

Department of Higher Education and Training

Higher Education Context, Policy and Strategy

A National Perspective

18 August 2020



Course Outcomes

To develop basic knowledge of and insight into:

- The contextual issues that have to be addressed in achieving the vision of a transformed higher education system in South Africa;
- The legislative and policy mechanisms, the planning mechanisms and the funding mechanisms that steer the national response to these issues; and
- Some of the instruments being deployed to contribute to transformation of the system.

Overview

A: The Vision	What is the nature of the higher education system that we are working to build?	The Vision	↑ TRANSFORMATION ↓	↑ DECOLONISATION ↓	↑ DIFFERENTIATION ↓	↑ ARTICULATION ↓	↑ INTERNATIONALISATION ↓
B: The Now	What are the critical issues that have to be the focus in working towards this vision?	Size and Shape; Student Success, Staff Development, Curriculum and Programmes, Governance and Management, University Funding					
C: The Steering Mechanisms	What are the legislative, policy and planning mechanisms in place to drive the vision?	Acts, Regulations, Policies, White Papers, National Plans					
	What are the planning mechanisms in place to drive the vision?	Financial Planning, Enrolment Planning and the national QM					
	What are the quality assurance mechanisms in place to drive the vision?	The role of the Council on Higher Education.					
D: Adopting a programmatic approach	How can the steering mechanisms be brought together to enable a programmatic approach?	The University Capacity Development Programme as an example.					

PART A

Throw in your ideas!

What are at least 5 (one word) characteristics that an ideal higher education system for South Africa would display?

Go to www.menti.com and use the code 58 66 92 5

What are at least 5 (one word) characteristics than an ideal higher education system for South Africa would display?

 Mentimeter

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to voting closes

 Voting is closed

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The Vision...

South Africa aspires towards a transformed higher education system that :

- ✓ is of high quality in terms of its core mandates of teaching, research and engagement;
- ✓ is demographically representative;
- ✓ provides all students and staff with good opportunities for access and success;
- ✓ is welcoming and caring to all;
- ✓ is diverse, differentiated, equitable and articulated;
- ✓ is relevant and responsive to local (anchored), regional and global contexts;
- ✓ is research productive and drives innovation;
- ✓ produces educated, critical, employable and effective citizens and leaders for the future.

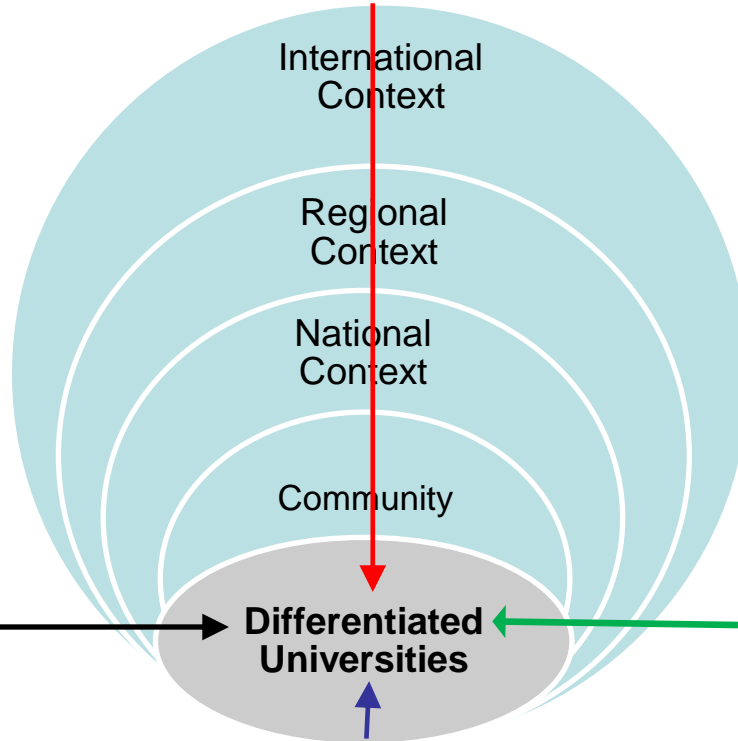
Planning

Funding

Quality Assurance

STEERING MECHANISMS UNDERPINNED BY LEGISLATION AND POLICY

Getting there



INEQUALITY

QUALITY

DEVELOPING PEOPLE AND INSTITUTIONS

Students

Academics and Support Staff

Support Professionals

Management

Council

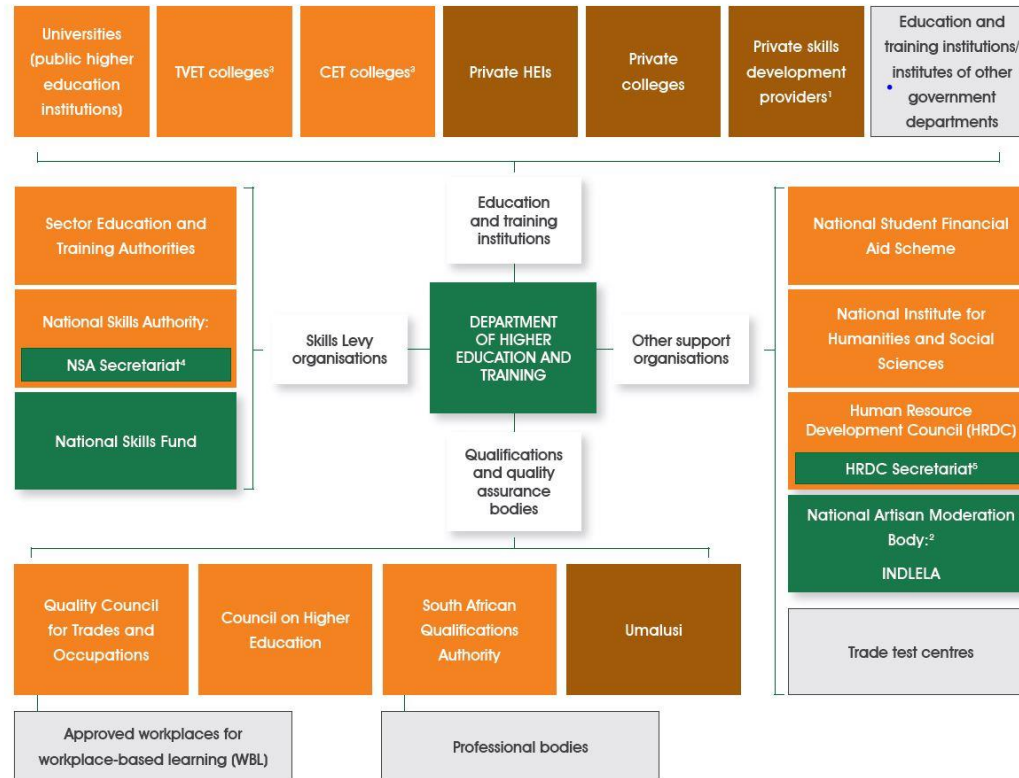
Institutions (universities CHE; etc ...)

- Teaching and Learning
- Curriculum
- Research and engagement
- Leadership, Management and Governance
- Student experience and engagement
- Infrastructure

- Race
- Class
- Gender
- Disability
- Patriarchy
- Culture
- Language
- Knowledge

PART B

What makes up the PSET system?



Legend:

- Organisations that are located in the DHET
- Organisations that are located outside the DHET, and receive funds from the DHET sourced from the fiscus and the Skills Levy.
- Organisations that are located outside the DHET, which do not receive funds from the DHET, but for which DHET has certain legislative functions.
- Organisations that do not receive funds from DHET, nor does DHET have legislative functions in relation to these organisations. However, DHET *entities* may have certain legislative responsibilities in relation to these organisations (for example, quality councils quality assure formal programmes offered by other government departments, SAQA registers professional bodies and QCTO accredits workplaces for WBL).

Notes

1. The Skills Development Act makes provision for skills development providers.
2. The National Artisan Moderation Body is envisaged to be part of the QCTO in the future.
3. The DHET manages the personnel budget for TVET and CET colleges (since their staff are DHET employees). However, universities employ their own staff, and therefore manage their own personnel and other budgets.
4. The NSA Secretariat is located inside the DHET and services the NSA.
5. The Human Resource Development Council (HRDC) Secretariat is located in DHET and provides services to the HRDC.

Test your knowledge...

Poll Question 1:

In terms of size (greater student enrolments), which of the following is in the correct order?

A: Seta-supported programmes, university programmes, TVET college programmes, CET college programmes.

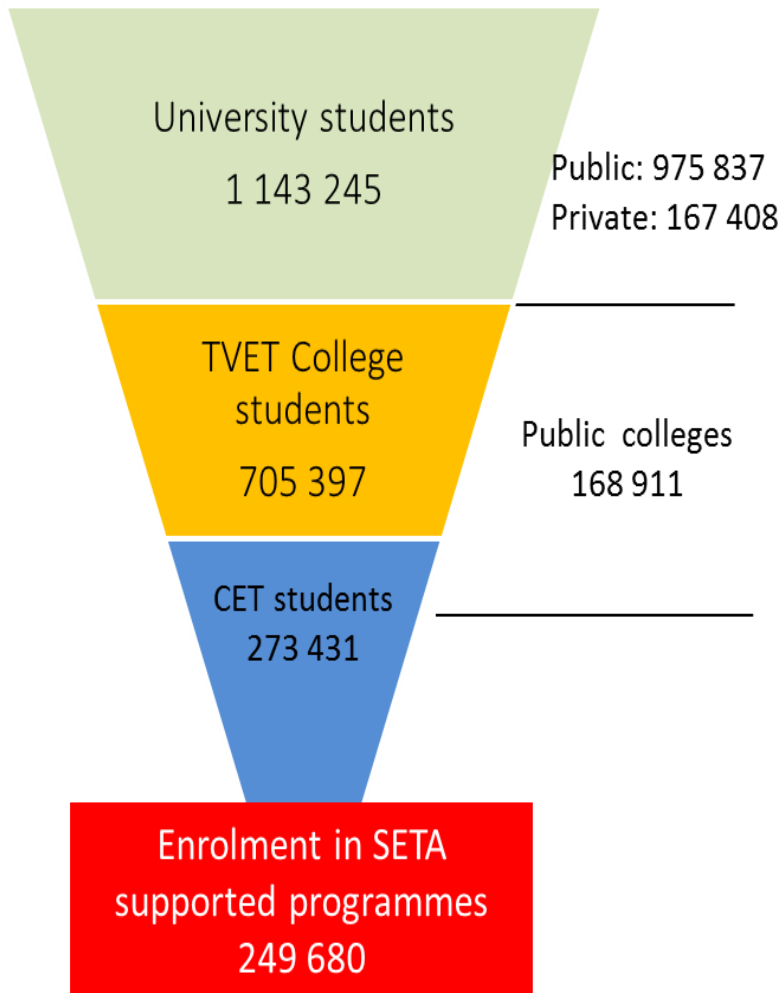
B: CET college programmes, Seta-supported programmes, TVET college programmes, university programmes.

C: university programmes, TVET college programmes, CET college programmes, Seta-supported programmes.

