VAAL UNIVERSITY

OF TECHNOLOGY

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ANNEXURE 3
PERFORMANCE REPORT ON SET OBJECTIVES FOR 2021

Ver. 1.9

Contents

1.   Introduction

This Annual Performance Report is compiled in compliance with the "Regulations for Reporting by Public Higher Education Institutions", as published in Government Notice No. 10209, Government Gazette No 37726 of 9 June 2014 to be effective as from 2015. This report provides insight into the extent to which the university have achieved against the targets set for the 6 Key Performance Indicators (KPIs) to measure progress towards achieving the 5 Strategic Goals as outlined in the VUT Annual Performance Plan for 2021.

This report is outlined in four areas, namely:

1. Strategic Plan;
2. Planning and Reporting Framework;
3. Assessment of Key Performance Indicators; and
4. Council commitments and/or agreements made with the Minister

2.   Updated situational analysis

Drawn from a recent assessment of the organisational environment with specific relevance to 2021 reporting, the following key significances are highlighted:

VUT Management
- Appointment of Prof. John Odiyo as Deputy Vice-Chancellor: Research, Innovation, Commercialisation and Internationalisation in February;
- Appointment of Mr. Peter John Morris as Executive Director: Human Resources in March;
- Passing away of Prof. Odiyo in June;
- Passing away of Mr. Morris in July;
- The administration term of Prof. Ihron Rensburg came to an end in August with the appointment of the new Council; and
- Appointment of Mr. S'mangaliso Vilakazi as Executive Director: Governance and Legal.

Academic activity
Continuing impact of Covid-19:
- Delayed start of the academic year due to the 2020 academic year extended to 28 February 2021;
- Continuing predominantly online and multimodal teaching and learning to ensure safety of students and staff;
- No second semester registration impacted the achievement of enrolment targets; and
- Carry on with continuous assessment – smaller portions of work being assessed and more assessment opportunities; and
- Implementation of controls to ensure the integrity of online and continuous assessments.

Institutional structure
- Relocation of Daveyton students and staff to Vanderbijlpark campus from 2021; and
- Phasing out of Secunda and Upington campuses to be concluded by end 2022.

3.   Institutional strategic plan

Figure 1 provides a graphic representation of the major elements defined in the Strategic Plan: vision, mission, values, priorities and strategic goals.
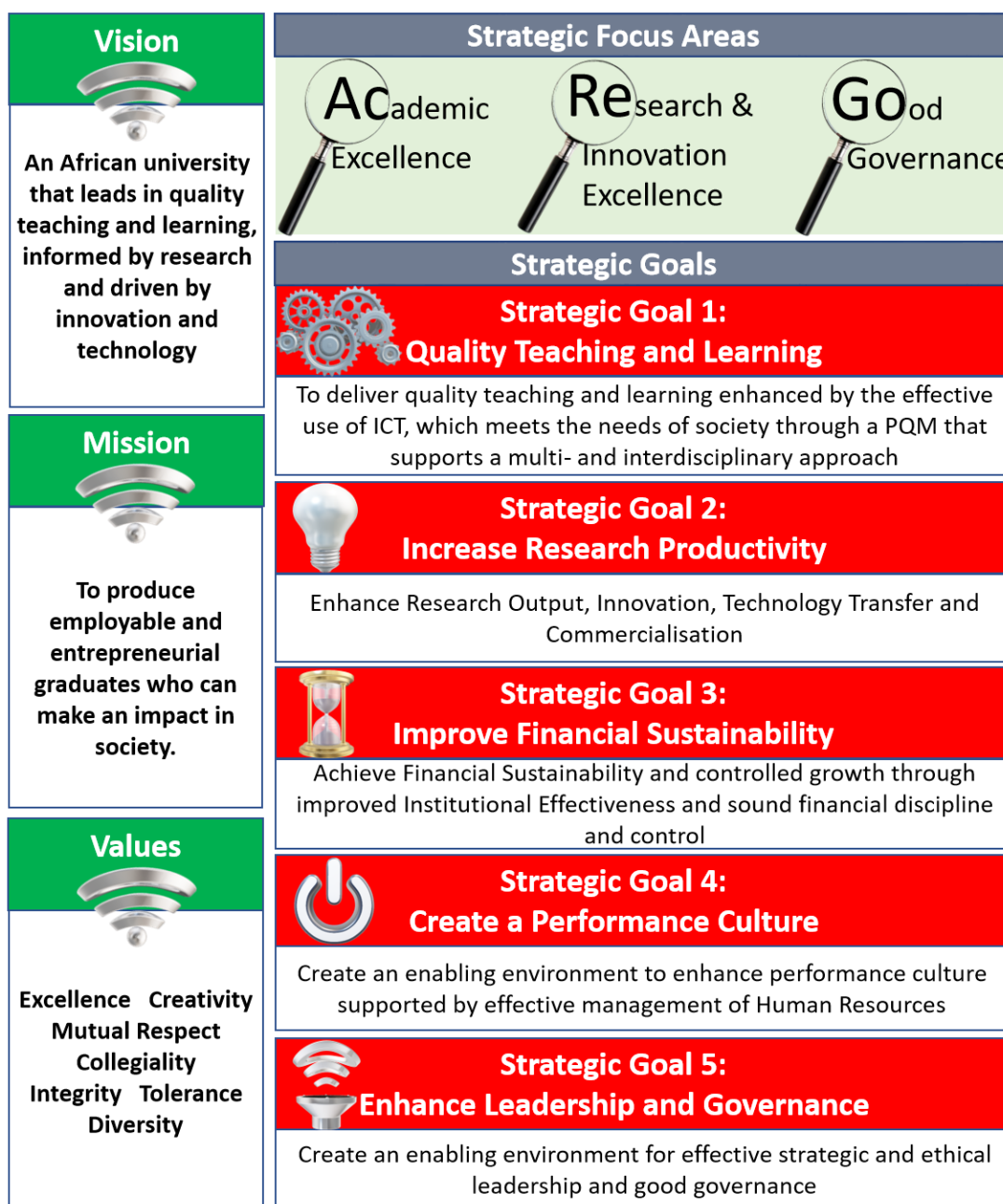
Figure 1: VUT Strategic Plan 2020-2024

3.1   Strategic objectives

Strategic objectives underpin each strategic goal. The strategic objectives state clearly what the University intends doing (or producing) to achieve the strategic goals. The critical success factors (CSF) are the essential areas of activity that must be performed well in order to achieve the objectives. The CSF guide the responsible parties in the areas of activity to achieve the objectives.

