higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Ministerial Statement

on the Implementation of the University Capacity Development

Programme through Effective

Management and Utilisation of the University Capacity Development

Grant

2018 – 2020

'Transforming teaching, learning, researching and leading towards enhanced

quality, success and equity in universities.'

Foreword

The choice of the theme: '*Transforming teaching, learning, researching and leading towards enhanced quality, success and equity in universities*' for this Ministerial Statement has not been made lightly. We face a critical juncture in the history of university education in South Africa, and the recent student protests attest to this. Whilst the issue of student funding has been foregrounded in the protests, there are a range of associated issues that have been highlighted but have not received the same level of coverage as the funding issue. This includes issues such as whose participation is being privileged in higher education, whose worldviews are being privileged in higher education, and who is experiencing success in the system. The system has been strongly criticized for the slow pace of transformation it has undergone, despite the issue being strongly foregrounded in the range of policy documents since 1994.

I convened the second national Higher Education Transformation Summit in October 2015, and the Department of Higher Education and Training (DHET) produced a discussion paper for the summit titled, '*Are we making progress with systemic structural transformation of resourcing, access, success, staffing and researching in higher education: What does the data say?*' (DHET, 2015) The paper sought to interrogate the extent to which the university system was being transformed in key areas such as student success, staffing and research capacity.

The analysis demonstrated that:
- The ability of DHET to steer the system through the use of earmarked grants to address transformation imperatives has increased.
- Overall, the first-year dropout rate in undergraduate programmes is decreasing, and the ability of students to graduate in regulation time or close thereto is increasing. However, drop-out rates and throughput rates still need much improvement and still reflect apartheid-era patterns with respect to race.
- The drop-out rates and throughput rates in the undergraduate distance programmes are a matter of high concern.
- Postgraduate enrolments are increasing as are the number of masters and doctoral graduates but there is still a big need for further growth. Specifically, the enrolment and graduate share of Black South Africans has been on the decline and is an issue that must be attended to.
- Whilst academic staff numbers have increased, they have not kept pace with growth in student numbers, leading to increasingly unfavourable student-staff ratios.
- There is increasing reliance in the system on the use of temporary staff and foreign staff.
- Whilst the numbers of African and Coloured professional instructional staff has substantially increased, serious disproportionality in terms of national demographics still remains.
- 2014 data indicated that 43% of academic staff at universities hold doctoral degrees and there is consensus across the system that this must be improved.
- The research output of universities has dramatically increased. It is however not clear what the patterns are in respect of who is producing research, and to what extent is there equitable participation in research production.

A general observation that can be drawn from the analysis is that while the university system has become more successful overall in terms of key areas such as access, undergraduate student success,

postgraduate student success, and in terms of its ability to generate research, a more worrying picture emerges when questions such as who is gaining access, who is succeeding and in what, who is employed at universities and who is conducting and producing research are asked.

Questions are also asked about the quality and the impact of research that is being produced, and the role that predatory publishing is playing in the environment.

The Summit Declaration, which represented the synthesis of the discussions held at the Summit, and the direct responses that are required to them, resolved that the following issues must be addressed in the medium term:

- Flexible curriculum pathways and improved use of data analytics are two important vehicles for addressing student success.
- Research and dialogue on curriculum transformation must be supported, and resources allocated to enable re-curriculation and curriculum development processes. There should be an increasing focus on curriculum development initiatives, which examine new and alternative contents and pedagogies which are relevant to the South African context.
- The sector should build on the nationally coordinated programme to enable accelerated capacity development, greater representation and improved retention of blacks and women in the academic workforce, professoriate, and university management and governance structures.

This Ministerial Statement reflects a national response to contribute to addressing these issues through the introduction of the University Capacity Development Grant and the University Capacity Development Programme.

The University Capacity Development Grant (UCDG) represents both a consolidation and extension of the functions that were served by the Teaching Development Grant (TDG) and the Research Development Grant (RDG), two previous earmarked grants that have been part of the State's university funding framework for several years.

In addition to the need for an increased focus on transformational imperatives, the UCDG is being introduced:
- to further advance the gains that have been enabled through the TDG and the RDG.
- To ensure that the overlap areas that existed between the TDG and RDG will be more efficiently addressed to avoid duplication and wastage of resources.
- To enable other areas of university development to be supported that have hitherto been neglected.
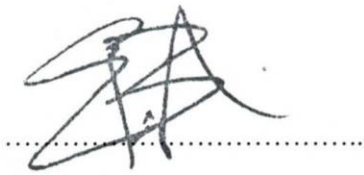
This ministerial statement signals an important shift from the way previous statements on the TDG and the RDG were presented. The funds made available through the UCDG are intended to contribute towards the implementation of a comprehensive programme that is DHET's primary vehicle to drive transformation in the sector. The University Capacity Development Programme (UCDP) will enable an integrated and holistic approach to student development, staff development, programme development and curriculum development in the university sector, partly supported by the UCDG, but supported by other DHET and institutional resources as well. It is essential that resources across the system are drawn on in a coordinated fashion to address the transformation challenges that confront the system.

The implementation of the UCDP will also benefit from partnerships that can be established with other organisations who are interested and willing to contribute to transforming the sector. I encourage interested parties to work with DHET in this regard, and to bring their resources to bear in ways that maximise systemic impact and minimize duplication.

Each university is required to develop a 3-year University Capacity Development Plan (2018-2020) based on the guidelines provided in this document, and to submit the Plan to the Department for consideration. The ability of the Plans to advance transformation in the sector will be a key criteria for evaluation.

It is important that we have a clear sense of how we have progressed as a system, and what we still need to do to ensure high and equitable levels of participation and success across the system. The UCDP therefore includes a clear accountability framework with targets against which progress in transforming the sector over a period of 9 years (3 cycles of UCD Plans) will be tracked.

I am confident that if we all work together towards the common goal of contributing to university transformation through a focus on student development, staff development, programme and curriculum development, we can make significant progress over the next few years.

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Dr BE Nzimande (MP)
Minister of Higher Education and Training
Date: 31/03/2017

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Abbreviations and acronyms

CHE	Council on Higher Education
DHET	Department of Higher Education and Training
EASCEP	Existing Academic Staff Capacity Enhancement Programme
HELMP	Higher Education Leadership and Management Programme
HELTASA	Higher Education Teaching and Learning South Africa
ICT	Information and Communication Technology
NESP	Nurturing Emerging Scholars Programme
nGAP	New Generation of Academics Programme
TDG	Teaching Development Grant
PGDip	Postgraduate Diploma
PhD	Doctor of Philosophy
RDG	Research Development Grant
SSEP	Supplementary Staff Employment Programme
SSAUF	'Staffing South Africa's Universities' Framework
SSAUF - DP	'Staffing South Africa's Universities' Framework Development Programme
UCDG	University Capacity Development Grant
UCDP	University Capacity Development Programme
USAf	Universities South Africa

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Section 1

The nature and purpose of the University Capacity Development Grant

1.1 The University Capacity Development Grant (UCDG) is a new earmarked grant and forms part of the funding mechanism that the state uses to allocate funding to public universities.

1.2 The UCDG is a steering mechanism, used to steer the system in the direction of good practice and ongoing capacity development and towards the achievement of specific objectives in its areas of focus.

1.3 The UCDG is meant to be catalytic, as much as this is possible in a constrained fiscal environment. It is intended to provide the resources that enable universities to take some risks and embark on activities that innovate, that test, that seed, with the intention that those activities that prove their worth in terms of the positive impact they have on university functioning, and the rewards they bring in terms of enhanced performance are taken up as a regular part of the functioning of the university, funded through regular block grant funds rather than earmarked fund sources.