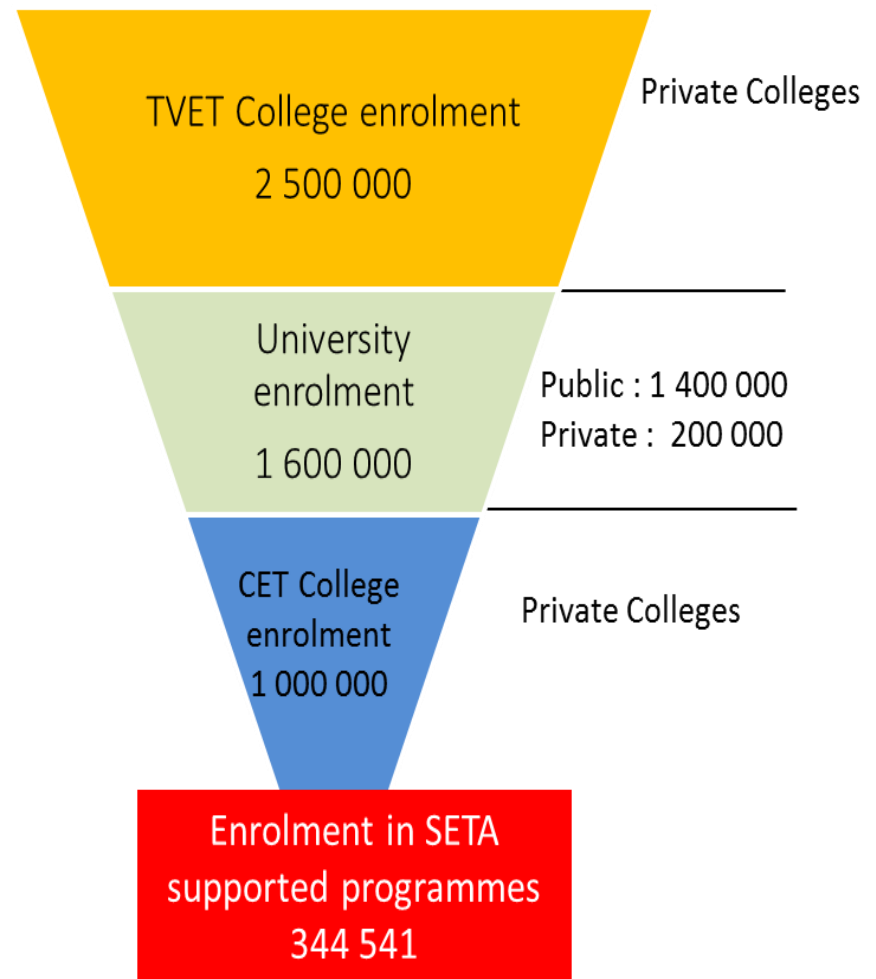
D: TVET college programmes, university programmes, CET college programmes, Seta-supported, programmes.

Size and Shape: PSET Education and Training Institutions

2016



2030



The SA Higher Education Landscape

- **26 Universities at present (public) (84 campuses)**
- **127 Private HE Institutions (292 campuses)**
- **Universities classified as:**
 - **Traditional universities:** operate primarily in general formative and professional education
 - **Universities of Technology:** operate primarily in career–focused education and secondarily, in professional education in some areas.
 - **Comprehensive universities:** operate in general formative, professional and career-focused education.
- **Institutional types:**
HE Act 2016 amendments: University College, HE College and Universities. Policy document under development.
- **Development of two new institutions on the horizon.**

Test your knowledge...

Poll Question 2:

The Gross Participation Rate in university education in South Africa is:

A: 15%.

B: 20%.

C: 25%.

D: 30%.

Gross participation rate for public universities

	2010	2018	Average annual growth rate
SA population in 20-24 age group	5 018 500	5 019 160	0.0%
Total head count enrolments	886 641	1 084 495	2.5%
Gross participation rate	17.7%	21.6%	

Sources: Stats SA: Mid-year population estimates 2010 and 2018, Report PO302
DHET: HEMIS Student Statistics Table 2.7, 2010 and 2018

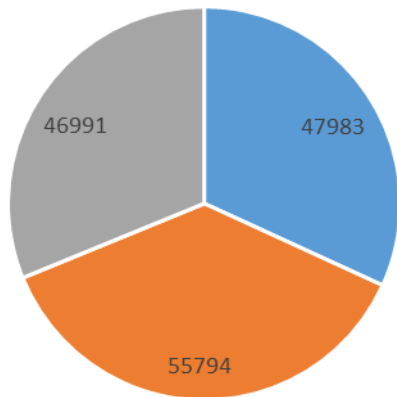


The NDP sets a
HE GPR target of
30% by 2030

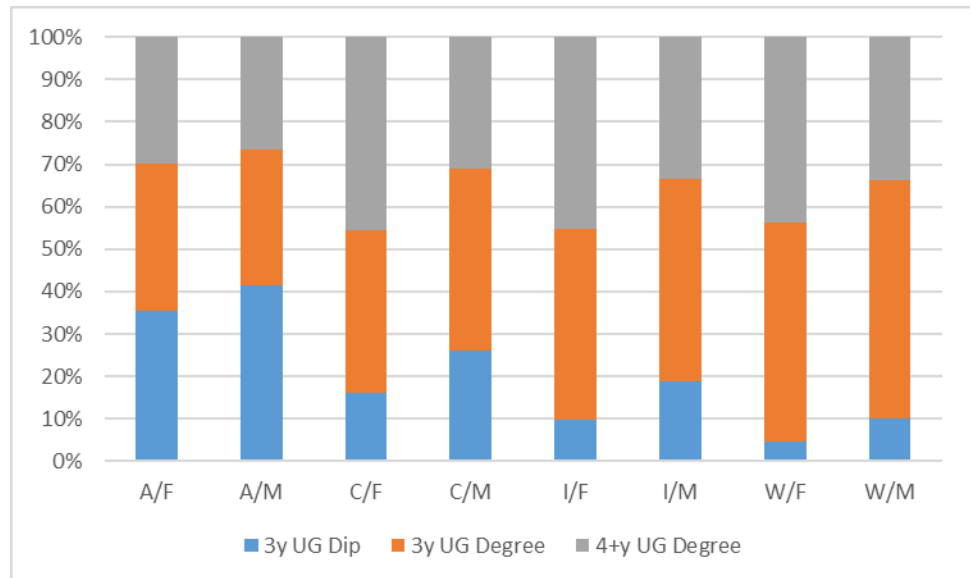
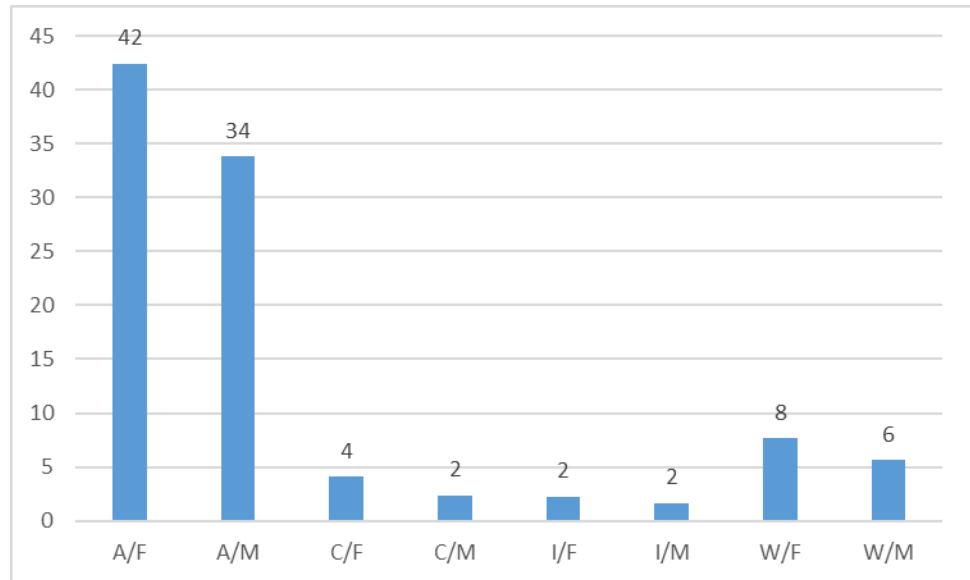
Gross Participation Rate is defined as the total number of students in a system, expressed as a percentage of the total number of individuals in a specific age group in the general population (20-24 years in this case, which is generally accepted international comparative measure.

Who's participating as FTEN's (n= 150 768) and in what UG programmes in 2017?

What observations can you make?



■ 3y UG Dip ■ 3y UG Degree ■ 4+y UG Degree



Undergraduate-Postgraduate Shape

	Head counts		% of total enrolment		Average annual growth rate: 2010-2018
	2010	2018	2010	2018	
Undergraduates	754 333	908 458	84%	84%	2.4%
Postgraduates	138 610	177 110	16%	16%	3.1%
Total	892 943	1 085 568	100%	100%	2.5%

- (1) Source: DHET: HEMIS Student Statistics Table 2.12 for 2010 and 2018.
- (2) In a *head count student enrolment* total, each student is counted as a unit even if she/he is studying part-time and is registered for only a portion of an annual full-time curriculum.
- (3) The term “*postgraduate*” applies here to all postgraduate diplomas and certificates, honours degrees, masters degrees and doctoral degrees

The NDP sets a target of postgraduate enrolments of 25% by 2030

Test your knowledge...

Poll Question 3:

South Africa is currently producing about
Doctoral graduates per year.

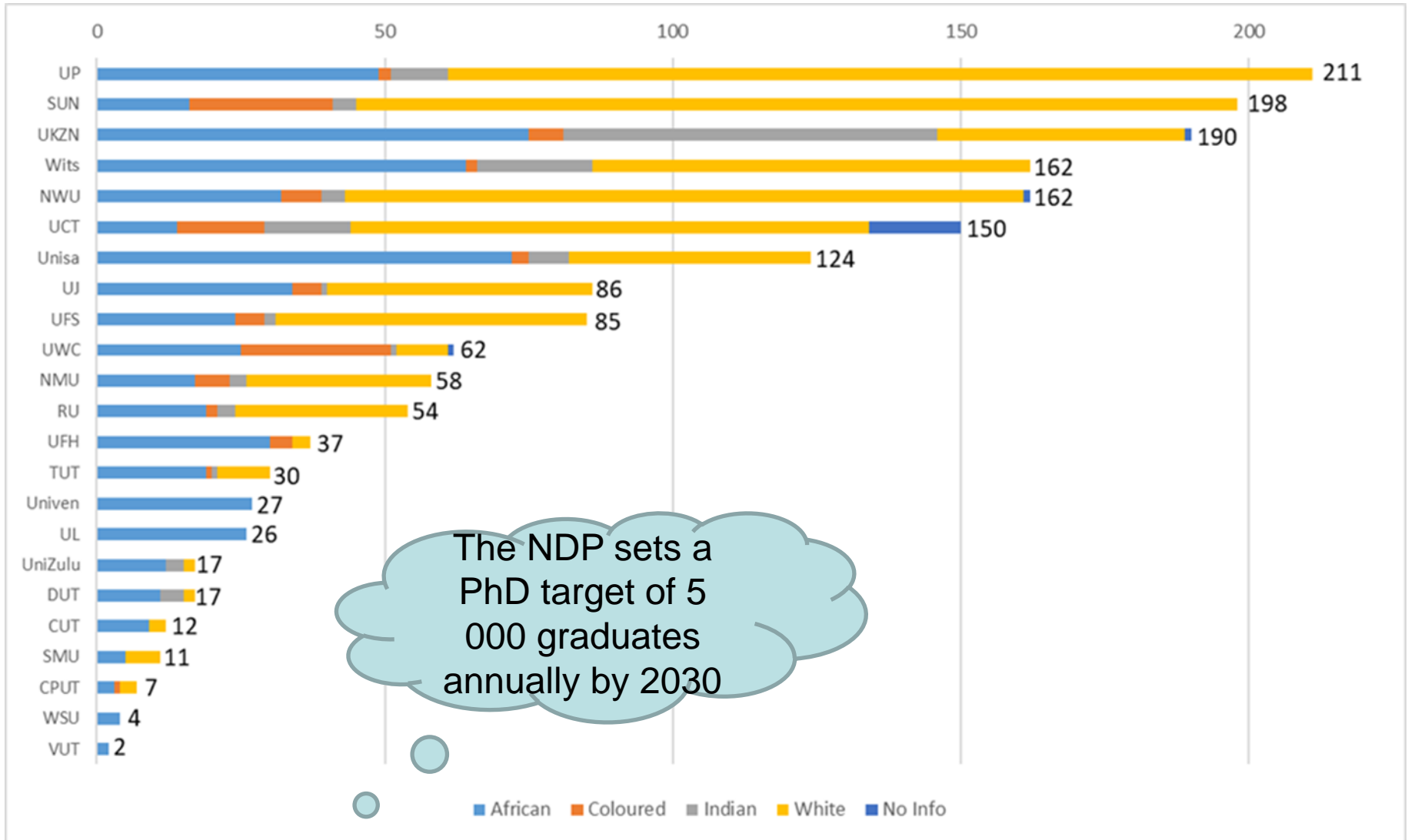
A: 2500.