4. Planning and reporting framework

Strategic planning looks ahead toward desired goals; whereas performance evaluation and reporting looks back at achievements. Combined, strategic planning and reporting form a circle – a continuous process of performance-for-results.

The core elements of the Planning and Reporting Framework is indicated below:

Figure 2: Strategic planning and reporting framework

4.1 Performance planning

The university follows a multi-layered approach to performance planning:

Strategy Implementation Plan

In order to operationalise the strategy plan, the Strategy Implementation Plan (SIP) translates the plan into clear measurable indicators and performance levels that define success for the duration of the Strategy Plan. The SIP measures and targets are reviewed annually contingent to significant policy shifts or changes in the institutional environment.

Annual Performance Plan

The Annual Performance Plan (APP) details KPI's together with targets the University aims to achieve in pursuit of the strategic goals for the budget year as set out in the Strategy Plan.

Institutional Implementation Plan

The Institutional Implementation Plan (IIP) is an annual plan, which defines University wide objectives that will have a significant impact on achieving the goals. The IIP is a well-defined plan that describes a rich set of measures and targets underpinning strategic success.

4.2   Performance monitoring and review

Continuous performance monitoring and periodical reviews occurs at operational level to track progress. Measuring of performance indicators and targets is to determine whether future performance targets will be met, exceeded or not met.

Review meetings focus on:

- The review performance of key indicators;
- The monitoring of individual and team performance;
- Taking actions and adapt the plans when necessary;
- The review of progress to correct poor performance, to sustain good performance or to improve performance; and
- Escalation of issues that require Senior Management involvement.

4.3   Performance evaluation

VUT applies a status rating of red, amber or green (RAG) to evaluate actual performance achieved against target tolerance levels. Performance evaluation analysis outlines the reasons for under-performance or what the factors were that allowed good performance in a particular area. Where targets have not been met, the reasons are examined and the corrective action recommended.

4.4   Performance reporting

The mid-year report evaluates progress of the University from a strategic level, making sure that the strategic goals remain on track and flags up any issues for management decision-making.

The annual performance report evaluates the extent to which the University succeeded in achieving the KPI's for the strategic goals and objectives set at the beginning of the year. To provide assurance to the University stakeholders, the University's external auditors audit the annual performance report.

5.   Relationship between plan and budget

The integration of planning and resource allocation is central to the realisation of the University's strategic goals. This integration supports the prioritisation of the allocation of the University's limited resources to enhance performance and is a critical feature of the implementation of 2020 Annual Performance Plan. The pursuit of the University's Strategic Goals is predicated on the understanding that strategy, performance and resources are closely linked. The budget is therefore an important steering mechanism for implementing strategic goals.

The annual budget process is considered a significant event with vast implications on the continuity of business of the institution. VUT's Budget Committee's role is to oversee the appropriate allocation within the available resources subject to elements such as proper budget planning, applying budget parameters and the implementation of the Reporting Regulations for Public Higher Institutions (DHET, 2014) requirements. The budget process is a fair and robust exercise supporting the goals of the University and the objectives of each Faculty and Department.

6.   2021 Annual performance report

VUT has identified six Key Performance Indicators (KPIs) to monitor progress and success in the realisation of our Strategic Goals. Data provided in this report were audited by Ngubane & Co. However, it must be noted that data for higher education institutions (HEIs), HEMIS staff and students are subject to a few potential standard minor amendments after conclusion of the HEMIS audit. As a result, the final HEMIS report to DHET in July 2022 may contain slightly different

figures on staff and students due to the fluctuating nature of these indicators. The research output units indicated was audited by the external auditors Ngubane & Co., but not yet DHET approved, therefore the final research output report might have slightly different figures.

6.1   Status ratings to track performance

VUT has developed a performance evaluation scorecard to define the current desired levels of performance. Ranges on KPIs are set to monitor performance within defined target tolerances. The target tolerances of an indicator target provide the thresholds within which performance can be either above or below target (+/-). Each threshold is defined by one of three colour statuses: RED, AMBER and GREEN. The proximity to target is calculated on a 'variance' of performance achieved against an expected result previously set. The variance an all KPIs are normalised to 100%.

The defined threshold and status are indicated as per the table below:

% on Target	97% - 100%	94% - 96%	<=93%
Status	**Green**	**Amber**	**Red**
Description	• Target achieved; • An acceptable result; • Area performed to a good or higher standard; and • Good evidence available to measure performance.	• There may be a problem; • Further investigation may be required; • Area requires support and improvement; and • Limited evidence available.	• An unacceptable result; • There is a problem that needs rectification; • Area of relative weakness will require significant support and improvement; and • Little or no evidence available regarding measure of performance.