1.4 The UCDG is meant to be transformational. It should assist to support initiatives where relatively rapid and large-scale change is needed.

1.5 The main purpose of the UCDG is to provide a development resource that contributes to addressing transformation imperatives in the university system to enable:

- High levels of success for undergraduate and postgraduate students[1].
- The creation of an academic development pipeline that enables the recruitment of adequate numbers of new academics in ways that transform the academic workforce and that provides for quality research development and teaching development opportunities for academic and professional staff along the full career trajectory from recruitment to retirement.
- Development opportunities for other professional staff in universities including management staff that lead key portfolios and professionals that manage specific programmes (such as the earmarked grants that support delivery of the academic enterprise).
- The development of new academic programmes that are of strategic importance and are national priorities.
- The review and renewal of curricula to enable responsiveness to transformation imperatives in higher education.

1.6 These imperatives will be tackled holistically through a University Capacity Development Programme (UCDP), and the UCDG will be part of the resources required to enable implementation of the programme.

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[1] The Council on Higher Education's Quality Enhancement Project operationally defines student success as 'Enhanced student learning with a view to increasing the number of graduates with attributes that are personally, professionally and socially valuable'.

Section 2

Principles underpinning the University Capacity Development Programme

2.1 The UCDP is meant to be <u>transformative</u>. It must work to disrupt and transform apartheid era student and staff participation and success patterns at universities, and to contribute to the development of universities as institutions that reflect and nurture South African and African identity and diversity in a global context.

2.2 The UCDP operates at the <u>nexus of quality, equity and success</u> in universities, viewing these as non-competing imperatives that all need to be addressed at the same time.
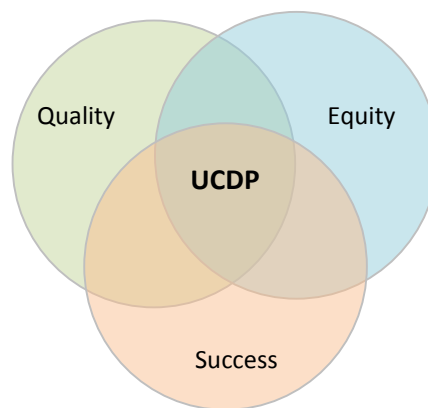
Figure 1: The UCDP operates at the nexus of quality, equity and success.

2.3 The UCDP is <u>people-focused</u>. It is intended to develop the capacity of students, academics, managers and leaders to be more successful in the system, in terms of the core reasons why they are participating and/or in terms of the functions they are performing in the system.

2.4 The UCDP is focused both on <u>access and success</u>. Student access must be accompanied by high chances of success for all students at undergraduate and at postgraduate level.

2.5 The UCDP views <u>research development and teaching development as non-competing imperatives</u>. Both are vital for the success of the higher education system and the development of both areas must be promoted. Quality teaching and learning is vital to address ongoing access and success challenges, and for developing new generations of researchers. Research development is as much about enhancing the quality as it is about increasing the quantity of research produced in in the university system. Promoting a scholarship of teaching and learning is one example of a vital intersection between teaching and research.

2.6 <u>Curriculum is at the heart of the academic enterprise</u> and is the main site of engagement between lecturers and students in an academic environment. The UCDP recognizes that the curriculum is contested and that its construction is characterized by conflict and choice which has the potential to privilege and marginalize. At this point in South Africa's history, curriculum transformation is an imperative that must be supported to enable review of curricula in terms of the worldviews they project and those that have been silenced, social justice imperatives, as well as in regard to
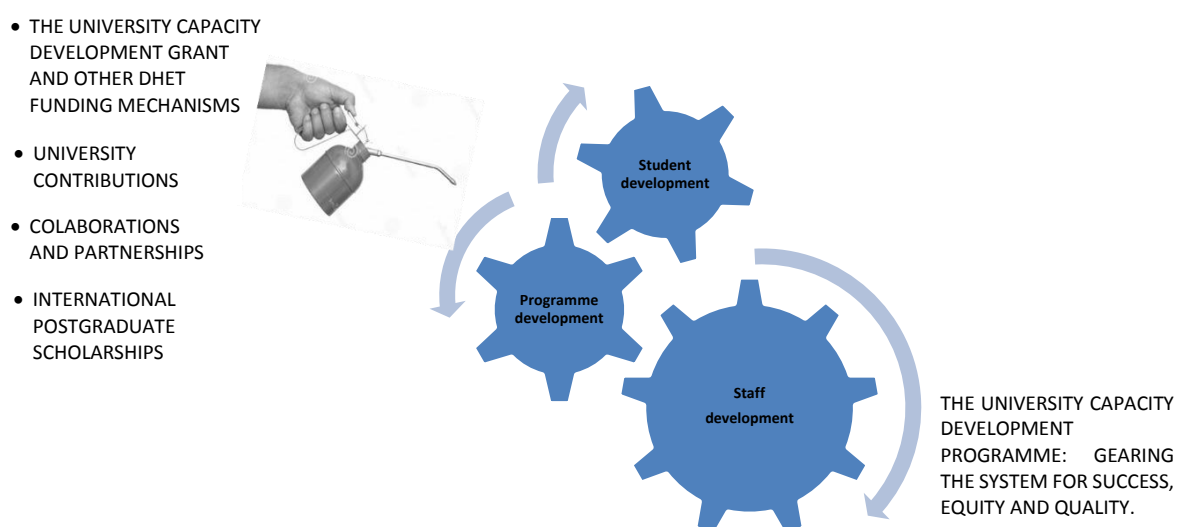
imperatives that speak to relevance and the ability of graduates to participate meaningfully in society, including through useful work.

2.7 The UCDP proposes an <u>integrated approach to capacity development</u> at universities, and is intended to enable universities to work across the boundaries that separate student development, staff development and programme/curriculum development.

2.8 The UCDP must enable both <u>national and institutional development priorities</u> to be addressed.

Section 3
The nature of the University Capacity Development Programme

- THE UNIVERSITY CAPACITY DEVELOPMENT GRANT AND OTHER DHET FUNDING MECHANISMS
- UNIVERSITY CONTRIBUTIONS
- COLABORATIONS AND PARTNERSHIPS
- INTERNATIONAL POSTGRADUATE SCHOLARSHIPS

Student development

Programme development

Staff development

THE UNIVERSITY CAPACITY DEVELOPMENT PROGRAMME: GEARING THE SYSTEM FOR SUCCESS, EQUITY AND QUALITY.

Figure 2: The UCDP and resources to enable its implementation

3.1 The UCDP is intended to enable an integrated approach to capacity development across three focus areas, namely student development; staff development and programme/curriculum development.

3.2 The implementation of the UCDP is bigger than what can be enabled through the UCDG allocation to universities. The implementation of the UCDP will be supported through:

- The University Capacity Development Grant;
- Other DHET earmarked grants that contribute to addressing the development imperatives outlined for the UCDP, for example the Foundation Provisioning Grant, the Historically-Disadvantaged Institutions Grant;
- The funds and resources that universities can contribute to addressing these imperatives, e.g. from DHET block grant allocations and other funding sources;
- Collaborations and partnerships that the DHET and universities will establish with local and international partners, for example philanthropies, foundations, partner countries, other government departments, the National Skills Fund, Sector Education and Training Authorities, business and other organisations who are interested in supporting the development of university education in South Africa;

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- Strategically using the DHET's international postgraduate scholarship programme partnerships to provide international development opportunities for potential and early career academics.