B: 3500.

C: 4500.

D: 5500.

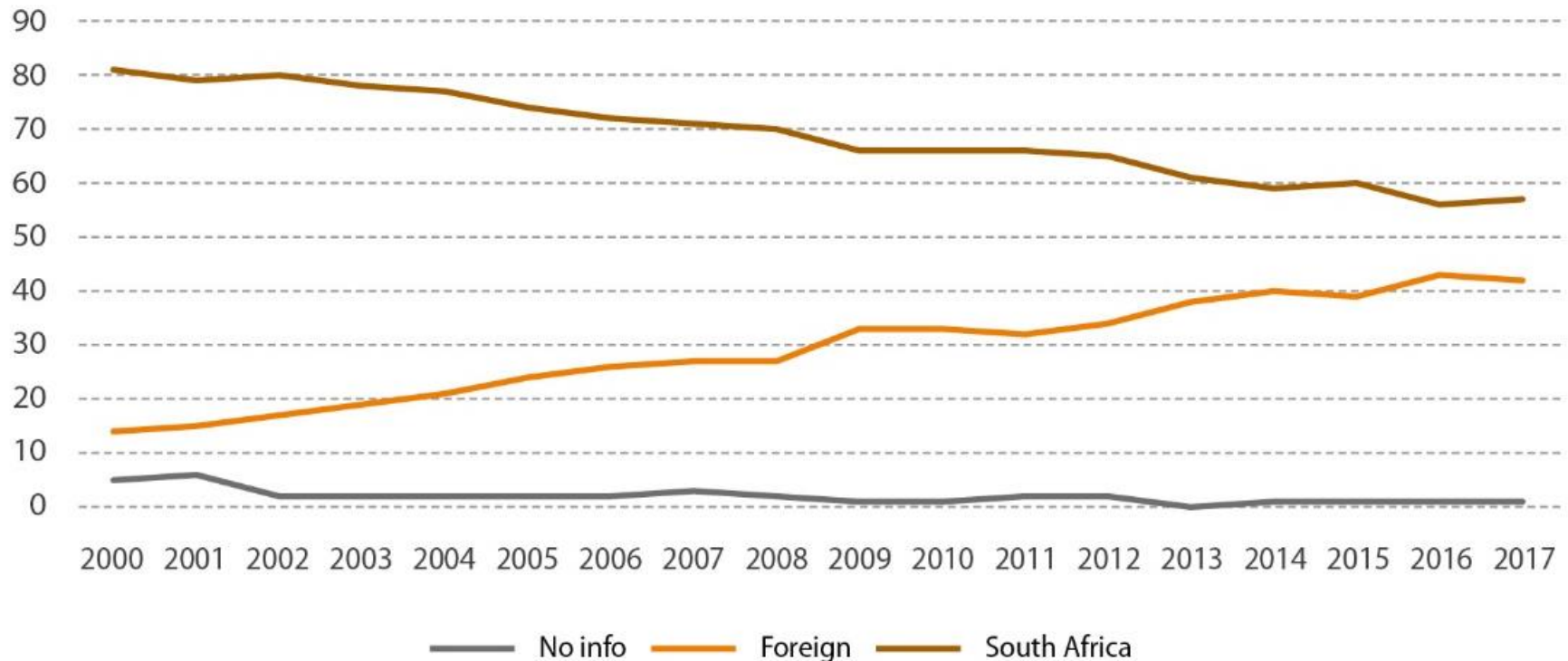
The production of South African PhD graduates by SA universities in 2017 (n = 3 057*)



The NDP sets a PhD target of 5 000 graduates annually by 2030

(*n = 3 344 in 2018)

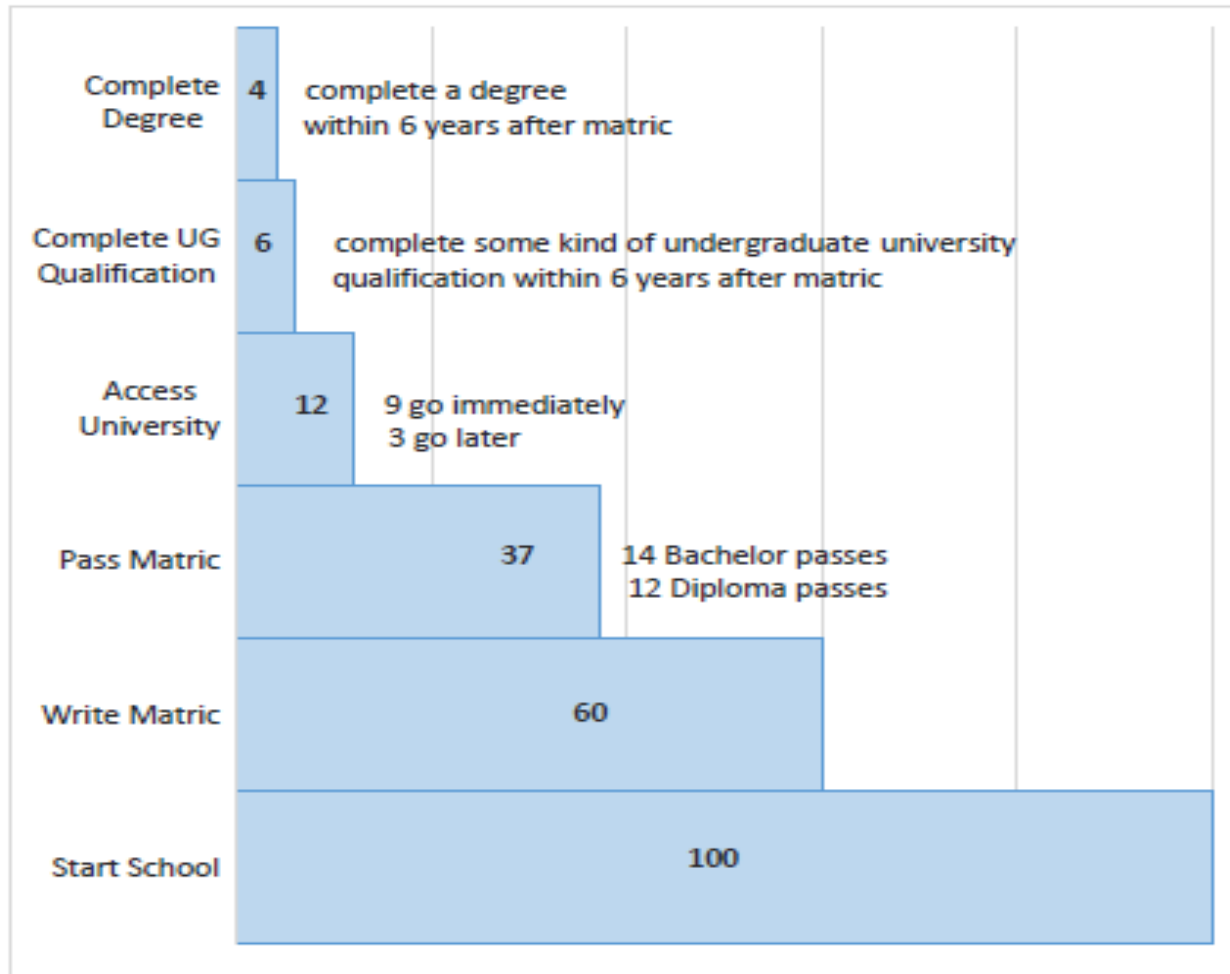
Decreasing proportion of South African participation at the postgraduate level?



Source: HEMIS

Changes in the nationality proportions of doctoral graduates from South African universities, 2000 to 2017.

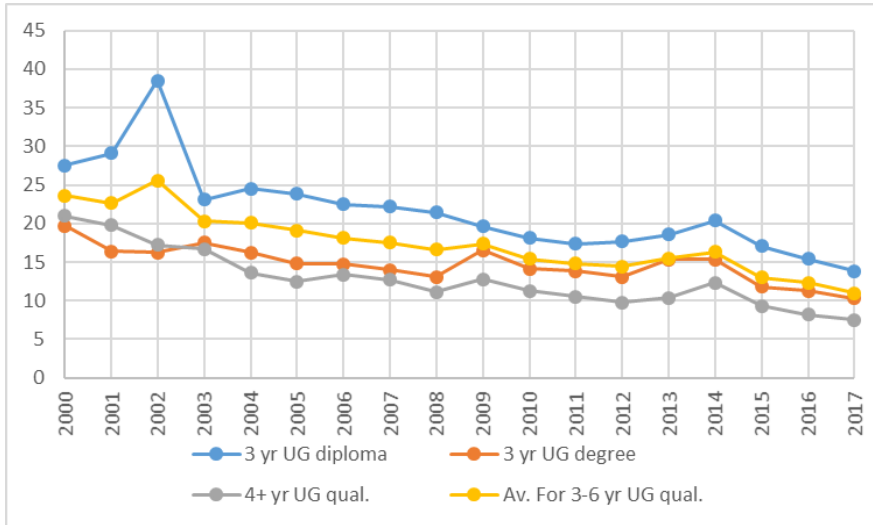
The Bigger Problem with Student Success in the South African Education System



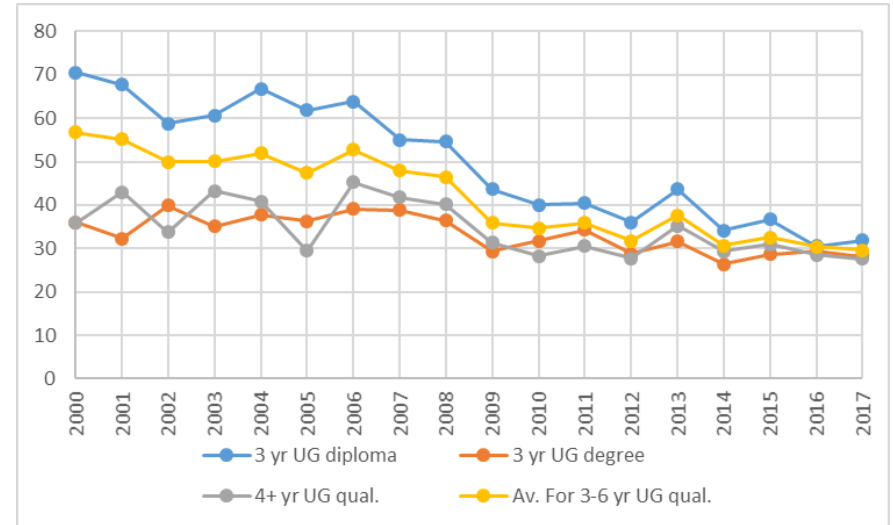
Throughput from Grade 1 to university, 2008 matric cohort