6.2   Annual performance scorecard

VUT's performance in achieving the targets set for the six pre-determined KPIs are as follows:

PERFORMANCE SCORECARD			
Key Performance Indicator	**Target**	**Actual**	**% on Target**
1. Degree credit success rate	77%	**85,1%**	**100%**
2. Publication units per permanent instructional/research staff	0,30	**0,42**	**100%**
3. Net profit ratio	0,0%	**15%**	**100%**
4. % Staff with performance contracts	95% (P1-7)	**25%**	**26%**
5. Governance Indicator Scorecard for Councils of Public Higher Education Institutions in South Africa (4 point rating scale)	n/a*	**n/a***	**n/a***
6. Aggregate staff performance score for post level 1-4 from staff performance management system (5 point index)	3,5	**3,2**	**91%**

*Due to the Administrator taking over the role, power, function and duties of the Council and management for a period of two years, this measure will only be implemented in 2022

6.3   Report on the achievement of the institutional goals

Our strategic goals are committed to achieving academic excellence by strengthening the University's core functions relating to teaching and learning, research and engagement. The KPIs evaluate the achievement of the Strategic Objectives that are crucial in the realisation of VUT's Goals.

Strategic Goal 1
Quality Teaching and Learning
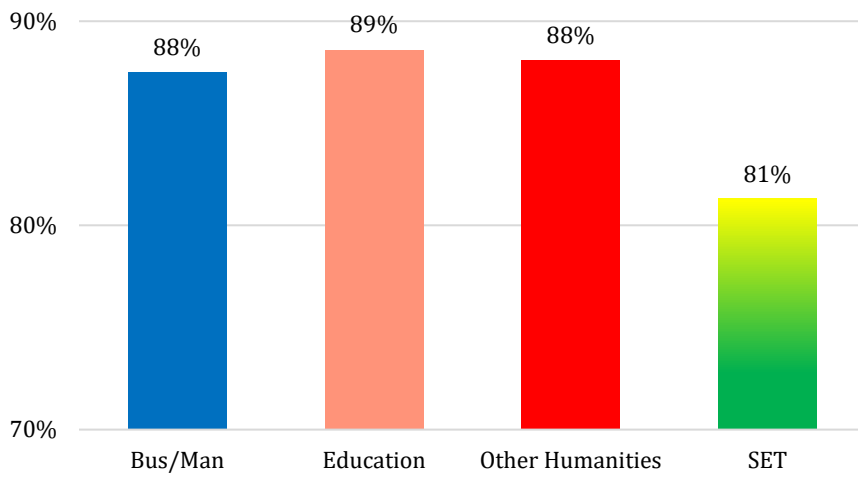
KPI 1:
Degree credit success rate

Target	Actual	%
77%	**85,1%**	

Strategies driving the success of the key performance indicator:

Actions	Challenges	Corrective Actions
Strategic Objective: Increase student success		
- Optimised use of learner management system (LMS). - Implementation of student early warning system. - Continuous review and assessment practices in at-risk modules.	- High level of student drop-out. - Slow uptake of technology enabled learning. - Identifying at-risk students.	- Continuous review of progression rules and business rules. - Implementation of digital learning strategy. - Analytics for Learning (A4L) dashboards implemented and utilised.
Strategic Objective: Enhance student academic development		
- Implemented first year experience projects e.g. academic literacy development. - Conducted work readiness programme. - Roll-out of student tracking system in progress.	- Delays in first year experience survey to determine literacy needs. - Work integrated learning opportunities still lower due to Covid-19. - Academics deviate from assessment timeframes and processes.	- Developed survey for implementation in 2022. - Collaborated with industry and SETAs for funding and providing placement opportunities. - Deans and HODs monitor and manage assessment rules and adherence to deadlines.

Actions	Challenges	Corrective Actions
Strategic Objective: Increase technology enabled learning		
- Implementation of faculty blended learning plans. - Continuation of increased wi-fi coverage project.	- Not all students had devices and connectivity suited for online learning. - Global wireless stock shortages delayed delivery of equipment.	- From 2022 students are required to have a laptop for online learning. - Deployment to continue early in 2022 once equipment is available.
Strategic Objective: Improve staff development		
- Professional development initiatives implemented. - Scholarship of Teaching & Learning and License to Teach programmes continuing.	- No mentoring plan in place to support staff pursuing vertical qualifications. - No measure of lecturing staff performance available to identify interventions needed and who needs it.	- Mentoring plan to be finalised and implemented. Reporting on progress through Academic Development function. - Implement student feedback on teaching quality in 2022.
Strategic Objective: Improve enrolment management		
- Implemented online registration system. - Reviewed entry requirements and progression rules. - Automation of recruitment and registration materials and processes.	- Internal challenges with progression rules and continuation of studies. - High cost of advertising in print media.	- Annual review and continuous improvement of curriculum, systems and processes. - Increase the use of online mediums and more affordable local print media.
Strategic Objective: Build a curriculum of excellence		
- Development of new programmes in line with faculty PQM plans. - Re-design of HEQSF aligned programmes to ensure curriculum responsiveness.	- Covid-19 restrictions complicating processes for programme development and re-design. - Ensuring that the curriculum is current and relevant.	- Adjusted processes to be more suited to online execution. - Ensuring industry participation in advisory board meetings.
Strategic Objective: Improve marketing and communication		
- Developed new strategic and operational plan for marketing and communication.	- The absence of a tool to measure the impact of marketing and communication efforts.	- Media monitoring software will be acquired in 2022.
Strategic Objective: Improve VUT brand image		
- New brand identity launched. - Brand promotions campaigns implemented on various platforms. - Appointment of brand ambassadors to reinforce the process.	- Internal change management i.r.o new brand identity. - External roll-out and promotion of new brand identity.	- Implemented brand and corporate identity policy. - Promoted the use of new branded templates. - Developed brand launch video and radio advertisements.