Section 4
A UCDP view of student development

4.1 For the purposes of the UCDP, student development is understood to encompass activities and initiatives that provide teaching and learning focused academic; life skills and psycho-social support to undergraduate and postgraduate students with the aim of enhancing their chances of success in their university studies, understanding that student success is also heavily dependent on addressing the life/logistic[2] challenges that students face.

4.2 The UCDP seeks to support a structured approach to student development that relies on a number of pillars to be in place, the last of which is the range of student support initiatives that are possible.

4.3 The diagram below summarises this approach:
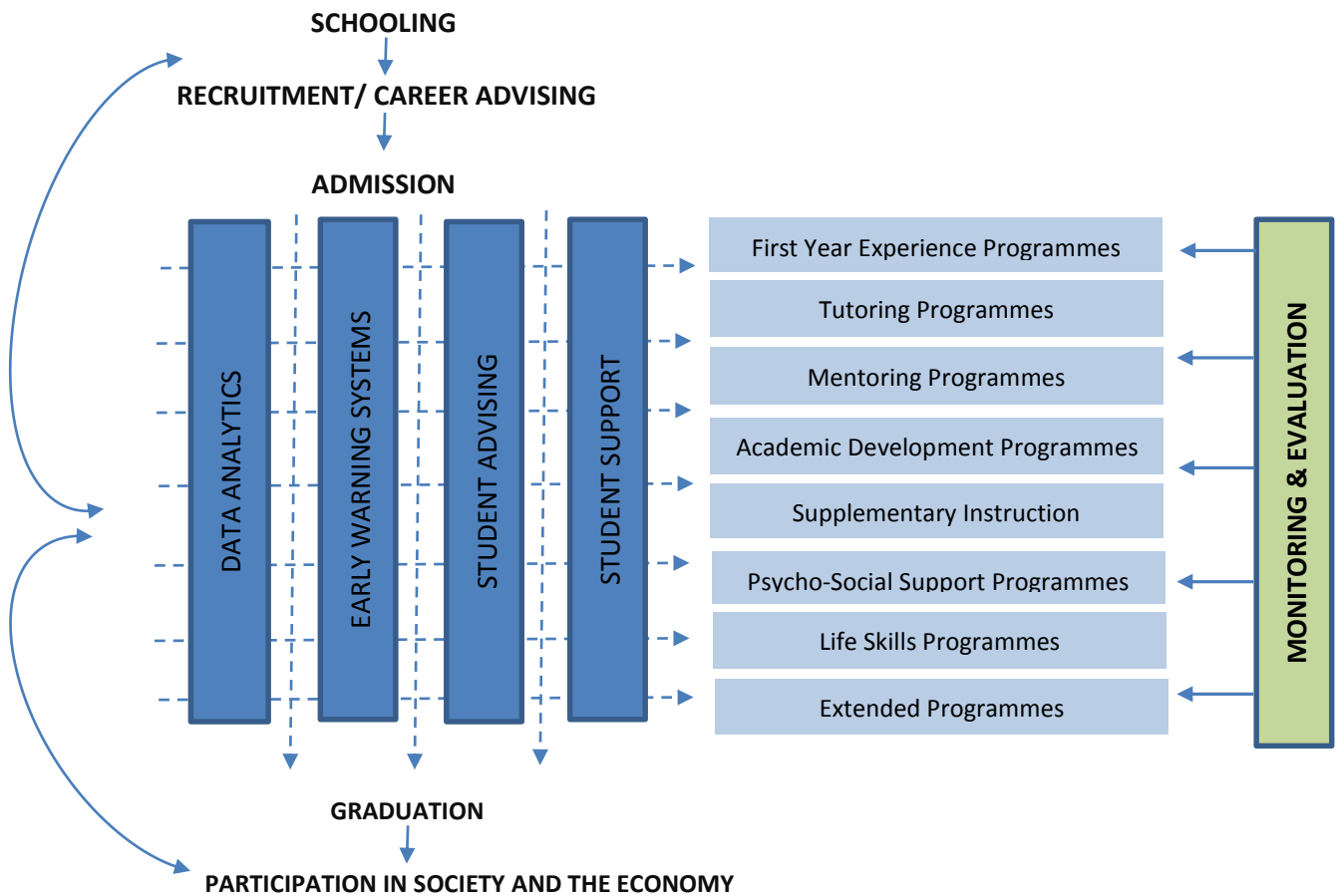
Figure 3: The UCDP seeks to support a structured, integrated approach to improving student success

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[2] Life/logistic issues include aspects such as whether the student has access to adequate funding, well-founded accommodation, food security, transport, access to learning support materials, child support and such like. Whilst funding from the UCDG cannot cover life/logistic support needs, a comprehensive approach to student support would involve advising students on how these needs can be addressed, and directing them to the resources that can assist.

4.4 Strong data analytic capacity must be in place to enable universities to analyse, plan and predict from quantitative and qualitative data. Data analytics draws from data on students before they enter the system, as they participate in the system, and when they leave the system and participate in society and the economy.

4.5 The predictive potential of data analytics enables the development of early warning systems that allow early identification of students that may be at risk of failure.

4.6 An effective advising system draws on the information from early warning systems and other student data to direct students to appropriate student support activities.

4.7 The planning and predictive potential enabled through effective data analytics and the referring capacity afforded by strong advising systems allows institutions to set up and direct students to an integrated package of student support activities that have the potential to address diverse student development needs and enhance their chances of success in the system.

4.8 The range of student support initiatives that universities have implemented that have been shown to contribute to improved student success include the following:

- First Year Experience Programmes
- Tutoring Programmes
- Mentoring Programmes
- Academic Development Programmes
- Supplementary Instruction Programmes
- Psycho-Social Support Programmes
- Life Skills Programmes
- Extended Programmes (Foundation Provision)

These are examples - other successful initiatives exist and it is expected that more will be developed and tested as part of the implementation of the University Capacity Development Programme.

Section 5
A UCDP view of staff development[3]

5.1 For the purposes of the UCDP, staff development activities are activities that enable the development of university academic and professional staff in the range of roles including teaching, researching, leading, managing and administering.

5.2 Staff development activities in the UCDP are implemented as part of the 'Staffing South Africa's Universities' Framework (SSAUF) which was approved by Minister Nzimande in January 2015. Whilst most of these activities must be driven by universities, some will be coordinated at the national level.

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[3] This section should be read in conjunction with the ministerialy-approved '*Staffing South Africa's Universities' Framework* document.

5.3 The SSAUF consists of four core programmes linked to the academic/professional staff development pathway, and two cross-cutting support programmes as follows:

5.4 The *Nurturing Emerging Scholars Programme (NESP)* is a core programme that must identify students who demonstrate academic ability at senior undergraduate or early postgraduate levels who show some interest in an academic career, and who might be lost to the system unless structured, attractive prospects and opportunities are available and active recruitment efforts undertaken. These students must be actively recruited for positions as tutors, mentors, supplemental instructors, and such student-focused development activities supported by the UCDG. As part of their appointment in these positions, the students should be exposed to academic career opportunities and must benefit from appropriate role-suited teaching and research development activities, in an effort to position them to apply for academic positions as they become available, including those that become available through the New Generation of Academics Programme (nGAP) described below. The NESP will be managed at institutional level.

5.5 The *New Generation of Academics Programme (nGAP)* is a core programme that must recruit and develop new academics against carefully designed and balanced equity considerations and in light of the disciplinary areas of greatest need, drawing from promising current senior postgraduate students and high-performing past graduates who hold appropriate post-graduate degrees and who have ambitions to become, or can be attracted to become academics. The nGAP is a national programme that will be jointly managed by the DHET and the university at which nGAP lecturers are employed, in line with prescripts contained in the ministerialy-approved SSAUF document, and prevailing nGAP policies.