(ref. CHE, Briefly Speaking, October 2017 (Figure redrawn from: Spaul (2016), 'Important research inputs on #FeesMustFall')

University Student Success (from a dropout perspective)

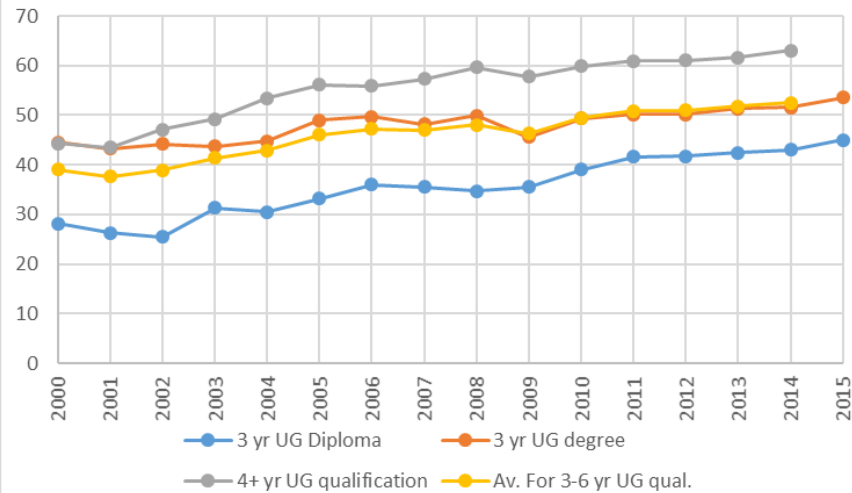


1st year dropout rates in undergraduate qualifications in contact tuition

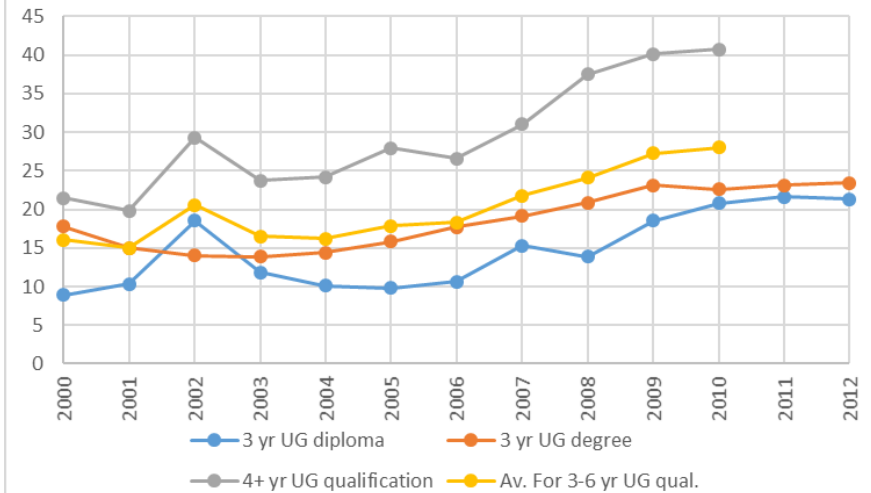


1st year dropout rates in undergraduate qualifications in distance tuition

Student Success (from a throughput perspective)



Throughput rates in $n+1$ for undergraduate qualifications in contact tuition



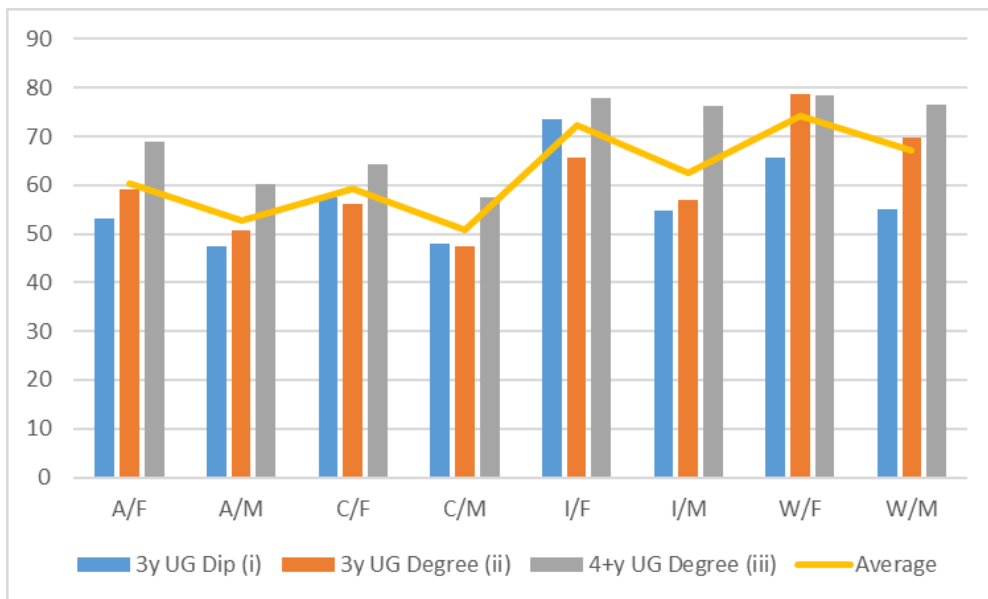
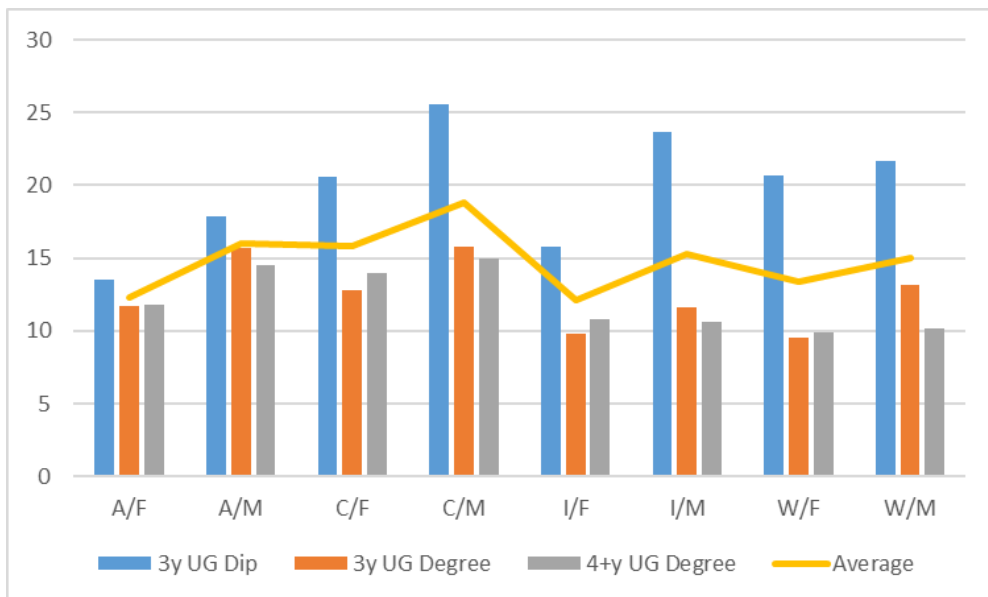
Throughput rates in $2n+1$ for undergraduate qualifications in distance tuition.



The NDP sets a target to increase throughput to >75% (current UG throughput +/- 52% after 7 years)

Who's succeeding?

Dropout rate for the 2017 cohort in n+1 in undergraduate contact and distance programmes



- i. In year 7 (2018) for the 2012 cohort
- ii. In year 7 (2018) for the 2012 cohort
- iii. In year 10 (2018) for the 2009 cohort

Do you agree? Any comments?

.....University access in South Africa is limited, even among learners who perform relatively well in matric. In addition, those who do gain access to university often take a long time to complete their studies, with many never completing at all. As a result, only a select minority of matric learners manage to obtain university qualifications. Significant inequalities in university outcomes between race groups and across geographical space also remain evident. However, the results from the analysis suggests that observed patterns of university access and university success are strongly influenced by school results. The weak school system has a major influence on who reaches matric, and how they perform in matric. This, and particularly the achievement of Bachelor passes, explains much of the differences in university outcomes by race, gender and province.

Extracted from:

Higher Education Access and Outcomes for the 2008 National Matric Cohort

H. Van Broekhuizen, S. Van der Berg and H Hofmeyr

<http://www.ekon.sun.ac.za/wpapers/2016/wp162016/wp-16-2016.pdf>

The Academic Staff Career Pathway in SA Universities: Some Questions

The Professoriate

Who are they?
Who's occupying what ranks?
Who's being retained and why?
Who's progressing, and why?

Mid-Career Academics

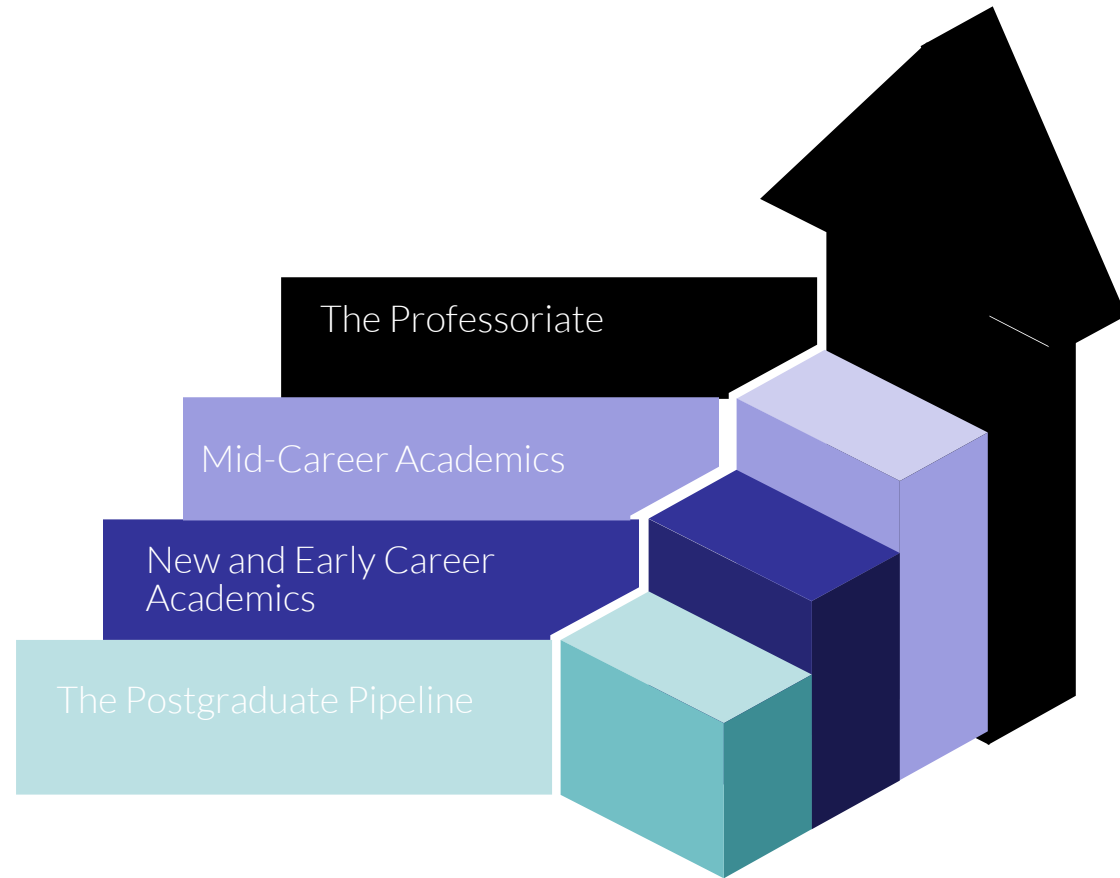
Effective Transitions?