Success Rate per CESM Category

Category	Success Rate
Bus/Man	88%
Education	89%
Other Humanities	88%
SET	81%

Success Rate per Faculty

Faculty	Success Rate
Applied and Computer Science	87%
Engineering	76%
Human Sciences	88%
Management Sciences	87%
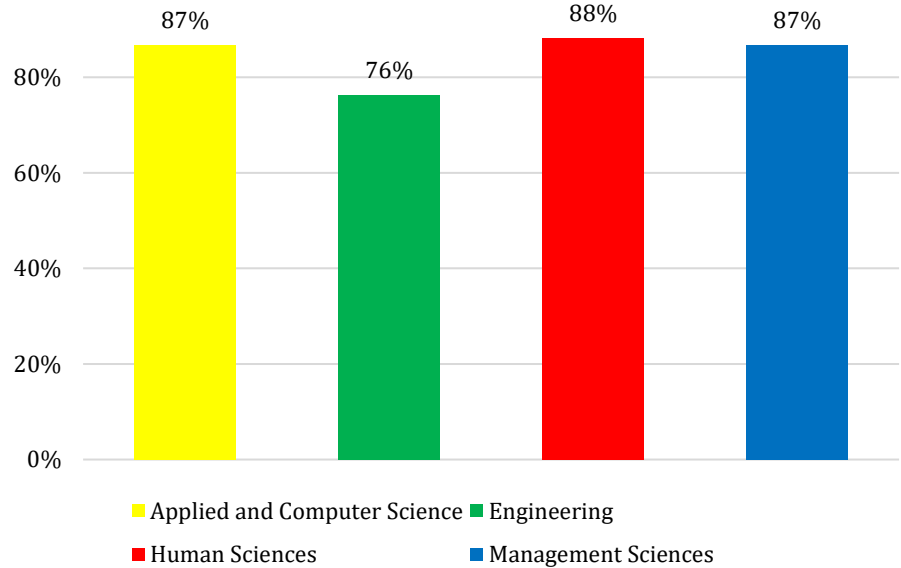
Strategic Goal 2
Increase Research Productivity

KPI 2:
# Publication units per permanent instructional / research staff

Target	Actual	%
0,30	**0,42**	% on Target

Strategies driving the success of the key performance indicator:

| Actions	Challenges	Corrective Actions
Strategic Objective: Increase research outputs		
- Established networks for inter-/multi-disciplinary research. - Developed a performance-based incentive model. - Assigned Doctoral promotors and Master's supervisors to faculties for peer reviewing of papers.	- Retirement and resignation of productive researchers. - Impact of load shedding on research samples in cold storage. - Researchers publish without investigating protection of possible intellectual property and patenting.	- Explore appointment of adjunct professors and visiting scholars. - Procurement of backup generators for critical areas. - Intensified intellectual property scouting and awareness campaigns.
Strategic Objective: Increase research capacity		
- A variety of research capacity development	- Research mentoring programmes are not materialising.	- Research Directorate to engage Academic portfolio to develop mentoring plans.

Actions	Challenges	Corrective Actions
programmes was presented. - Identified disciplines that need strengthening to inform recruitment of Post-Doctoral Fellows. - Publishing workshop for Post-Doctoral Fellows was presented.	- Limited funding available for recruiting additional Post-Doctoral Fellows.	- Appointed maximum number of Post-Doctoral Fellows within available budget.
Strategic Objective: Increase research support		
- Researchers was identified and supported to apply for NRF rating. - Staff acquiring and maintaining NRF rating incentivised. - Special recognition given to top-rated researchers.	- Covid negatively impacted grants available from Funders. - Exceeding target set for Master's and Doctoral enrolments placed strain on limited resources.	- Assisted researchers to identify and apply for available grants. - Research Directorate to engage with Resource Mobilisation to raise funding for external supervisors.
Strategic Objective: Increase commercialisation		
- Developed new short learning programmes.	- Covid restrictions limited client and staff access to commercialisation services and resources.	- Assisted clients on site and remotely as access and technology enabled providing services.
Strategic Objective: Increase strategic engagement		
- Established relationships with African Universities. - Continued, initiated new and resumed faculty-based community engagement programmes.	- Position responsible for engaging with African Universities is vacant. - Covid restrictions prevented facilitation of student mobility programmes. - Covid restrictions complicated community engagement programmes.	- Recruitment for director in 2022. - Student mobility programmes will resume as restrictions allows. - Community engagement activities conducted online where possible and as restrictions allowed.
Strategic Objective: Develop Science Park		
- Grant funding obtained from Technology Innovation Agency.	- Procurement vendor policy and processes negatively impact project execution resulting in under expenditure of grants and reputational damage.	- Management to facilitate a process to develop a procurement policy enabling project execution within the Science Park context.

Publication Units per Faculty
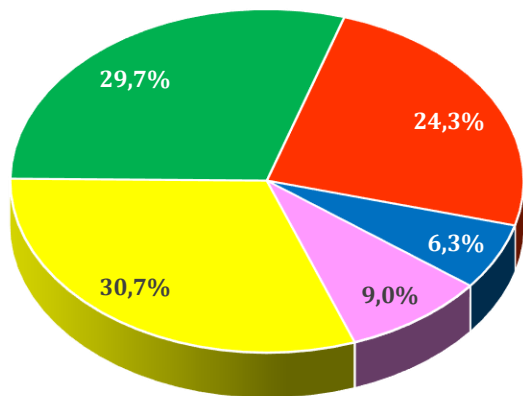
- Applied&Comp Sc
- Engineering
- Human Sc
- Management Sc
- Non-faculty

29,7%
24,3%
6,3%
9,0%
30,7%

Publication Units by Gender

81,1%
18,9%
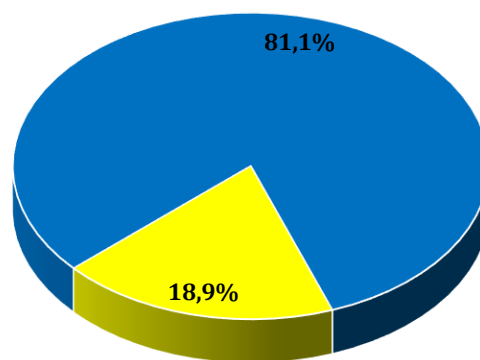
- Female
- Male

Research Output by Type

3,3%
8,8%
10,3%
77,6%
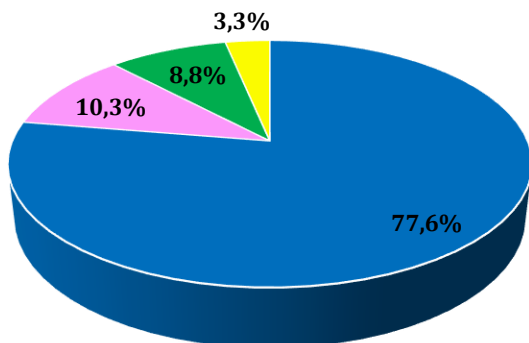
- Journals
- Conference Proceedings
- Chapters in books
- Books