5.6 The *Existing Academic Staff Capacity Enhancement Programme (EASCEP)* is a core programme that will support the development of existing and newly-recruited academics with respect to the development of teaching capacity and research capacity. The achievement of PhD degrees for staff who do not hold these must be prioritized and vigorously supported through this programme. The EASCEP will be managed at institutional level.

5.7 EASCEP activities can be teaching and/or research development focused and the beneficiaries must be existing staff members at the university.

5.8 Examples[4] of research development and teaching development activities that could be implemented through this programme include the following:
   • Support for staff members to complete masters, doctoral and postdoctoral studies in their disciplinary areas.
   • Development of teaching capacity, curriculum development capacity, material development capacity, supervisory capacity, research capacity and leadership and management capacity through enrolment on formal courses and programmes (qualification programmes, credit bearing short courses etc.) and through participation in non-formal courses and programmes (workshops, seminars etc.).

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[4] This is not an exclusive list and merely represents a set of examples. The UCDG is meant to be used innovatively and responsively in context. A national picture is presented which might not completely capture individual university development initiatives. Individual universities are welcome to reflect these in the plans they submit for consideration by the Department, and make an argument for their consideration as a staff development activity.

- Developments in understandings of student learning, and the affordances of teaching and learning-related technologies and modalities have resulted in the need for continual updating and retraining of academics in their use and role in programme delivery. The inclusion, for piloting, of new technologies for teaching and learning purposes tied to staff development, is considered to be a development imperative that can be supported as part of the UCDP. The purchase of equipment that will enable new teaching and learning-related technologies and modalities to be piloted and developed will also be considered for support through this component of the UCDG, noting that provision is made for large-scale acquisition of equipment through the infrastructure and efficiency grant, and for regular purchases of equipment through block grant allocations.
- Recognizing excellence in research and in teaching.
- Nurturing a scholarship of teaching and learning.
- Academic exchange and mobility programmes.
- Seed research grants that are allocated to individuals and are intended to initiate and/or support the further progression of the individual on a <u>research development</u> trajectory.
- Topping up of NRF developmental grants (e.g. Thuthuka and Y-Rated Awards) that are intended to initiate and/or support the further progression of academics on a <u>research development</u> trajectory.
- A contribution to the costs of participation of existing staff on a post-doctoral programme.

5.9 The *Higher Education Leadership and Management Programme (HELMP)* is a core programme that focuses on the development of university staff who are in leadership and management positions at universities, or who show potential and interest to pursue a career in university leadership and management. This includes leadership in professional areas such as teaching and learning, research management, student support, intuitional research, student counselling etc. The HELMP could also include a student leadership component. The HELMP is a national programme that will be implemented by Universities South Africa (USAf) as part of the UCDP, in partnership with all the public universities and with DHET.

5.10   The *Supplementary Staff Employment Programme (SSEP)* is a cross-cutting support programme that will enable universities to recruit specific skills on a needs basis, on a temporary basis, to support development initiatives- for example to provide leadership when introducing a new programme, to recruit local or international expertise to catalyse and stimulate development in a particular area, to draw on expertise that may reside in industry to inform university programmes, to provide staff mentoring capacity, to provide release time for staff who are being supported to complete formal qualifications and so on. The SSEP will be managed at university level.

5.11   The *Staffing South Africa's Universities Development Programme (SSAU-DP)* cuts across the core programmes and addresses teaching development, research development and professional development needs in other programmes. UCDP Plans will put forward the development activities proposed by universities and these will collectively form the SSAU-DP development activities (formal and informal) that are available for UCDG-supported staff development activities in a given UCDG cycle.
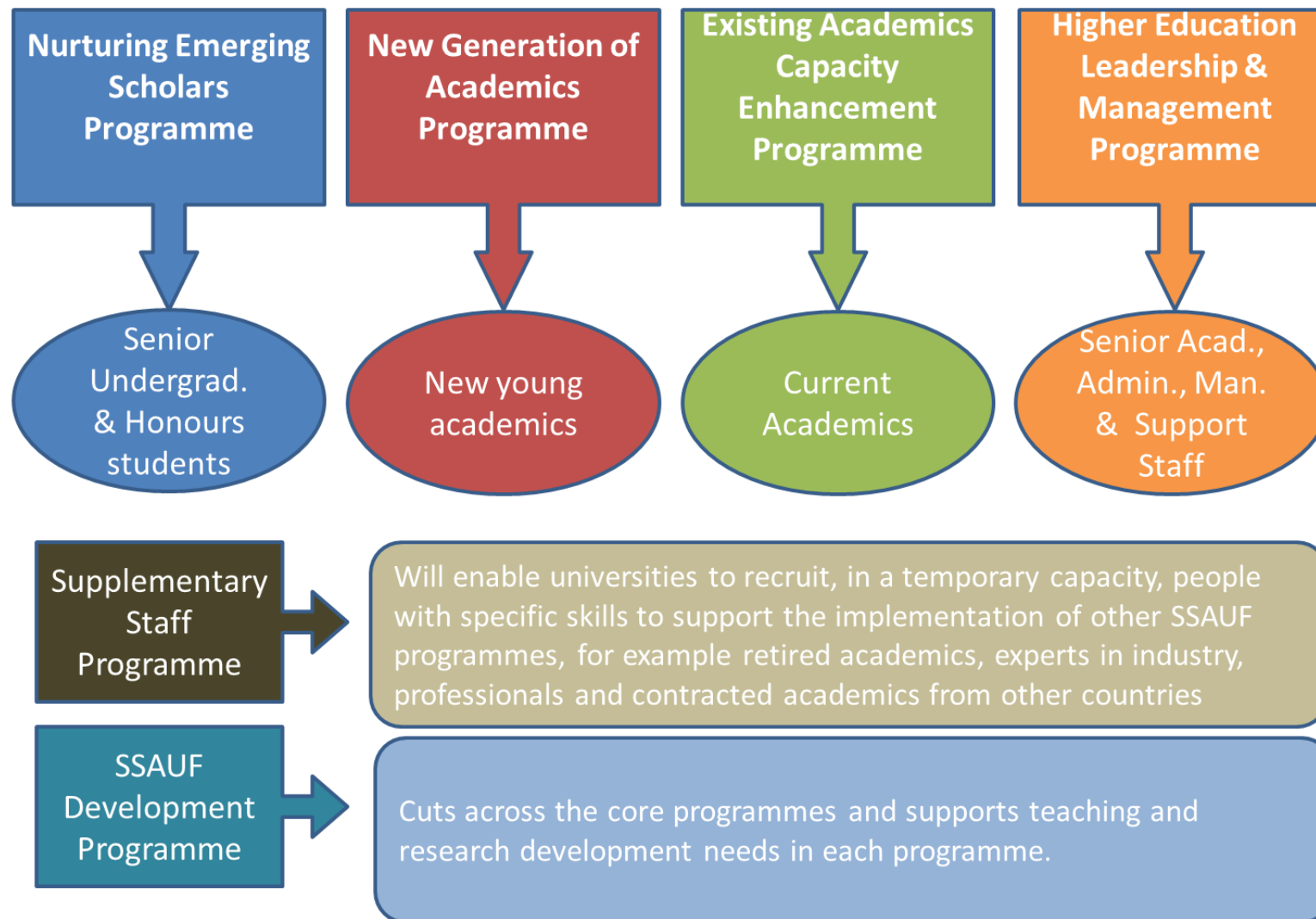
Figure 4: The SSAUF is the vehicle through which the staff development initiatives of the UCDP are implemented.

5.12 The SSAUF will enable research development, teaching development, and professional development in a variety of other higher education roles to enable staff who are supported through activities implemented through the framework to become stronger teachers, stronger researchers, and stronger higher education leaders and managers.