New and Early Career Academics

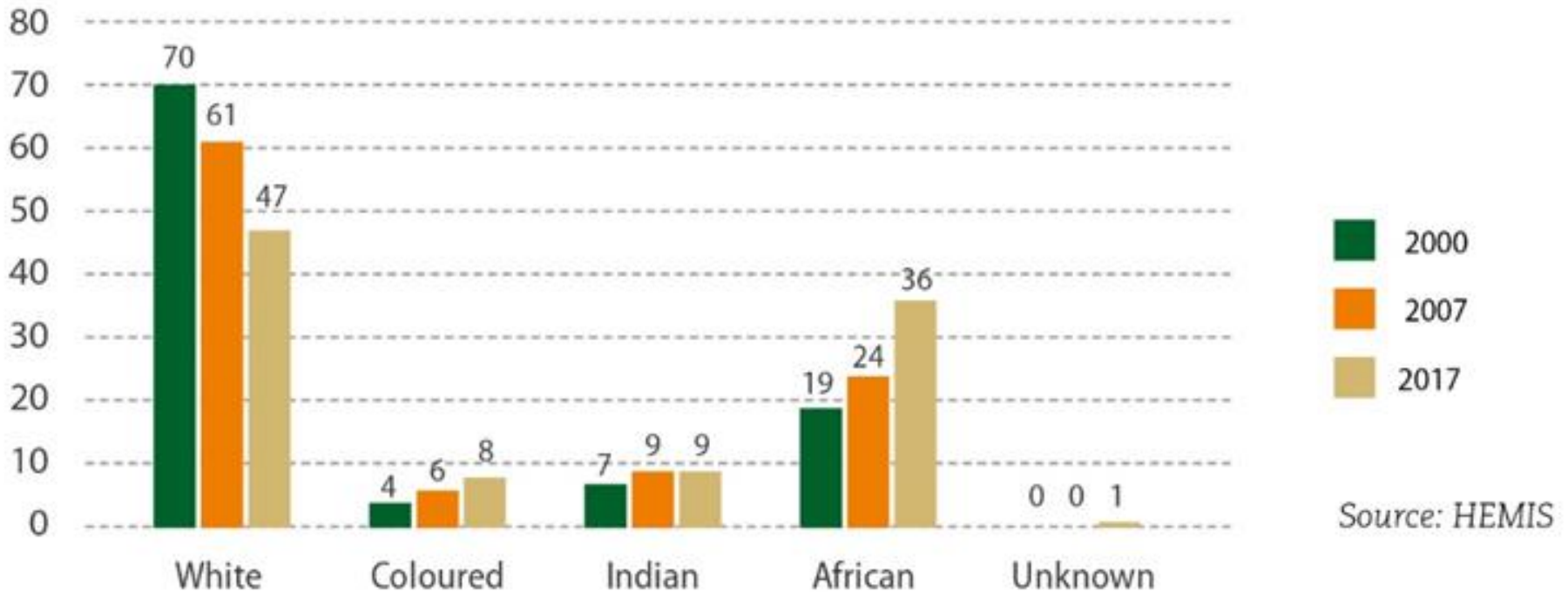
Equitable?
Qualified?
Supported?

The Postgraduate Pipeline

Adequate?
Equitable?
Effective?
SA/International proportion

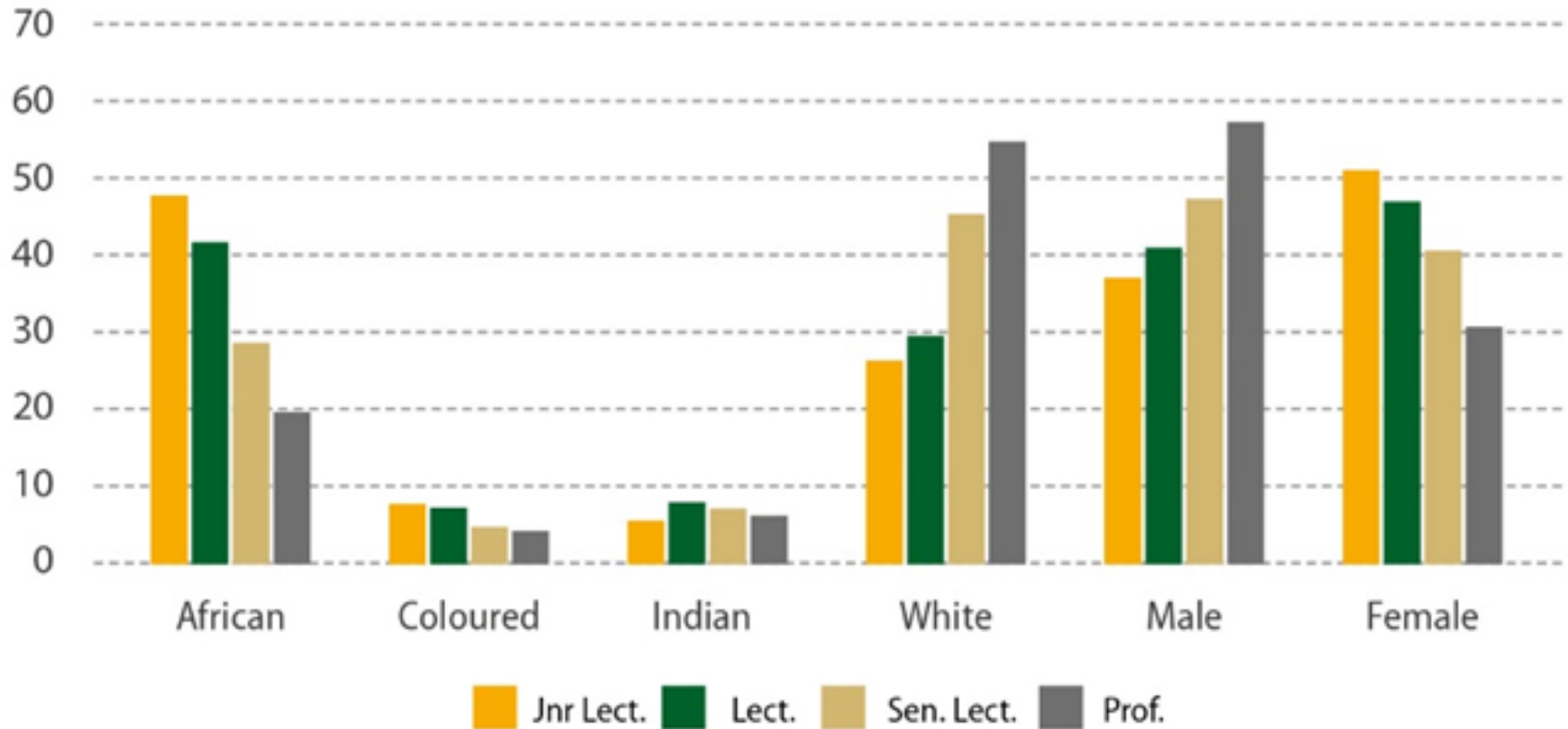


University Staffing



The % population group distribution of permanent South African instructional/research staff at universities in 2000 (n = 13 099), 2007 (n = 14 423) and 2017 (n= 17 337)

University Staffing

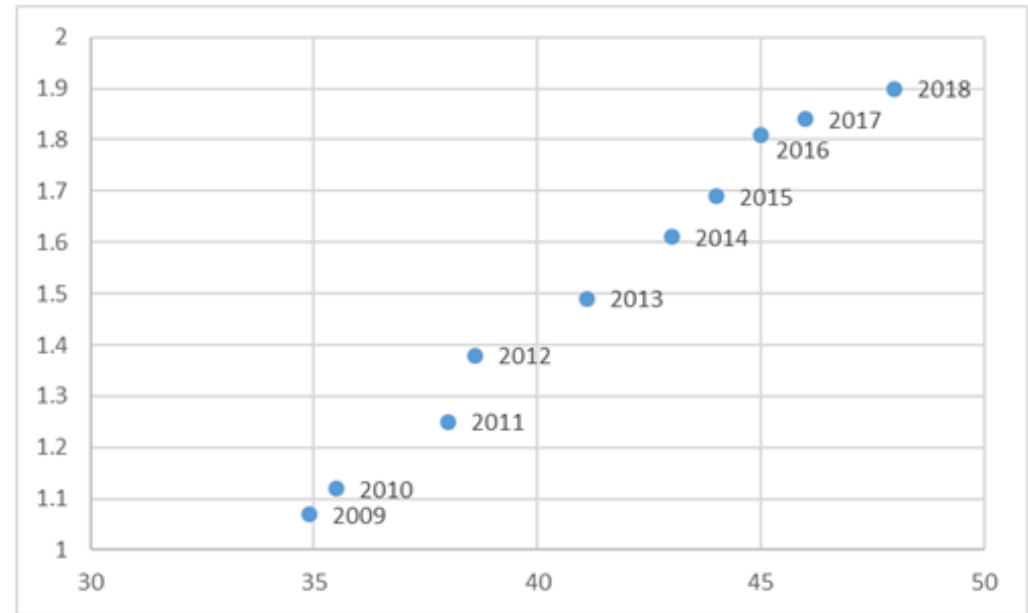


Source: HEMIS

The rank profile of permanent South African instruction/research staff at universities by population group and gender.

Staff Doctorates and Per Capita Research Output

	% Phd	Weighted per capita research output
2009	34.9	1.07
2010	35.5	1.12
2011	38	1.25
2012	38.6	1.38
2013	41.1	1.49
2014	43	1.61
2015	44	1.69
2016	45	1.81
2017	46	1.84
2018	48	1.9



The NDP sets a staff doctorate % target of 75% by 2030

Increase in the percentage of permanent instructional and research staff that hold doctoral degrees and increase in weighted per capita research output from 2009 to 2018.

What do you think? Any comments?

Staff matters. It matters who is leading the knowledge project, who is teaching, who is researching, who is making decisions about the nature of the curriculum and how it is delivered, what is being researched and how, who the academic role models and mentors are, what voices carry weight and whose world views are a respected part of the higher education system in South Africa.

Governance vs Management

- **White Paper 3:** “Councils ought not to be involved in the day-to-day management of institutions as that is the responsibility of their executive management, led by the vice-chancellor, rector or principal, who in turn is accountable to the council.”
- Council’s governing role should be about matters of long-term, strategic importance to the institution:
 - Strategic Leadership; Context and Mission
 - Overseeing and monitoring the academic activities of the University
 - Governance of resources: human, financial, infrastructure
 - Public Accountability
 - Council Performance

Governance and Management: Interventions

- Fifteen (15) independent assessors have been appointed since 1998
- The assessments reveal serious challenges with governance, and management at universities that destabilise the effective functioning of the institutions.
- In the majority (eleven) of these, the result was dissolution of council.
- In four (4) universities, investigations were conducted more than once.