Research Outputs by Researcher Types

7,5%
4,6%
87,8%
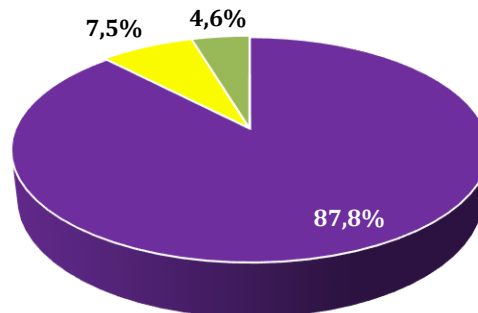
- Staff
- Students
- Postdocs

Strategic Goal 3
Improve Financial Sustainability

KPI 3:
Net profit ratio

Target	Actual	%
0%	**15%**	

Strategies driving the success of the key performance indicator:

Actions	Challenges	Corrective Actions
Strategic Objective: Increase revenue from commercialisation		
- Provide incubation services and support to start-up companies.	- Critical equipment not operational due to storm damage.	- Repair and replace equipment once insurance claims are finalised.
Strategic Objective: Improve fee collection		
- Effectively managed debt to avoid prescription - Improved student database to ease collection. - Engaged with NSFAS, bursary agencies and debt collectors to maximise fee collection.	- Parents and sponsors lost jobs and income due to Covid-19, complicating follow through on student fee policy.	- Continuous engagement with Debt Collectors. - Source funding for unfunded students through resource and mobilisation office.
Strategic Objective: Reduce number of non-viable programmes		
- Designed and implemented efficiency model to monitor departmental viability.	- Misalignment of data structures on the system.	- Manual alignment of data

Actions	Challenges	Corrective Actions
Strategic Objective: Improve procurement and cash management		
- Developed and implemented and annual procurement plan. - Ensured expenditure not exceeding funds available. - Implemented austerity measures.	- Tender management not effective due to policy challenges and insufficient human resources. - Cash flow reserves need to increase.	- Supply chain management policy to be reviewed to in terms of tender thresholds. - Senior supply chain positions to be filled in 2022. - To appoint investment consultant. - To review investment strategy.

Sources of Income

16,1%

45,0%

39,0%
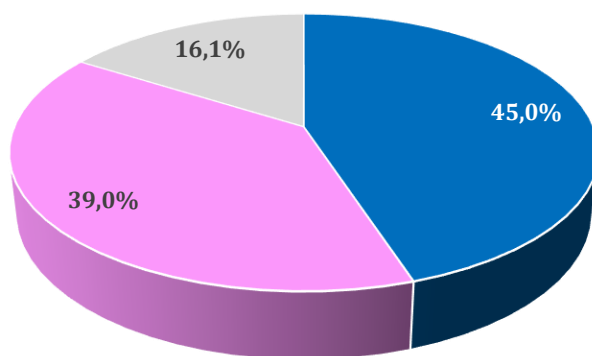
- 1st Stream: Government Grants

- 2nd Stream: Fees and Student Acommodation

- 3rd Stream: Investments, Commercialisation & Donations

Expenditure

17,9%

23,9%

58,2%
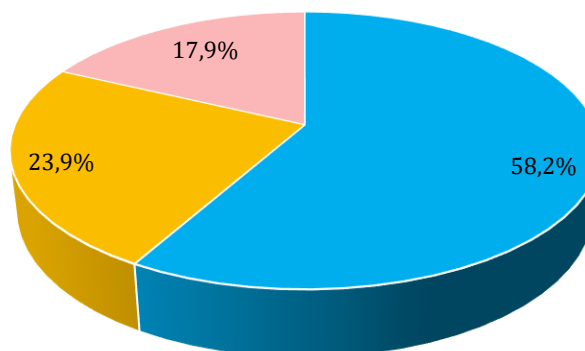
- Employee Cost   - Operating Cost   - Other (Depreciation and Finance)

Strategic Goal 4
Create a Performance Culture

KPI 4:
% Staff with performance contracts
(Post level 1-12)

Target	Actual	%
95% **PL1-7**	**25%** **PL1-7**	 26% % on Target

Strategies driving the success of the key performance indicator:

Actions to date	Challenges	Corrective Actions
Strategic Objective: Improve performance management		
- Developed skills development plans on institutional and departmental level. - Conducted capacity development training for performance management.	- Performance management still a manual process. - Not all line managers follow through on the performance management processes including performance development planning.	- ERP system upgraded and performance management module to be launched in 2022. - Awareness sessions on the performance cycle were hosted.
Strategic Objective: Optimised staffing structure		
- Initiated development of academic workload and staffing model.	- Organisational refinement project had to be placed on hold due to lack of capacity. - Staffing structure not supporting the changes in programme offerings.	- Organisational refinement project to be executed in 2022. - Implementation of academic workload and

Actions to date	Challenges	Corrective Actions
		staffing model once finalised.
Strategic Objective: Improve infrastructure		
- Identified building and infrastructure maintenance needs. - Infrastructure projects closely monitored for deviation from scope and corrective actions taken.	- Extent of maintenance needs identified complicates costing and development of maintenance plan. - Non-award of tenders due to tenders not meeting tender and bid adjudication criteria.	- Conclusion of maintenance costing in 2nd quarter of 2022 and maintenance plan by early July. - Distinctive tender and bid adjudication criteria for infrastructure projects be developed in consultation with procurement.
Strategic Objective: Institutionalise transformation		
- Established transformation committees in faculties. - Integrated Transformation policy under development.	- Identifying a scoring methodology of the transformation barometer.	- Benchmarked scoring methodologies and identified approach for implementation.