5.13 In effect, the SSAUF, through its six programmes, supports the range of staff development activities that were supported by the TDG and the RDG, and extends support to enable the development of professional staff in other portfolios that directly support the delivery of the academic programme.

Section 6
UCDP support for curriculum transformation and programme development

6.1 Curriculum transformation

The relevance of higher education curricula across all fields has been brought into sharp focus in the recent student protests, and was one of the key themes highlighted at the Second National Higher Education Transformation Summit. This extends beyond the content of the curriculum to other aspects of curriculum such as pedagogy and assessment. Calls for curriculum transformation have been expressed in various ways, for example as decolonizing the curriculum, advancing epistemological diversity, advancing a post-apartheid knowledge agenda, developing responsive and relevant curricula, curriculum contextualization, course design for student success and so on. Deep interrogation of curriculum that leads to transformed and innovative curricula requires resources for it to happen effectively. It is proposed that this be the focus of the programme development component of each university's UCDP Plan for the first three years, and that an adequate portion up to 5% of the university's UCDG should be allocated for this. This aligns directly with the focus for phase 2 of the CHE's Quality Enhancement Project, and university participation in phase 2 of the QEP can draw on UCDP resources in this regard.

6.2 New programme development

New disciplinary areas that will contribute to the development of the country are regularly identified, but it is often a struggle to get the programmes established in the university system because of the resources required to initiate their development. The UCDP will enable the development of programmes in areas that have been identified to be regional and/or national priorities. Activities will be led as collaborative national projects that will be part-funded through the collaborative component of the UCDP (See section 7 below). The UCDP contribution will be focused on aspects aligned to its goals. The projects will also seek to draw on the contribution of a range of stakeholders who will benefit from the establishment of the programme.

Section 7
UCDP collaborations and partnerships

7.1 The UCDP provides the opportunity for collaborative development activities to be undertaken.

7.2 A collaboration fund will be maintained at national level and the DHET will strategically direct the fund to implement priority national projects that will build the capacity of the university system.

7.3 The collaboration fund will be used to lever partnerships that enable additional resources to be available to support the implementation of the University Capacity Development Programme. It will provide a facility that enables the DHET to partner with other role-players who are contributing or wanting to contribute to specific areas of university capacity development targeted by the UCDP, with the view that combining resources can assist to maximize impact.

7.4 The following partnerships have already been established:

Research development partnerships:
• A partnership with the National Research Foundation (NRF) whereby the NRF allocates research support grants to every PhD nGAP lecturer to enable them to undertake the initial stages of their research and to position themselves for application for research support grants through the regular NRF channels.
• A partnership with the National Skills Fund (NSF) and the NRF to establish 6 research chairs focused on areas of post-school education and training, using the platform provided by the South African Research Chairs Initiative.

Mobility opportunity partnerships:
• A partnership with the Newton Fund to provide mobility opportunities for nGAP lecturers in the United Kingdom, on a 50-50 cost-sharing basis. The Newton Fund allocates an amount to each successful nGAP lecturer applicant, and this is complemented by a matched DHET allocation from the collaboration fund to enable a 2 – 3 month mobility opportunity.

Leadership and management development partnerships:
• A partnership with Nelson Mandela Metropolitan University and Bath University whereby 54 emerging university leaders and managers are being supported to undertake a Doctorate in Business Administration. Bath University has enabled a reduced registration and tuition fee which is covered by a DHET allocation from the collaboration fund.

Partnerships to develop capacity in a field or discipline
• A partnership with the European Union is enabling substantial funding to be allocated to universities to develop teacher education capacity in the areas of early childhood education and care, primary education, inclusive and special needs education and college lecturer education.
• A partnership with the Royal Academy of Engineering to support development activities at universities to strengthen engineering education. The Royal Academy of Engineering and the DHET have contributed matching amounts for grants to enable initiatives to strengthen engineering education to be implemented.

International postgraduate scholarship opportunities
- The DHET has a number of structured international scholarship programme partnerships in place with several countries including China, Russia, Chile, Hungary, and is seeking to establish further partnerships.
- Increased efforts will be made to enable some of the scholarship opportunities to be taken up by potential and early-career academics and other professionals in the post-school education and training environment.

7.5 The DHET will continue to actively seek partnerships to support the implementation of the UCDP and the achievement of its goals, including further opportunities in the areas given as examples above, but also in other areas, for example:

- Partnerships that enable the number of nGAP lecturer posts available each year to be increased.
- Partnerships that support specific aspects of the nGAP and the SSAUF.
- International scholarship opportunities that enable university staff to complete qualifications abroad or that enable them to undertake short-term mobility opportunities abroad with the purpose of professional development and/or establishing research and/or teaching partnerships.
- Partnerships that support the development of a more representative professoriate and leadership cadre for South African universities.
- Support for the introduction of joint degree programmes (as policy emerges that makes this possible) that will enable increased supervisory capacity in South Africa.
- Partnerships that support student success initiatives, including the development of data analytic capacity, early warning systems, advising systems, mentoring systems etc.
- Partnerships that create resources that can be used across the system to promote the goals of the UCDP.

Section 8
The UCDP fund allocation model

8.1 Seventy percent (70%) of the UCDG allocation for each year of the three-year UCDP will be allocated to universities, using an appropriate share allocation model that draws on the experience of implementing the TDG and RDG. Thirty percent (30%) of the UCDG yearly allocation will be used to enable the implementation of national projects.

8.2 Universities are required to use the allocation model below to distribute the UCDG funds that they receive to address the range of UCDP development imperatives.

Table 1: The fund allocation model for the 70% allocated for university-managed UCDP activities

Activity Focus	% Allocation
Student Development	**20% - 50%**
Staff Development	**20% - 70%**
• Nurturing Emerging Scholars Programme (NESP)	≤5%
• Existing Staff Capacity Enhancement Programme (ESCEP)	
✓ Teaching Development	20% - 50%
✓ Research Development	20% - 50%
• Supplementary Staff Employment Programme (SSEP)	≤5%
Curriculum Transformation	**≤5%**
Management of the UCDG/P[5]	**≤5%**

8.3 The funds allocated for nationally-led activities will be distributed as follows.

Table 2: The fund allocation model for the 30% allocated to nationally-coordinated programmes

New Generation of Academics Programme (nGAP)[6]	83%
Higher Education Leadership and Management Programme (HELMP)	3%
Collaborative development activities	14%
Total	**100%**

Section 9
Phasing out the Teaching Development Grant and the Research Development Grant

9.1 The period 1 April 2017 to 31 December 2017 will be treated as a TDG/RDG phase-out period. As this represents a period of 9 months (3/4 of a financial year); 75% of the TDG and RDG allocation for 2017/18 will be allocated to enable universities to smoothly phasing out the two grants. Allocations will be made using the existing allocation model, and the amounts that each university has been allocated is communicated in the Ministerial Statement on University Funding: 2017/18 and 2018/19.

9.2 Universities will develop a TDG and RDG Phase-out Plan to cover the 9 month period, and 25**%** of the phase-out funds to support the implementation of these plans will be transferred to universities as soon as possible after 1 April 2017.

9.3 The current TDG and RDG Plans comes to an end on 31 March 2017 and final progress reports must be submitted by universities by 31 May 2017.

9.4 The remaining phase-out funds will paid to universities as soon as possible after TDG and RDG 2016/17 progress and external audit reports have been received, reviewed and approved. The amount that will be transferred will be dependent on the amount of unspent funds remaining from the university's 2016/17 allocation, as reflected in the external audit report.