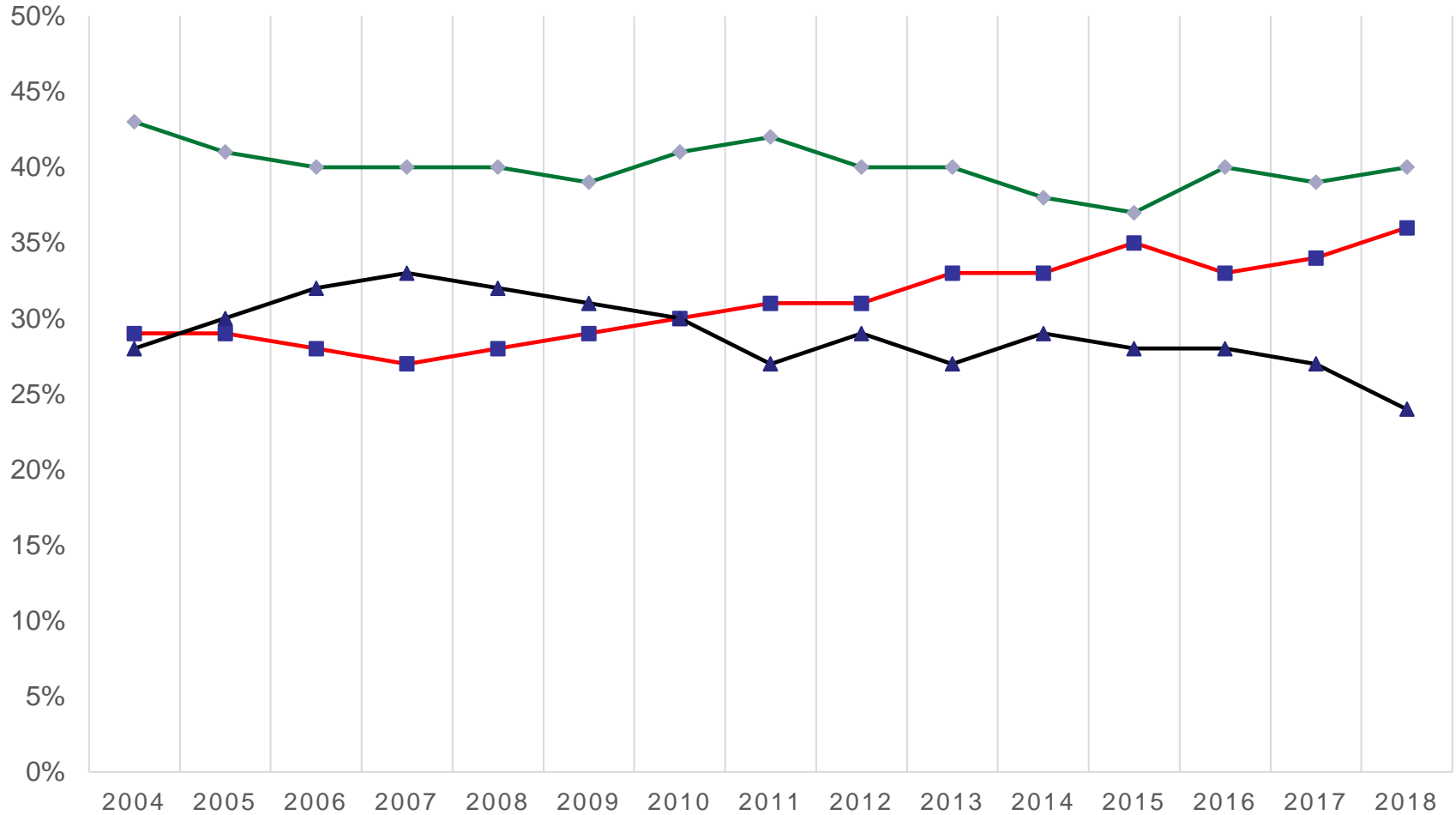
Causes of Governance and Management Challenges

- The inability of councils, and in some cases the chairperson and deputy chairperson, to provide strategic leadership and direction resulting in the abdication of its responsibilities to the management.
- Council “capture” where certain members of council influence council decision-making processes to their own advantage.
- Role confusion resulting in council encroaching and interfering in operational matters.
- Absence of delegation of decision-making authority between council and the vice-chancellor and executive management
- Members of council unable to distinguish between the interests of the constituencies and the interests of the institution.
- Factionalism in the council --- as the different constituencies seek alliances in support of their particular demands or cause.
- Non-adherence to rules and procedures
- Unethical conduct and conflicts of interest
- Governance/management relationships

University Funding

UNIVERSITY FUNDING SOURCES

—◆— Government —■— Student Fees —▲— Third stream

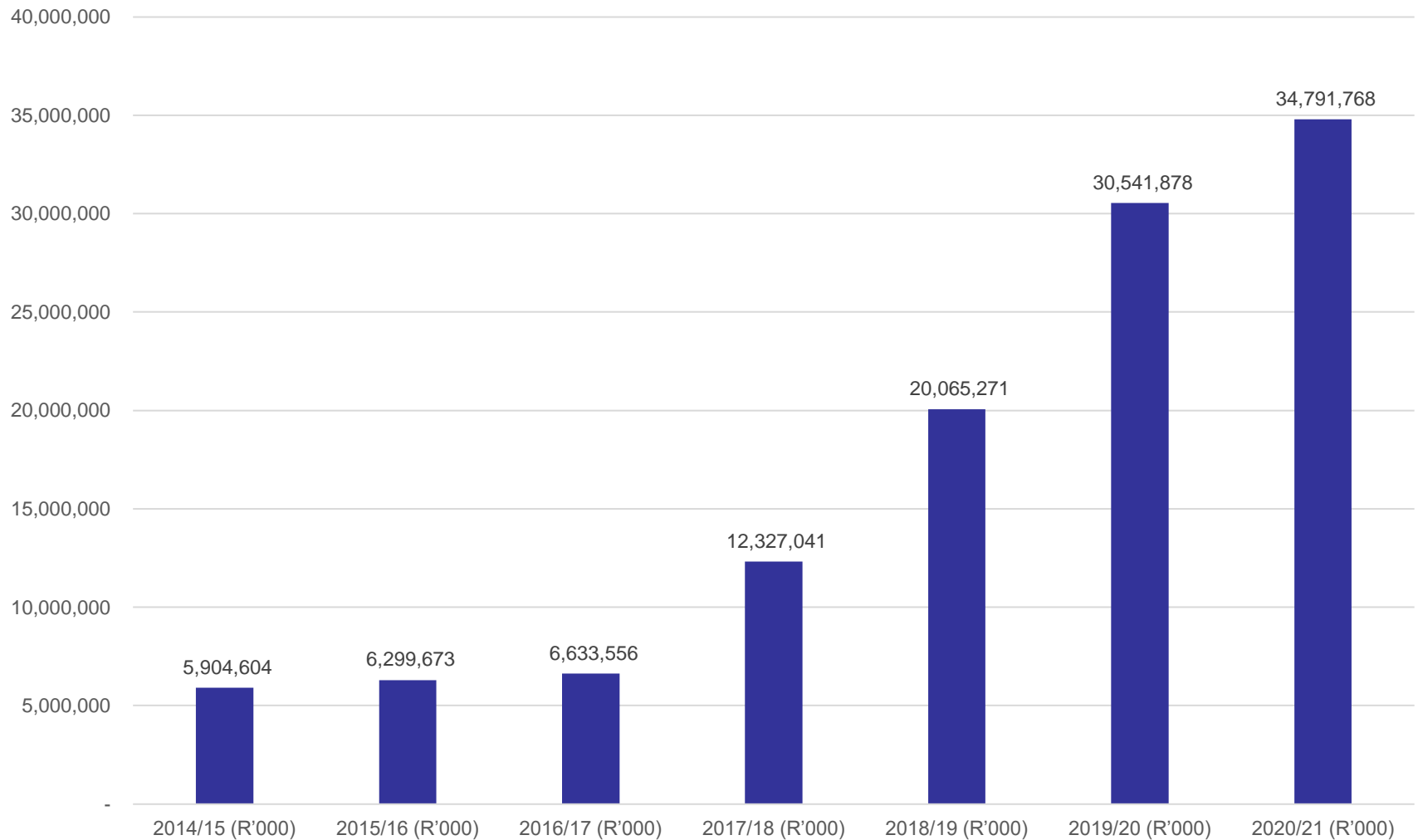


Student Funding

- Those who should access higher education should not be prevented from doing so on the basis of ability to pay.
- Many factors that contribute to both access and success- academic, social, economic, environmental, institutional, structural, epistemological...
- Student funding quite simply one of the most important and fundamental necessities for both accessing higher education and getting through successfully.
- Focus on supporting those in the greatest financial need.
- NSFAS funding has grown exponentially since 1995: 40 000 students to 2016: 450 000 students (from 2007 includes TVET students)
- Largest increase of 258% between 2005 and 2012
- Growth from 7% of undergraduate headcount enrolments in 1995 to 23.2% in 2016.

Student Funding

Total NSFAS Allocations: 2014-2020



PART C

Legislation, Policy and Plans

Legislation

- Constitution
- Higher Education Act
- Institutional Statutes

Policy

- White Paper on Post-School Education and Training
- Reporting Regulations
- A range of Policies

Plans

- National Plan for Post-School Education and Training (2019)

Ministerial Statements

- Ministerial Statement on University Funding
- Ministerial Statement on Enrolment Planning

The Constitution

- The Constitution of the Republic of South Africa (1996) provides a solid foundation for public higher education institutions to conduct their affairs within the broader principles of: –
 - a) Academic freedom and the freedom to do scientific research;
 - b) Public accountability; and
 - c) Cooperative government between all spheres of government and organs of state.

Higher Education Act 101 of 1997

[Commencement Date: 19 December 1997]

Higher Education Amendment Act 55 of 1999

Higher Education Amendment Act 54 of 2000

Higher Education Amendment Act 23 of 2001

Higher Education Amendment Act 63 of 2002

Higher Education Amendment Act 38 of 2003

Higher Education Amendment Act 39 of 2008

Higher Education Laws Amendment Act 26 of 2010

[with effect from 7 December 2010]

Higher Education Laws Amendment Act 21 of 2011

[with effect from 14 December 2011]

Higher Education and Training Laws Amendment Act 23 of 2012

[with effect from 19 December 2012]

Higher Education and Training Laws Amendment Act 9 of 2016

- The main purpose of the HE ACT is to regulate higher education.
- Provides for the establishment of HEIs and the CHE

The Higher Education Act provides for...

Policy Determination

Transformation goals and oversight mechanisms; articulation and RPL frameworks across the education system; and criteria for recognition as a university, university college, or higher education college; the making of regulations.

CHE

Establishment, composition and functions of a Council on Higher Education

Public HEIs

Establishment, disestablishment, conversion, merging, incorporation, governance and funding of public higher education institutions; offering of programmes; awarding and withdrawal of qualifications.

Ministerial Interventions

Issuing of Ministerial directives; appointment, functions of an independent assessor and administrator

NIHE

Establishment and disestablishment, functions, governance and funding of National institutes of higher education

Private HEIs

Registration of private higher education institutions, the different categories of registration and the associated rights

Institutional Statutes

- Section 20(4) of the Act clearly stipulates that the public higher education institutions are juristic persons, as such they are autonomous.
- **Section 32:** The Council of a public higher education institution may make:
 - ✓ An **institutional statute** to give effect to any matter not expressly prescribed by the Act.
 - ✓ **Institutional rules** to give effect to the institutional statute.
- Institutional statutes must be approved by the Minister and published by notice in the Gazette.

Reporting Regulations

- Section 20 (4) of the Higher Education Act 101 of 1997:
every public higher education institution established is a juristic person.
- For this reason the *Regulations for Reporting by Higher Education Institutions* requires from a **council** and management of a public higher education institution to:
 - exercise their fiduciary and managerial responsibilities in a transparent manner,
 - implement systems that will ensure good corporate governance and
 - give regular account of the results of exercising their delegated powers.
- HEI's must in terms of current Regulations report on, among other things:
 - achievements of strategic objectives
 - Financial statements
 - Senate and councils achievements
 - Report of IF
 - budgets planning.