Strategic Goal 5
Enhance Leadership and Governance

KPI 5:

Governance Indicator Scorecard for Councils of Public Higher Education Institutions in South Africa

(4 point rating scale)

Since the appointment of the Administrator in August 2019, the University has made progress in the review and formalising of its governance processes and controls. The new Council was appointed by mid-August 2021. The performance indicator will only be measurable in 2022 by the new Council.

Strategies driving the success of the key performance indicator:

Actions to date	Challenges	Corrective Actions
Strategic Objective: Improve internal controls, risk and compliance		
- Risk assessment and risk reviews were undertaken in line with the draft Enterprise Risk Management framework guidelines. - Constant monitoring and review of the compliance universe to ensure compliance as and when legislation change.	- No Council approved enterprise risk management or compliance management frameworks hindered consistent enterprise and compliance risk measurement and management. - Non-existence of Risk and Compliance Management committee to monitor execution of risk and compliance management frameworks.	- Review of enterprise risk management and compliance management frameworks in progress to be submitted to Council for approval in 2022. - Risk Management Committee established in quarter 1 2022. - Develop a compliance champion program in 2022 to create a platform for liaison between compliance office and units.

Actions to date	Challenges	Corrective Actions
Strategic Objective: Improve governance		
- University statutes gazetted. - Governance framework developed and all policies approved. - New Council appointed.	- Institutional culture on issues of Risk Management. - Institutional awareness and adherence to compliance issues.	- Continuous engagement on all levels of the institution raising awareness and sensitivity on risk management and compliance.

KPI 6:

Aggregate staff performance score for post level 1-4 from staff performance management system (5 point index)

Target	Actual	%
3,5	**3,2**	

Strategies driving the success of the key performance indicator:

Actions	Challenges	Corrective Actions
Strategic Objective: Improve strategic leadership		
- Engaged Universities South Africa on the Higher Education Leadership and Management (HELM) programme. - Developed and implemented a change management and communication strategy for performance management implementation	- Funding constraints limit the capacity for offering internal and attending external change management programmes.	- Entered into a memorandum of agreement with the ETDP SETA and received Discretionary Grant Funding for Strategic Leadership Capacity Development.

7. Council agreements with the minister of higher education and training

7.1 Enrolment targets

VUT set its 2020-2025 enrolment targets to support the achievement of the national goals. The enrolment projections are informed by institutional capacity, economies of scale and stronger institutional financial capacity.

The performance against the approved 2021 student enrolment targets are as follows:

Key Performance Indicator	2021 Target	2021 Actual	Comments
A. Access			
Headcount totals			
First-time entering undergraduates	4 795	**4 262**	• Entry requirements were reviewed and benchmarked with other Universities of Technology on department level. • Applicants not meeting the minimum entry requirements for certain programmes. • Improvements needed in student application system to ensure timeous feedback to prospective students.
Headcount enrolment	22 154	**19 905**	• Funding challenges for NSFAS dependent students impact advanced and postgraduate diploma enrolments. • Efforts were made to identify and assist students at risk. • Senior students not returning to complete qualifications.
FTE enrolment	15 833	**15 111**	• Pre-requisites were reviewed and progression rules implemented to enable optimal student load. • Timetable issues identified which will be addressed to allow maximum student load.
Headcount enrolments (Foundation Provisioning)	1 735	**0**	• Misconception existed that applicants' performance should be below minimum requirements leading to all students enrolled in mainstream programmes. • Marketing and communication on extended programmes improved for the 2022 cohort to ensure meeting targets.
Headcount enrolments total UG	20 605	**18 877**	• Students not successful with online processes and not being able to access campus to address matters hindering registration due to Covid restrictions, reduced the potential registration and return of some senior students. • Interventions to assist with student success were complicated due to predominantly online teaching and learning.
Headcount enrolments total PG	1 488	**997**	• Programmes developed to Postgraduate Diploma level completed for most programmes ensuring that vertical articulation is possible. • NSFAS dependent students do not progress to advanced diplomas to create a pipeline for post graduate diplomas creating the need for the University to source funding from SETAs and other sources to assist deserving students. • Strategies will have to be developed to increase the completion rate of Master's and Doctoral students.
Enrolments by major field of study			
Science, Engineering, Technology	10 652	9 114	• Student recruitment to tailor marketing initiatives in to attract students. • Declining number of applicants meeting the minimum requirements especially. Will have to explore alternative pathways.