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[5] Good management capacity is needed to manage the UCDG/P. A maximum of 5% of UCDG funds allocated to universities can be used to cover some of the costs associated with managing the grant and programme.

[6] This will enable 100 nGAP posts (approx. R2.36m per post in the first year) to be allocated each year – the minimum that the Medium Term Strategic Framework (MTSF) 2014-2019 requires of the system.

Section 10
Introducing the University Capacity Development Programme 2018-2020

10.1 The UCDP will be introduced for the first time at the start of the 2018 academic year, and will be aligned with the academic year.

10.2 Universities are required to develop a three-year (2018 to 2020) University Capacity Development Plan (UCD Plan) utilising the standard template made available by the DHET. The template will enable planning across the focus areas of the UCDP, thus enabling an integrated approach to university capacity development.

10.3 UCD Plans must be submitted to the DHET by 31 August 2017. The plans will be reviewed by a DHET-convened review team, and feedback will be provided on technical issues for universities to revise where necessary.

10.4 UCD Plans will be reviewed based on the following criteria:

- The UCD Plan must be aligned to institutional strategic plans.
- The UCD Plan should have clear targets to be achieved over the three years, aligned to institutional and national targets.
- UCD Plans must be evidence based, and data-informed.
- UCD Plans must be coherent with activities working together towards the achievement of targets.
- UCD Plans must be cost-effective, efficient and must be supported by a detailed, activity-based, itemised budget.
- UCD Plans must indicate the extent to which appropriate structures (staff, physical resources, systems, processes) are in place, or will be put in place at the university to enable successful implementation of the Plan.

10.5 Plans are expected to be finalised and approved by the Director-General by 30 November 2017 to enable their implementation from January 2018.

10.6 The amount that each university will receive as a UCDG for 2018 will be confirmed in the Ministerial Statement on University Funding: 2018/19 and 2019/20. The allocation to each university will be based on the new UCDG allocation model. This will be the case for all allocations from this point onward.

10.7 Twenty five percent (25%) of the 2018 UCDG will be allocated to universities in January 2018 to enable the implementation of the first UCD Plan from January 2018. These funds will be transferred to universities by 15 January 2018 on the basis of approved UCD Plans being in place.

10.8 TDG and RDG 2017 close-out progress reports must be submitted by 28 February 2018.

10.9 The remaining 75% of the 2018 UCDG will paid to universities as soon as possible after TDG and RDG 2017 close-out progress report and external audit report have been received, reviewed and

approved. The amount that will be transferred will be dependent on the amount of unspent funds remaining from the university's 2017 allocation, as reflected in the external audit report.

Section 11
Expectations regarding fund management, reporting, external auditing, monitoring and evaluation and treatment of interest

11.1 UCDG funds that are allocated to universities must be held in an interest-bearing account, and the interest that is earned must be declared in the annual external audit report.

11.2 The interest may be used to:

- Cover or top-up management costs.
- Cover the costs of the mandatory monitoring and evaluation programme that must accompany the implementation of the university's 3 year UCD Plan so that its impact can be assessed over the duration of the programme, and reported on at the end of the three years of implementation.
- Be directed towards activities aligned to the university's approved UCDP Pan.

11.3 Universities will need to report on how the interest was used over the three years of the programme.

11.4 UCDG funds must be managed through a separate cost centre.

11.5 Universities are expected to prepare and submit a narrative progress and expenditure report and an external audit report at the end of each year.

11.6 The narrative and expenditure reports must be submitted on a standard template that the DHET will provide.

11.7 External audits must be conducted in compliance with the following requirements:

- A full audit of the grant must be conducted at the end of each implementation year.
- The audit must be based on the approved UCD Plan, and must confirm that the funds have been used to implement the approved plan and in alignment with the approved budget.
- The audit must also confirm the expenditure for the year, commitments[7] incurred in the year that still need to be honoured, and unspent funds that remain after all expenditure and commitments have been accounted for.

11.8 This means that the narrative annual progress report submitted by the university at the end of each year, the expenditure report and the external audit report for the year must be the same in terms of expenditure reporting.

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[7] Commitments are unambiguously defined as expenses for <u>services that have already been rendered,</u> but for which payment must still be made. Proof that the service has been rendered must be submitted (invoice).

11.9 The narrative expenditure report, the financial expenditure report and the external audit report must clearly state the income received from the DHET for the year, total verified expenditure, commitments and balance remaining, and the interest earned on transferred funds.

11.10 Universities are expected to submit high quality reports. Low quality reports or reports that are incomplete will be returned for correction. This will cause delays in approval of the report, and so delay the next fund transfer. This will impact negatively on the implementation of activities and must be avoided.

11.11 Unspent funds from a previous year will be withheld from the next year's allocation.

Section 12
The relationship between the UCDP and other DHET earmarked grants for university development

12.1 The DHET allocates a range of earmarked grants to support development in/of universities. The grants are meant to complement each other, and in combination should work together to strengthen university operations. It is particularly important that the grants do not unnecessarily duplicate the kind of support that they enable, so that the range of development needs are addressed.

12.2 The main purpose of the Foundation Provision Grant is to improve the academic performance of those first-time entering undergraduate students, who already comply with the minimum requirements to enroll for a particular university qualification, and who have already enrolled for that qualification, but who are at risk of failing or dropping out. Such students are placed on Ministerial approved extended curriculum programmes, which are in most cases one year longer than the regular qualification. Most Foundation Programmes use tutors and adjunct lecturers to assist with the delivery of the programmes, including in the academic development component of the programmes. The funding allocated through the Foundation Provisioning Grant is meant to cover the costs of extended delivery, including staff costs. Therefore, whilst Foundation Provisioning is clearly a student development activity designed to contribute to improved student success, the UCDG must not be used for any activities related to Foundation Provisioning, as funds for these activities are already allocated through the Foundation Provisioning Grant.

12.3 The Infrastructure and Efficiency Grant represents DHET support for the development of large-scale infrastructure and the acquisition of equipment by universities. As there is a dedicated earmarked grant for this purpose, the UCDG cannot be used to develop infrastructure and to purchase equipment. Likewise, the UCDG cannot be used to purchase regular equipment to support teaching, learning and research that happens as part of the regular functioning of universities. This must be catered for through the block grant.

12.4 The overall purpose of the Historically Disadvantaged Institutions Development Grant (HDI-DG) is to enable HDI's to develop and implement systems that will lead to sustainable, financially stable institutions with a strengthened academic enterprise, and which are able to fully realize their potential in a differentiated higher education environment. It is likely that activities that the eight HDIs choose to implement through the HDI-DG will overlap with/complement activities that can

be supported through use of the other earmarked grants. This is because the HDI-DG is wide-ranging and meant to strengthen HDIs in areas that the institution identifies for attention. For this reason, in reporting on the use of earmarked grants, clear delineation must be made regarding which funds have been used to support which activities, and the same activity must not be reported on across grant categories.

Section 13
University Capacity Development Grant exclusions

13.1 The UCDG <u>cannot be used to fund</u>:

- Normal costs of programme and course design and delivery.
- General infrastructure and equipment.
- Appointment of regular teaching, administration and technical staff, except in the case of contract staff[8] to support teaching, learning and research development activities, and in the case of appointment of tutors and mentors. Plans should be put in place to employ people contracted in this way permanently on the university establishment, using university funds as these become available.
- General research projects.
- Payment for researchers employed/paid to do research to boost the research profile of the university.
- Any activities that should be funded as part of the university's core business costs.
- Monetary incentives to students and staff for participation in the projects.

13.2 The exclusions listed above are not exhaustive, and the evaluation and final approval of proposals will determine the appropriate projects and/or activities to be funded.

