954 474	50 312 716	24 577 503	300 978 738
Macro Maintenance		106 192 541	16 381 200	19 164 781	36 160 861	177 899 383
Minor Works		12 354 377	2 697 755	900 656	752 796	16 705 584
Total		R 619 760 004	R 768 669 808	R 368 210 434	R 176 289 100	R 1 932 929 346
		32%	40%	19%	9%	100%

Investment analysis

	Potchefstroom	Mahikeng	Vanderbijlpark	Across Campuses	Total
Infrastructure value	R 6 219 485 000	R2 375 255 000	R 1 049 188 000		R 9 643 928 000
Average investment per year	R 88 537 143	R 109 809 973	R 52 601 491	R 25 184 157	R 276 132 764
Investment as % of value	10,0%	32,4%	35,1%	N/A	20,0%

Final thoughts: we are....

- **Working:** NWU has steadily been working towards equity of resourcing across our campuses using vacancies & temporary appointments, and GOOT and NGap to supplement Faculty needs and student numbers.
- **Steering:** The impact of Covid on T-L in 2020 and 2021 is being managed through Faculties & Senate on a Semester basis to respond to changes in Covid severity and associated regulations. For Semester 2, 2021, small-group f2f teaching is planned for “at-risk” students esp.
- **Managing risks:** eg staff contact with students & presence on campus has been initiated to reduce risks concerning dropped calls, need for engagement etc.
- **Spotting challenges:** ensuring aligned experience in the context of capacity-limitations, and Covid-19 infections (affecting closure of labs).
- **T-L is in good hands:** responsive, caring, cautious and responsive to limitations & commitment to support and to monitoring of quality is also evident (Senate has initiated Covid-19-Assessment Review for 2020 in 2021).