Key Performance Indicator	2021 Target	2021 Actual	Comments
			• Partial automation of application and approval system causes delays which may result in approved applicants not registering.
Business/Management	6 900	6 386	• Entry requirements were revised in line with benchmarked standards to facilitate access. • There is a need to source funding for bursaries to attract self-funded students and retain NSFAS dependent students.
Education	850	773	• The department is increasing its academic offering up to Master's level from 2022. • The Department is highly dependent on contract staff to deliver due the low number of permanent staff.
Other Humanities	3 752	3 633	• The faculty closely monitors its faculty plans in an attempt to ensure achievement of its targets.
B. Success			
Graduates UG	4 392	4 209	• Online teaching and learning improved but practical teaching remained dependent on access to campus. Should restrictions and social distancing become permanent, online options have to be identified to facilitate practical teaching and learning. • Tutors were appointed in some disciplines, but limited resources limited the number of tutors that could be appointed. • Adjusting to online learning was more challenging for some students than others, thus activity was monitored and support provided.
Graduates PG	573	335	• Induction workshops were conducted for Master's and Doctoral students by some faculties. • The specialised nature of some consumables needed for postgraduate studies complicated procurement within the Universities policy guidelines. • Isolated initiatives implemented peer interactive meetings to present progress and get broader feedback.
Success rate	77%	85,1%	• Students' ability to perform in the online teaching and learning environment improved since 2020. • Supplementary assessment requirements well defined and opportunities were provided to low performing students. • Contingency plans developed to identify, activate and support inactive students.
Undergraduate output by major field of study			
Science, Engineering and Technology	2 387	1 761	• Connectivity challenges in respect of online lectures, lead to recordings of lectures being made available to students. • Some students experienced connectivity challenges during online assessment and were provided alternative opportunities, some of which were conducted on campus. • Opportunities for work integrated learning (WIL) declined during 2020/21.
Business/Management	1 546	1 679	• Appointed tutors for Accountancy to provide academic support to students. • All attempts were made to ensure that students register for maximum load. • Contingency plans were implemented for inactive and at-risk students.

Key Performance Indicator	2021 Target	2021 Actual	Comments
Education	191	236	- COVID-19 restrictions limited students' access to campus and laboratories for practical modules. - The faculty of Applied and Computer Sciences assisted the Education department with computer laboratories where needed.
Other Humanities	841	868	Modules are monitored and strategies to improve performance in low performing modules will be developed.
Undergraduate output by scarce skill			
Engineering	1 290	893	- Students were supported with devices and data to enable participation in academic activity. - Placements for work integrated learning declined for 2020/21
Life and Physical Sciences	423	178	Students experiencing data and connectivity challenges were assisted to ensure participation in academic activity and assessments either online or on campus.
Animal and Human Health	140	196	- Industry participation in advisory boards were promoted. - We will have to engage with the Nursing Council and CHE to work towards the approval of the new Bachelor of Nursing.
Teacher Education	104	76	- The anticipated target included the second cohort graduating. However, the programme started a year later than planned as a result this is the first cohort graduating. - Load shedding interrupted online assessments, which had to be re-scheduled.
C. Efficiency			
Instructional/Research Professional Staff			
Headcount of permanent instruction/research professional staff	422	365	- Due to budget constraints and the ongoing organisational refinement project, permanent appointments for posts vacated through retirement and resignation are not filled currently. - The vacant positions and delays in finalising the organisational structure creates imbalances the staff workload.
FTE of instruction/research professional staff	586	544	- The staff from the phased out East Rand campus were integrated into the Vanderbijlpark campus. - Contract staff are appointed to ensure that students receive quality education despite the vacancies in the structure.
% Staff with doctoral degrees	22%	21,1%	- Posts of retiring and resigning staff with Doctoral degrees are currently not filled. - The decrease in staff with Doctoral degrees affects the University's supervisory capacity for postgraduate programmes. - The workload created by staffing constraints result in staff with lower qualifications not having sufficient to embark on or continue with postgraduate studies.
Ratio of FTE students to FTE instructional/research staff	27,0 : 1	27,8 : 1	- The appointments of contract staff and the under enrolments across the system ensured the achievement of the overall staff to student FTE ratio target. - The organisational refinement project should define and provide for individualised ratios per discipline to ensure equity across the system.

Key Performance Indicator	2021 Target	2021 Actual	Comments
D. Research output			
Publication units	127	152,46	- When analysing the contributors to research outputs, there is concern that the retirements and resignations of highly productive researchers will negatively impact outputs going forward. - Capacity building workshops were offered to build skill and grow the number of researchers producing outputs.
Publication units per FTE staff	0,22	0,28	- In some science disciplines, experienced researchers mentor, collaborate and co-author with emerging researchers. - Interdepartmental collaboration within and across faculties.
Publication units per staff headcount	0,3	0,42	- Research targets were set in the performance agreements of academic staff. - Research colloquia were hosted by faculties to provide opportunities for collegial peer review and interaction.
Research Master's graduates	68	60	- Introduced the use of Post-Doctoral Fellows to provide support to Master's students. - The Covid-19 restrictions limited access to laboratories for research projects. - The NSFAS funding structure limits the advanced and postgraduate diploma enrolments, constricting the future pipeline students for Master's and Doctoral enrolments.
Doctoral graduates (weighted)	21	39	

7.2   Earmarked grants

University capacity development grant

The second University Capacity Development Grant (UCDG) were approved by DHET at the end of 2020. The approved budget of R18 538 300 were revised to R16 898 998 for 2021. The project allocations were adjusted accordingly.