Section 14
An accountability framework for the UCDP

14.1 The UCDG is intended to support activities that will lead to transformative quantitative and qualitative improvements in university education.

14.2 This section describes an accountability framework for the UCDP comprising of selected participation, progression and completion metrics (indicators and targets) that the University Capacity Development Programme should contribute to improving, and which will be tracked over the next three cycles (9 years) of implementation of the UCDP ending in 2026.

14.3. Nineteen system-level participation, progression and completion indicators have been selected. It is also important to obtain a disaggregated picture of performance against each indicator to enable transformation in the sector to be monitored. The indicators clearly show the achievement gaps that exist across the range of groups that are profiled. The UCDP and other university initiatives must contribute to closing these achievement gaps. This means focusing on groups

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[8] UCDP plans work in three-year cycles, thus contracts would be a maximum of three years. Effort must be made to create permanent employment opportunities for the professionals working in this important area.

where achievement against the indicator is inequitable.

14.4 Projected targets for 2026 for most indicators are based on what was achieved from 2005 to 2015. The sector is expected to at least achieve a similar improvement trajectory, but in a shorter period of 9 years (2018-2026) compared to a period of 11 years (2005-2015).

Selected System-Level Participation Indicators

Indicator 1: Overall participation rate/gross enrolment ratio in higher education

Definition: The participation rate/ gross enrolment ratio is calculated by dividing the number of 20-24 year olds in the general South African population by the number of students enrolled in the higher education system.

Breakdown	2005 (%)	2015 (%)	Indicative target for 2026 (%)
1.1 Overall	15.9	18.6	-
1.2 Male	14.4	15.4	20
1.3 Female	17.4	21.7	-
1.4 African	11.6	15.6	20
1.5 Coloured	12.4	14.6	20
1.6 Indian	50.6	49.3	-
1.7 White	59.2	52.8	-

Indicator 2: First-time enrolment share in undergraduate programmes

Definition: The number of undergraduate headcount first-time enrolments of a specified group, expressed as a percentage of the total undergraduate headcount first-time enrolments.

Breakdown	2005		2015		Indicative target for 2026 (%)	2016 midyear popp. %[9]
	Number	%	Number	%		
2.1 Overall	135 293	-	171 930	-	-	-
2.2 Male	62 039	45.9	73 353	42.7	49	49
2.3 Female	73 253	54.1	98 576	57.3	51	51
2.4 African	84 979	62.8	126 734	73.7	80	80.7
2.5 Coloured	9 542	7	11 287	6.56	8	8.8
2.6 Indian	10 259	7.6	7 956	4.6	3	2.5
2.7 White	30 316	22.4	24 772	14.4	9	8.1
Popp. group not declared	197	-	1 181	-	-	-

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[9] The population share of each group as recorded in the Statistics South Africa mid-year population estimates for 2016 is provided to indicate what the ultimate goal must be if the indicator targets are to reflect the South African population profile.

Indicator 3: Participation rates in masters programmes

Definition: The number of masters headcount enrolments of a specified group, expressed as a percentage of the total masters headcount enrolments.

Breakdown	2005		2015		Indicative target for 2026 (%)	2016 midyear popp. %
	Number	%	Number	%		
3.1 Overall	44 321	100	55 546	100	-	-
3.2 Male	24 194	54.6	27 467	49.5	49	49
3.3 Female	20 127	45.4	28 077	50.5	51	51
3.4 African	20 317	45.8	30 931	55.7	70	80.7
3.5 Coloured	2 560	5.8	3 533	6.4	7	8.8
3.6 Indian	3 844	8.7	4 231	7.6	5	2.5
3.7 White	17 504	39.5	15 028	27.1	18	8.1
Popp. group not declared	96	-	1 823	-	-	-
3.8 South African	37 755	85.2	45 078	81.2	85	-
3.9 International	6 566	14.8	10 468	18.8	15	-

Indicator 4: **Participation rates in doctoral programmes**

Definition: The number of doctoral headcount enrolments of a specified group, expressed as a percentage of the total doctoral headcount enrolments.

Breakdown	2005		2015		Indicative target for 2026 (%)	2016 midyear popp. %
	Number	%	Number	%		
4.1 Overall	9 434	100	19 513	100	-	-
4.2 Male	5 529	58.6	10 862	55.7	49	49
4.3 Female	3 905	41.4	8 649	44.3	51	51
4.4 African	3 275	34.7	10 549	54.1	70	80.7
4.5 Coloured	572	6.1	967	5	7	8.8
4.6 Indian	754	8	1 420	7.3	5	2.5
4.7 White	4 811	51	5 777	29.6	18	8.1
Popp. group not declared	22	-	800	-	-	-
4.8 South African	7 098	75.2	11 788	60.4	80	-
4.9 International	2 336	24.8	7 725	39.6	20	-

Selected System-Level Undergraduate Progression and Completion Indicators[10]

Indicator 5: Undergraduate student success rate

Definition**:** Success rates are determined as follows: full-time equivalent (FTE) degree credits divided by FTE enrolments. These calculations, for a course, programme, for an institution as a whole or the university system as a whole, produce weighted average success rates for the course or group of courses.

Breakdown	2005 (%)	2015 (%)	Indicative target for 2026 (%)
5.1 Overall: All students	71.3	73.1	85
5.2 Overall: Distance students	56.7	66.3	85
5.3 Overall: Male students	67.9	69.3	85
5.4 Overall: Female students	73.9	78.6	85
5.5 Overall: African students	67.4	70.2	85
5.6 Overall: Coloured students	71.9	75.2	85
5.7 Overall: Indian students	72.0	78.5	85
5.8 Overall: White students	79.8	83.1	85

Indicator 6: First year dropout rate in 3 year contact undergraduate diplomas

Definition: The percentage of students in a specific 3 year diploma contact undergraduate intake cohort that exit the system after one year of study.

Breakdown	2005 (%)	2014 (%)	Indicative target for 2026 (%)
6.1 Overall	33.4	22.1	10
6.2 Overall male	35.0	24.2	10
6.3 Overall female	31.7	20.2	10
6.4 Overall African	33.9	22.3	10
6.5 Overall Coloured	34.0	24.9	10
6.6 Overall Indian	29.1	16.4	10
6.7 Overall White	30.7	21.2	10

Indicator 7: First year dropout rate in 3 year contact undergraduate degrees

Definition: The percentage of students in a specific 3 year degree contact undergraduate intake cohort that exit the system after one year of study.

Breakdown	2005 (%)	2014 (%)	Indicative target for 2026 (%)
7.1 Overall	20.7	17.0	10
7.2 Overall male	22.2	19.2	10
7.3 Overall female	19.4	15.4	10
7.4 Overall African	24.5	19.7	10
7.5 Overall Coloured	25.4	16.8	10
7.6 Overall Indian	20.7	12.1	10
7.7 Overall White	14.9	11.4	10

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[10] Source of data: HEMIS: Aggregated from audited data submitted by all the public universities.

Indicator 8: First year dropout rate in 3 year distance undergraduate degrees and diplomas

Definition: The percentage of students in a specific 3 year degrees and diploma distance undergraduate intake cohort that exit the system after one year of study.

Breakdown	2005 (%)	2014 (%)	Indicative target for 2026 (%)
8.1 Overall	52.3	31.2	20

Indicator 9: First year dropout rate in undergraduate degrees of 4 or more years duration

Definition: The percentage of students in a specific 4 or more years undergraduate degree intake cohort that exit the system after one year of study.