Reporting regulations

Each public higher institution must-

- produce a Strategic Plan and update it at least every five years;
- submit an Annual Performance Plan to the Department annually
- identify core set of indicators it will use to monitor institutional performance.
- adopt a mid-year reporting system, and submit a Mid-Year Performance Report as further provided for in these regulations; and
- ensure alignment between the Strategic Plan, Annual Performance Plan, Annual Report, budget documents and Mid-Year Performance report.

What can the Minister/Department do?

1. The Department has received allegations of supply chain irregularities at an institution from an anonymous source, alleging corruption of senior officials and possible involvement of Council members. Similar complaints have been received from media reports alleging that action has been taken against certain officials who were standing up to senior officials involved in wrongdoing. Taken together the reports represent allegations and counter-allegations against particular individuals. What action can the Department/Minister consider?

2. A student at a university has been an alleged victim of sexual harassment by a lecturer and has turned to the media to present her case, indicating that the university has not taken action against the lecturer. The Department is asked to respond and intervene. What could be done?

3. The Department was recently 'cyber-bombed' with multiple emails from students of the same institution complaining that no teaching and learning had taken place since the start of the lockdown, and that the university had no plan to ensure completion of the academic year, and requesting the intervention of the Minister and Department. How could the Department respond?

White Paper for Post-School Education and Training (WP-PSET)

This White Paper seeks to set out strategies to expand the current provision of education and training in South Africa, to improve its quality, and to integrate the various strands of the post-school system.

Challenges:

- Participation rates of black African students still low.
- Inequitable staff demographic.
- High proportions of academic staff close to retirement.
- Racism and sexism continuing to be pervasive in universities.
- Not enough SET graduates produced to meet economic development objectives.
- Decline in the humanities and social sciences.

WP-PSET ... on Universities

- **Differentiation:** South Africa needs a diverse university sector which is *purposefully* differentiated.
- **Expansion:** Participation rates must increase from the current 17,3% to 25% - to about 1.6 million enrolments in 2030.
- **Student Access & Success:** Must become a priority focus for national policy & institutions. Particular attention must be paid to developing scarce and critical skills.
- **Research & Innovation:** The focus of policy must be on growing research and innovation, improving the quality of research, building on areas of strength identified as important for national development.
- **Staffing:** A plan to address the challenges of future staffing of universities will be developed, including increasing post graduate bursaries.

WP-PSET... on Universities

- **Making university education affordable:** NSFAS loans will continue and total amount expected to expand; Progressively introduce fee-free education for the poor in South African universities; funding to be made available for making post-graduate study affordable for students under financial pressure.
- **Humanities & African languages:** National Institute for Humanities and Social Sciences; provide support to reverse the decline of African-language departments.
- **Internationalisation:** Increase south-south collaboration, especially in Africa and in BRICS, without sacrificing north-south partnerships; expand foreign post-grad study opportunities.
- **Universities and the post-school system:** Build partnerships with other post-school institutions & employers; SETAs to broker university-employer collaborations & provide advice and resources to facilitate work-integrated learning.

Policies that are in place...

- Research Outputs Policy (Revised in 2015)
- Policy on the Evaluation of Creative Outputs and Innovations Produced by Public Higher Education Institutions (2017)
- Language Policy for Higher Education (2003, currently under revision)

Policies under development...

- Internationalisation of Higher Education in South Africa
- Differentiation policy

The National Plan for Post-School Education and Training

- The National Plan for Post-School Education and Training is a **roadmap** for the development and reinvigoration of post-school education and training (PSET) over the next decade, from 2020 - 2030.
- The Plan identifies the **goals, objectives and outcomes** for PSET
- The Plan describes the **implementation strategies, targets, and responsibilities** for achieving the White Paper vision of an expanded, effective, and integrated PSET system
- The Plan formalises work already in progress towards the goals of the White Paper, including the National Skills Development Plan which is fully integrated into the Plan, and sets out an **implementation plan for 2020 to 2030**.
- By 2030 we aim to have developed a more **socially just, responsive, and well coordinated** PSET system, providing **access** to a **diversity of quality education and training opportunities**, where students have a reasonable opportunity for achieving **success**, and with vastly improved **links between education and the world of work**

Test your knowledge...

Poll Question 4:

What do you think the total state budget for universities, including NSFAS funding, is for 2020/21?

A: ~R65 bn

B: ~R75 bn

C: ~R85 bn

D: ~95 bn

Ministerial Statement on University Funding: 2020/21

~73.02 bn in total for 2020/21

Block Grant
(discretionary)
~80% of budget

36.9 bn

Earmarked grants
(steer transformation)
~20% of budget

7,8 bn

Teaching input grant 22.3 bn

Teaching output grant 6.5 bn

Research output grant 4.9 bn

Institutional Factor 2.0 bn

Gap Grant 1.2 bn

0.44 bn

0.18 bn

Foundation
Provisioning

Veterinary
Sciences Grant

HDI
Development
Grant

Clinical training
grant

1.05 bn

0.54 bn

0.68 bn

+ NSFAS: R28.2b + Entities: R0.09m

2.84 bn

Infrastructure
and efficiency

University
Capacity
Development

2.02 bn

New Universities

Managing the numbers: Ministerial Statement on Enrolment Planning

- Planning, funding and quality assurance are the three key steering mechanisms essential to transform the higher education sector and to contribute towards the establishment of an expanded, integrated and effective post school system.
- Enrolment planning enables us to identify areas which may require focused attention and where targeted enrolment strategies should be implemented to produce better quality graduates who will contribute to the economy of the country.
- Enrolment planning needs to merge the broader institutional strategic plans and policies, national plans and the human resource development strategy of the country.
- The enrolment planning process for 2020 to 2025 took place from 2018 until 2019
- Enrolment planning of the universities forms part of a broader planning process within a single and coordinated post-school system
- Increasing access and participation to and in high level occupationally directed qualifications must be matched to available resources

Managing the numbers: Enrolment Planning

- A strategy of differentiated growth for each university in line with the institutional capacity is applied
- Detailed discussions are held with each individual institution
- The Department developed a national student enrolment plan with a focus on targets for each institution where upon the Council of each institution confirmed acceptance of its specific student enrolment plan and performance targets
- 1 155 482 is the total planned enrolment for 2025 in the public higher education system, up from 1 090 351 as planned enrolment for 2020.
- The 2025 target includes 950 206 undergraduate enrolments, and 188 174 postgraduate enrolments (small numbers of occasional enrolments are also included).
- This reflects an average annual growth of 1.4% between 2017 and 2025
- The planned proportion of headcount enrolments in major fields of study by 2025 is: SET- 31%; business/management-28%; education- 18%; other humanities- 23%.
- Targets for success rates and graduates are also included in the enrolment plan.

Managing the shape: Maintaining a national PQM

- The Programme Qualification Mix (PQM) is the approved qualifications mix for each institution, in line with the enrolment plan, reflected within the CESM categories (Classification of Educational Subject Matter).
- Universities need to apply for PQM approval for:
 - New qualifications
 - Changes to qualification names
 - Additions of new major fields of study
 - When there are more than 50% changes to the curriculum
 - Extension to a new site of delivery
- The Department will assess the applications and when approved the university will be notified to submit to the CHE for accreditation.
- Universities may **not** enrol students for qualifications that are not approved by the DHET, accredited by the HEQC and registered on the NQF.

Test your knowledge...

Poll Question 5:

What is the status of the HEQC (Higher Education Quality Committee?)

A: It is a permanent committee of the Council on Higher Education responsible for quality assurance.

B: It is established as a Quality Council under the National Qualifications Framework (NQF) Act.

C: It is an independent body housed at the Council on Higher Education.

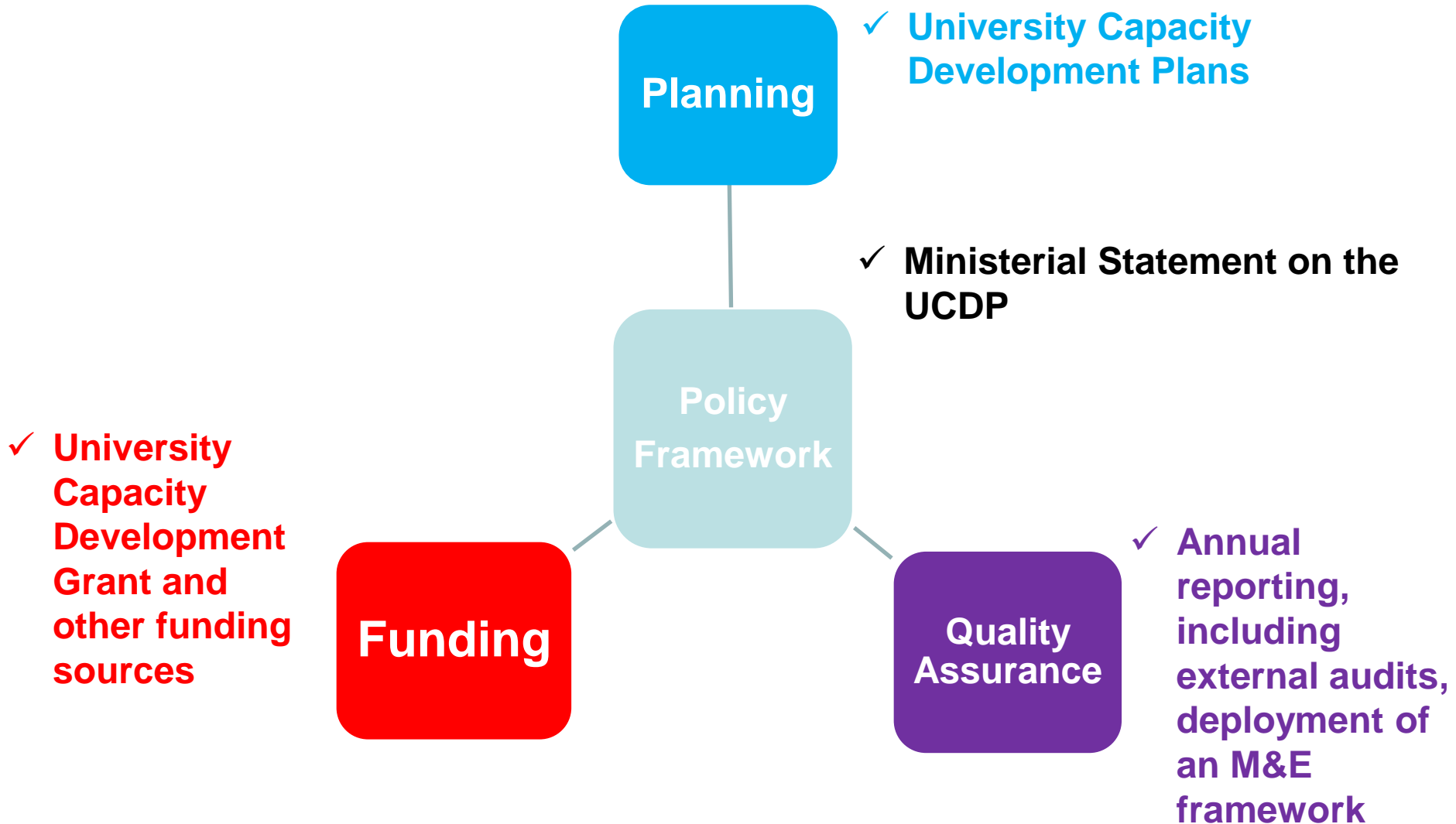
Managing quality assurance: The Council on Higher Education (CHE)

- The CHE is established by the Higher Education Act
- The CHE may advise the Minister on any aspect of higher education on its own initiative and must-
 - (a) advise the Minister on any aspect of higher education at the request of the Minister;
 - (b) arrange and co-ordinate conferences;
 - (c) subject to section 7 (2), through its permanent committee, the Higher Education Quality Committee-
 - (i) promote quality assurance in higher education;
 - (ii) audit the quality assurance mechanisms of higher education institutions; and
 - (iii) accredit programmes of higher education;
 - (d) publish information regarding developments in higher education, including reports on the state of higher education, on a regular basis;
 - (e) promote the access of students to higher education institutions; and
 - (f) perform any other function-
 - (i) conferred on or assigned to it in terms of this Act or the National Qualifications Framework Act;
 - (ii) delegated or assigned to it by the Minister by notice in the *Gazette*.