2021 Earmarked Allocation (R)	Projects	R	Jan – Dec Expenditure (R) %	Activities enabled by funding and reasons for under expenditure where applicable
R 16 898 998 R 18 538 300	1.1 First year orientation	R 261 142	R 22 621 8,7%	FYE coordinator started in March 2022. March salary will be allocated to the 2021 expense as DHET granted extension on expenses until 31 March 2022.
	1.2 Training on and support for LMS (students)	R 71 500	R 0 0%	Student buddies – awaiting signed contracts. Powerbank purchase in 2022 will be for the 2021 expense.
	1.3 Learning Communities (mentor programme)	R 73 000	R 33 878 46,4%	Possible additional Community of practice trips in March to be allocated to 2021 expense if trips can be arranged in time
	2. Early Warning System	R 3 272 693	R 2 480 412 75,8%	• Deviation processed on ITS in Feb – this is to be allocated to the 2021 expense. • Change request increase the budget with R 238 971
	3. Academic Literacy Development	R 247 942	R0 0%	Coordinator not yet employed. Workshop training scheduled for March to be allocated to the 2021 expense.
	4. Academic Advising	R 821 145	R438 406 53,4%	Salaries January to March to be allocated to 2021 expense. AAPD short learning course only paid Feb
	5. Mathematics, Science, Engineering and Technology Development and Support	R 1 475 623	R738 168 50,0%	MSET Coordinator employed late in 2021. January to March salaries to be allocated to 2021 expense.
	6. Tutor Programme	R 1 114 875	R496 306 44,5%	Tutor coordinator employed late in 2021. January to March salaries to be allocated to 2021 expense.
	7. African Languages Development	R 1 907 566	R1 294 186 67,8%	Working meetings to be held in March & salaries for 2 Language practitioners to be allocated to 2021 expense
	8. Student Work Readiness Programme	R 327 000	R45 010 13,8%	Employment only done late in 2021.
	9. Training and support for LMS (staff)	R 218 971	R 144 838 66,1%	Change request of R 238 971 allocated to Project 2. Salaries for January to March to be allocated to 2021 expense.
	10. Professional Development	R 2 175 326	R544 853 25,05%	Writing retreat, workshops & conference expense, salaries from January to March to be included in 2021 expenses.
	11. Research Development	R 3 962 053	R1 609 800 40,6%	• Covid 19 had a direct impact on expenditure • We battled to spend the funds even though we engaged the faculties through the FRIC • The current procurement plan is not conducive to improvement of research
	12. Management of UCDG/P	R 970 162	R 820 471 84,6%	CAD Finance Officer salary for January to be included in 2021 expense. Follow up done with HR to employ Monitor and Evaluation specialist – salary to be allocated to 2021 Expense if employed for March 2022.
R 16 898 998		R 16 898 998	R 8 668 947 51,3%	

Clinical training grant

The expenditure on the Clinical Training Grant (UCDG) against the projects planned are as follows:

Earmarked Allocation (R) 2021/2022	Projects	Budget (R)	Expenditure (R) %	Comments
R 7 940 000		**R 1 755 534**	**(Nursing = 22.11 %)**	
	Appointment of clinical training facilitators, technical and administrative support staff	R 1 685 362	R 1 845 677 110%	• The clinical training facilitators, technical and administrative support staff appointed, ensured the effectiveness of clinical learning of Nursing students during 2021. • The remainder of funds is reserved for salary payments from January until March 2022
	Operational - Purchasing of consumables required in the simulation laboratory - Training of staff on simulation laboratory equipment - Availing protective clothing to students for clinical training - Airtime for clinical accompanists during clinical placement of students, to enable communication between University and clinical facilities - Student transport expenses	R 70 172	R 3 597 5%	The ordering of operational items is still in process.
		R 1 755 534	**R 1 849 274 105,3%**	
	R 6 184 466		**(Biomedical = 77.89 %)**	
	Salaries for existing and newly appointed clinical training staff	R 2 244 466	R 1 010 754 45,0%	• Clinical training staff ensured optimization of clinical learning of Biomedical and Medical Laboratory Science students. • The remainder of the funds will be utilized during the first quarter of 2022.
	Academic support staff	R 790 000	R 0 0%	• No support staff was appointed during 2021 • Funds will be directed to appointing of clinical training staff
	- Equipment for the laboratories. Establishing a state-of-the-art virtual laboratory / classroom to optimize clinical training - Procure laboratory equipment and laptops	R 3 150 000	R 0 0%	• The ordering of equipment items is still in process • Substantial progress was made during the 1st three months of 2022.
		R 6 184 466	**R 1 010 754 32,1%**	
R 5 000 000	**Biomedical = R 5 000 000 Extra CTG Funds (Once-off)**			
	Revamping and re-construction of Molecular and Cell Biology laboratories	R 5 000 000	R 0 0%	• Renovations / re-construction specifications submitted. • Finalization in process
R 12 940 000			**R 2 860 028 22,1%**	

Infrastructure and maintenance grants

The purpose of the infrastructure and efficiency grant is to ensure (a) synergy between the availability of infrastructure within the university sector and the range of needs linked to the expansion of the system in terms of the enrolment planning processes; (b) equity in the quality of infrastructure at all universities; and (c) equity in the distribution of state funds amongst universities.

Earmarked Allocation (R)	Projects	2021 Expenditure	Activities enabled by funding and reasons for under expenditure where applicable
2012-2015 **Infrastructure and Efficiency Fund** R295 635 000 Over the period	The following building projects were to continue in 2021: • Teacher Education Building at Educity Campus • Life and Physical Sciences Building Equipment purchases anticipated in the following: • Life and Physical Science Chemistry Lab • Teacher Education Building at Educity Campus	R0.00	All projects in this funding year on hold as they were terminated. Two projects awaiting additional funding. Life and Physical Science busy procuring a finishing contractor to complete the 10% scope left after termination of Main Contractor in 2021.
2018/19 – 2020/21 **Infrastructure and Efficiency Grant** R R326 515 702	Continuation of the following projects • Roll-out of Wi-Fi across campus • Residence renovations • Construction of student centre • Science and research laboratories project • NDT WIL simulation building, equipment and furniture • Centre for Sustainable Livelihoods	R8 907 455	Project Funds were transferred to VUT in the last quarter of 2021, and planning for procurement of Professional Teams for design developments are awaiting BEC and BAC Processes on some projects. After the re-prioritization of projects due to funding constraints, two projects were cancelled, i.e. NDT WIL Simulation and Centre for Sustainable Livelihoods.
2015/2016 **Maintenance Allocation:** R 31 500 000 2016/2017 **Maintenance Allocation:** R 36 946 866 2017/2018 **Maintenance Allocation:** R 42 804 612	Continuation of the following projects: • Implementation of electrical plan • Refurbishment of ablutions • Electric security fence • Renovation of classrooms • Renovation of laboratories • Refurbishment of residences • Refurbishment of workshops • Repurposing of Steinmuller • Roof repairs • Internal and external disability projects • Refurbishment of Sebokeng	R1 650 567	90% of these projects were taken to tender in 2021, but 80% of the tender results were non-awards. These are now put back on re-tendering process