Breakdown	2005 (%)	2014 (20%)	Indicative target for 2026 (%)
9.1 Overall	17.0	16.1	12
9.2 Overall distance	31.9	30.1	20
.3 Overall male	18.8	17.7	10
9.4 Overall female	15.6	15.1	10
9.5 Overall African	21.5	19.2	10
9.6 Overall Coloured	18.7	15.7	10
9.7 Overall Indian	13.5	10.4	10
9.8 Overall White	11.5	9.1	10

Indicator 10: Throughput rate for 3 year contact undergraduate diplomas

Definition: The percentage of students in a specific 3 year contact undergraduate diploma intake cohort that graduate in 3 + 2 (5) years

Breakdown	2005 (%)	2011 (%)	Indicative target for 2026 (%)
10.1 Overall	33.3	40.6	50
10.2 Overall male	29.6	37.0	50
10.3 Overall female	37.0	43.9	50
10.4 Overall African	31.1	39.7	50
10.5 Overall Coloured	35.2	42.2	50
10.6 Overall Indian	37.5	46.5	50
10.7 Overall White	45.8	48.5	50

Indicator 11: Throughput rate for 3 year contact undergraduate degrees

Definition: The percentage of students in a specific 3 year contact undergraduate degree intake cohort that graduate in 3 + 2 (5) years.

Breakdown	2005 (%)	2011 (%)	Indicative target for 2026 (%)
11.1 Overall	46.2	48.9	60

11.2 Overall male	42.0	44.5	60
11.3 Overall female	49.7	52.1	60
11.4 Overall African	36.1	43.9	60
11.5 Overall Coloured	38.6	42.6	60
11.6 Overall Indian	42.3	48.9	60
11.7 Overall White	61.9	61.7	60

Indicator 12: Throughput rate for 3 year distance undergraduate degrees and diplomas

Definition: The percentage of students in a specific distance 3 year undergraduate degree and diploma intake cohort that graduate in 6 + 2 (8) years.

Breakdown	2005 (%)	2008 (%)	Indicative target for 2026 (%)
12.1 Overall distance	9.3	15.1	25

Indicator 13: Throughput rate for contact undergraduate degrees of 4 or more years duration

Definition: The percentage of students in a specific 4 or more years contact undergraduate degree intake cohort[11] that graduate in 4 + 2 (6) years.

Breakdown	2005 (%)	2010 (%)	Indicative target for 2026 (%)
13.1 Overall	53.2	56.2	75
13.2 Overall male	47.5	52.1	75
13.3 Overall female	56.3	57.6	75
13.4 Overall African	44.9	50.2	75
13.5 Overall Coloured	47.5	52.1	75
13.6 Overall Indian	54.0	64.3	75
13.7 Overall White	65.9	70.9	75

Indicator 14: Throughput rate for distance undergraduate degrees of 4 or more years duration

Definition: The percentage of distance students in a specific 4 or more years undergraduate degree intake cohort that graduate in 8 + 2 (10) years.

Breakdown	2005 (%)	2006 (%)	Indicative target for 2026 (%)
14.1 Overall distance	24.4	21.9	35

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[11] Inclusive of the MBCHB

Selected System-Level Postgraduate Progression and Completion Indicators[12]

Indicator 15: Graduate share in masters programmes

Definition: The number of masters graduates of a specified group, expressed as a percentage of the total masters graduates.

Breakdown	2005		2015		Indicative target for 2026 (%)	2016 midyear popp. %
	Number	%	Number	%		
15.1 Overall	8 022	100	11 936	100	-	-
15.2 Male	4 420	55.1	5 874	49.2	49	49
15.3 Female	3 602	44.9	6 062	50.8	51	51
15.4 African	2 685	33.5	5 635	47.2	70	80.7
15.5 Coloured	467	5.8	635	5.3	7	8.8
15.6 Indian	654	8.2	918	7.7	5	2.5
15.7 White	4 200	52.4	4 275	35.8	18	8.1
Popp. group not declared	16	-	473	-	-	-
15.8 South African	6 398	79.8	9 377	78.6	85	-
15.9 International	1 624	20.2	2 559	21.4	15	-

Indicator 16: Graduate share in doctoral programmes

Definition: The number of doctoral graduates of a specified group, expressed as a percentage of the total doctoral graduates.

Breakdown	2005		2015		Indicative target for 2026 (%)	2016 midyear popp. %
	Number	%	Number	%		
16.1 Overall	1 189	100	2 530	100	-	-
16.2 Male	665	55.9	1 412	55.8	49	49
16.3 Female	524	44.1	1 118	44.2	51	51
16.4 African	341	28.7	1 233	48.7	70	80.7
16.5 Coloured	68	5.7	121	4.8	7	8.8
16.6 Indian	83	6.7	197	7.8	5	2.5
16.7 White	695	58.5	909	35.9	18	8.1
Popp. group not declared	2	-	70	-	-	-
16.8 South African	877	73.8	1 529	60.4	80	-
16.9 International	312	26.2	1 001	39.6	20	-

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[12] The DHET is in the process of collecting data from universities as part of the regular HEMIS mechanisms that will allow the data to be used to conduct accurate cohort studies for postgraduate programmes. Once this is in place, dropout and throughput indicators for postgraduate programmes will also be used to track progress in the system.

Selected System-Level Staff Participation and Progression Indicators

Indicator 17: Permanent instructional/research staff demographic

Definition: The percentage of permanent instructional staff by gender and population group.

Breakdown	2005	2015	Indicative target for 2026 (%)	2016 midyear popp. %
17.1 Male	58.5	53.5	49	49
17.2 Female	41.5	46.5	51	51
17.3 African	23.6	34.9	60	80.7
17.4 Coloured	5.1	6.6	8	8.8
17.5 Indian	8.0	8.4	5	2.5
17.6 White	62.9	48.3	27	8.1

Indicator 18: University instructional and research staff doctorate %

Definition: The percentage of university instructional and research staff that hold doctoral degrees.

Breakdown	2005	2015	Indicative target for 2026 (%)
18.1 Overall	30.3	43.8	53
18.2 Male	35.9	48.5	53
18.3 Female	22.2	38.4	53
18.4 African	18.0	32.7	53
18.5 Coloured	18.8	37.5	53
18.6 Indian	21.6	40.5	53
18.7 White	36.8	52.1	53

Indicator 19: Per capita research output

Definition: The publication output units per permanent academic staff member.

Breakdown	2005	2014	Indicative target for 2026
19.1 Overall	0.47	0.84	1.0

14.5 UCDG plans and projects must include institutional targets that are set for the indicators listed above. These could include relevant targets at faculty level, programme level, course level, year level and so on, and specific activities in the UCD Plan should be designed to improve performance in the targeted areas.

14.6 UCDG plans and projects must include a monitoring and evaluation component that is able to track the extent to which the interventions contribute to meeting the targets, to enable decisions to be made about the efficacy of interventions and their continued implementation.

Section 15
Institutionalizing a tri-annual student and staff success symposium

15.1 Opportunities need to be created for the sharing of promising practices on student and staff success across the system, with a view to informing practices at institutional level.

15.2 A national student and staff success symposium will be held once in every 3 year UCDG cycle.

15.3 The symposium should involve participation from every university that benefits from the UCDG. It will be a practice/practitioner-focused symposium rather than an academic/research symposium, and so will not duplicate other forums that already take place, such as the annual HELTASA conference.

15.4 The overall purpose of the tri-annual Student and Staff Success Symposiums will be to provide a platform for sharing promising practice with respect to student, staff and programme/curriculum development.

15.5 Participation at the symposium could be funded through interest earned on UCDG funds at the university.

15.6 The Student and Staff Success Symposium will take place at the end of a three year UCDG cycle, to enable reflection on activities undertaken in that cycle, so as to inform choices made for the next cycle.

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