Further information on the CHE can be obtained from: www.che.ac.za

PART D

Bringing it together: The UCDP as an example



The University Capacity Development Grant and Programme

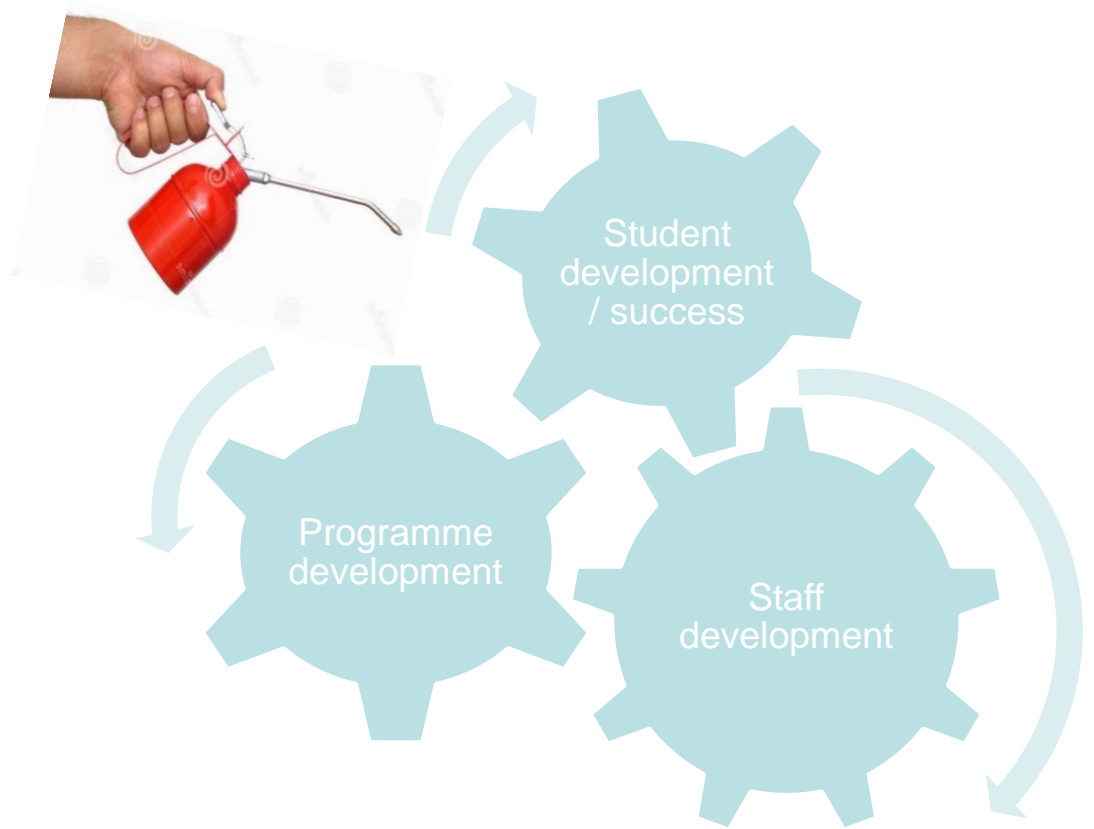
RESEARCH
DEVELOPMENT
GRANT

TEACHING
DEVELOPMENT
GRANT

THE UNIVERSITY
CAPACITY
DEVELOPMENT
GRANT: **A**
CONTRIBUTION
TO RESOURCING
THE SYSTEM
FOR SUCCESS

But also:

- OTHER DHET & GOVT FUNDING MECHANISMS
- UNIVERSITY CONTRIBUTIONS
- COLLABORATIONS & PARTNERSHIPS



THE UNIVERSITY CAPACITY DEVELOPMENT
PROGRAMME: GEARING THE SYSTEM FOR
SUCCESS

Staff development happens through 5 national programmes in the ‘Staffing South Africa’s Universities’ Framework and 2 cross-cutting institutional programmes

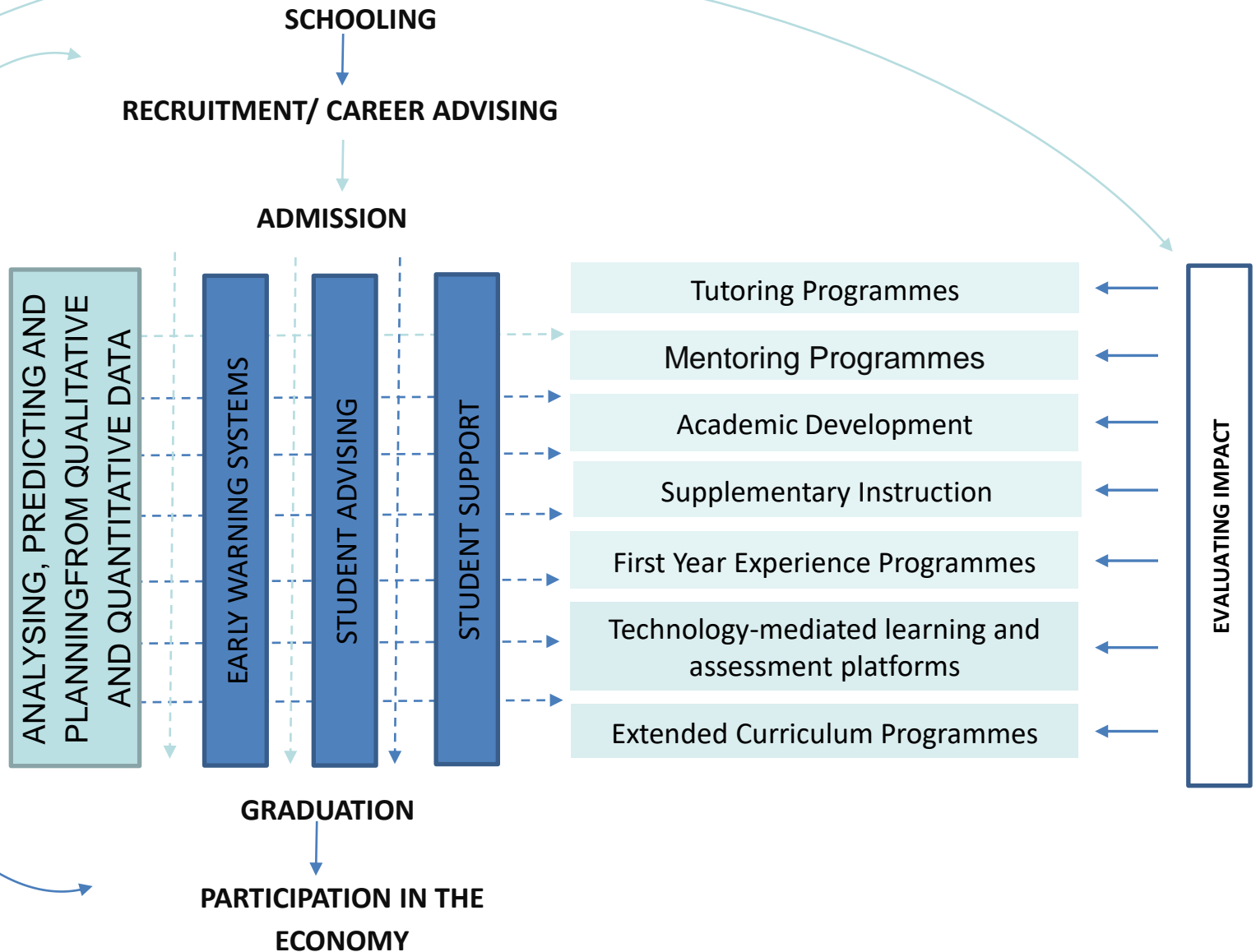
THE STAFFING SOUTH AFRICA’S UNIVERSITIES FRAMEWORK (SSAUF)
 The SSAUF consists of 4 core programmes implemented at national level by the Department of Higher Education and Training (DHET) and 2 support programmes implemented at institutional level to support the development of university academic and professional staff at various points along their career pathways.

1 NURTURING EMERGING SCHOLARS PROGRAMME (NESP)	2 NEW GENERATION OF ACADEMICS PROGRAMME (nGAP)	3 EXISTING STAFF CAPACITY ENHANCEMENT PROGRAMME (ESCEP)		4 HIGHER EDUCATION LEADERSHIP AND MANAGEMENT PROGRAMME (HELMP)	
		3a UNIVERSITY STAFF DOCTORAL PROGRAMME (USD)	3b FUTURE PROFESSORS PROGRAMME (FPP)		
<p>The NESP recruits postgraduate students with demonstrated academic ability who are interested in following an academic career and provide them with attractive, structured study and development opportunities which will prepare them to apply for academic positions at universities.</p>	<p>The nGAP recruits new academics against carefully designed and balanced equity considerations and disciplinary areas of greatest need into permanent posts at universities and support them through an intensive development programme.</p>	<p>The ESCEP supports the development of existing academics and professional staff, for example through support to complete formal qualifications, or to develop specific competences through participation in structured and targeted development programmes, short courses, workshops, seminars etc.</p>	<p>The USD will support existing permanent academics and professional staff at universities to achieve doctoral degrees.</p>	<p>The FPP involves an innovative approach to growing a representative professoriate, through the implementation of a coherent, structured, adequately supported programme that will target talented individuals at universities and that will support them towards being eligible for professoriate positions.</p>	<p>The HELMP focuses on identifying and responding to the leadership and management development needs in the university system and on developing future academic and administrative leaders.</p>

5 | STAFFING SOUTH AFRICA’S UNIVERSITIES DEVELOPMENT PROGRAMME (SSAU-DP)
 The SSAU-DP is the collection of staff development activities implemented by universities as part of their University Capacity Development Programme (UCDP) Plans funded by the DHET.

6 | SUPPLEMENTARY STAFF EMPLOYMENT PROGRAMME (SSEP)
 The SSEP enables universities to recruit specific skills on a needs basis, in a temporary contract capacity to support the implementation of the UCDP and the SSAUF at university level.

The UCDP promotes a structured approach to improving student success



A Framework for Enhancing Academics as University Teachers



Resource Documents

- 2000 to 2017 First Time Entering Undergraduate Cohort Studies for Public Higher Education Institutions (DHET, 2020)
- Guidelines for Good Governance Practice and Governance Indicators for Councils of South African Public Higher Education Institutions (DHET, 2017)
- Higher Education Act (101/97): Regulations for Reporting by Public Higher Education Institutions (DHET, 2014)
- Higher Education Act 101 of 1997
- Ministerial Statement on the Implementation of the University Capacity Development Programme 2018-2020 (DHET, 2017)
- Ministerial Statement on University Funding 2020/21 and 2021/22 (DHET, 2019)
- South Africa Higher Education Reviewed: Two Decades of Democracy (CHE, 2016)
- Statistics on Post-School Education and Training, 2018 (DHET, 2020)
- VitalStats: Public Higher Education 2018 (CHE, 2020)
- White Paper for Post-School Education and Training (DHET, 2013)

Department of Higher Education and Training

THANK YOU FOR
PARTICIPATING

PRESENTERS:

Dr Thandi Lewin (lewin.t@dhet.gov.za)

Dr Whitty Green (green.w@dhet.gov.za)

