NELSON MANDELA UNIVERSITY

Annual Performance Plan 2024

Compiled by the Office for Institutional Strategy

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FOREWORD BY CHAIRPERSON OF COUNCIL

Multiple interrelated, complex challenges herald a reshaping of the higher education landscape nationally and globally. There have been significant geo-political shifts coupled with socio-economic and planetary challenges, digital advancements, and an emerging dominance of techno-rationality. This, together with increased economic pressures, high debt levels, growing social challenges, an electricity crisis, increasingly binding infrastructure and logistics bottlenecks, and climate shocks, means there are numerous demands confronting South Africa and limited fiscal resources for responses (IMF, 2023).

Individual higher education institutions (HEIs) and the sector are under sustained fiscal pressure, and strengthened stability will be a powerful instrument in promoting institutional reputation, scholarly depth, and vibrant growth. It remains imperative to develop, and maintain, appropriate strategic and operational responses over a period that is likely to remain volatile and uncertain. This includes constantly appraising the prevailing higher education macro-environmental context and the higher education legislative framework their impact on the University's core missions and institutional strategy.

Universities in South Africa are increasingly called upon to participate more actively in addressing the developmental needs of the African continent, with specific reference to the United Nations (UN) Sustainable Development Goals, the African Union Agenda 2063, and South Africa's National Development Plan. At the same time, societal expectations of HEIs to demonstrate social responsiveness and impact are increasing, particularly in developing nations, and universities.

In 2021, Council approved the University's Vision 20230 Strategy as a roadmap for strategic planning and decision-making for the current decade. Through Vision 2030, Nelson Mandela University reaffirms its commitment to change the world through life-changing educational opportunities, innovative research, and transformative engagement that contribute to a better world. The process of formulating the Vision 2030 Strategy allowed for broad-based stakeholder engagement at all levels to promote ownership and agency in deploying our strategic focus areas or core academic missions, which include the following:

- Strategic Focus Area 1: Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good.

- Strategic Focus Area 2: Pursue impactful, pioneering research, innovation, and internationalisation to address grand societal challenges and promote sustainable futures.
- Strategic Focus Area 3: Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality.
- Strategic Focus Area 4: Catalyse dynamic, student-centric approaches and practices that provide life-changing student experiences within and beyond the classroom.

Nelson Mandela University embraces its identity as a comprehensive university with an inherent commitment to social embeddedness, transformative engagement, and sustainable stewardship. We carry a significant responsibility to embody the legacy and ethos of the late Nelson Mandela and his lifelong struggle for a non-racial, non-sexist, democratic society where all citizens are treated with respect and dignity. In this drive, the University strives to promote the public good while cultivating socially conscious graduates who make a positive impact on society as responsible global citizens and leaders.

The University furthermore seeks to differentiate itself within the higher education sector nationally and globally by pushing forward the frontiers of knowledge through engaged learning, teaching, research, innovation, and internationalisation which are recognised for generating cutting-edge knowledge for a sustainable future.

The establishment of a new executive management portfolio rooted in the interplay between engagement and transformation, and their interlinkages with research, learning and teaching, is fundamental to the overall institutional transformation project. In this, the University has responded to a key dilemma facing the higher education sector nationally and globally. That is, if not immersed in society, universities will find it near impossible to engage authentically and productively with the socio-economic, environmental, cultural, and political challenges of our time.

As a comprehensive university in one of the poorest provinces of South Africa, our efforts to promote student access for success remain paramount, with a specific focus on strategies to improve success and throughput rates, as well as graduate and research outputs. Strategic resource mobilisation interventions geared towards expanding access for the so-called “missing middle” and postgraduate students who do not qualify for the National Student Financial Aid Scheme (NSFAS) are also vital, especially for academically deserving students from disadvantaged backgrounds.

Our core academic missions are supported through strategic enablers which create the conditions conducive to achieving our strategic intentions and aspirations. These Vision 2030 enablers include ethical governance and leadership, fostering a values-driven institutional culture that empowers employees, creating an enabling environment for innovation, accelerating our digital transformation trajectory, optimising the use of modernised and flexibly designed infrastructure, and deepening our commitment to long-term financial sustainability and responsible resource stewardship.

As we ready the University to navigate an uncertain future, observation and reflection are required to make sense of the leadership implications of the prevailing environment. The literature available places great importance on leadership and governance as it relates to the success and stability of massive, complex organisations. Yet, we need to think of complexity as evolving and demanding more leadership innovations, not only in relation to organisational efficiencies and sustainability, but also linked to the convergence of the academic and social projects of the University.

Priority areas have emerged that will guide strategy implementation for the next three years (2023-2025) as we cascade Vision 2030 into every domain of the University. Our priorities as a leadership team will be as follows:

- Further advancing social embeddedness and responsiveness by facilitating convergence through the interplay between our academic and social projects.
- Strengthening excellence in our strategic trajectories, including the medical school, ocean sciences, revitalising the humanities, sustainability sciences, and repositioning transformative engagement in the service of society.
- Deepening transdisciplinarity as a key strategic differentiator by consolidating our strengths across all faculties and campuses.
- Reviewing our academic programme portfolio, size and shape, modes of delivery, curriculum, and pedagogical approaches to ensure that the University is a higher education institution of choice for talented students and employees.
- Pursuing inclusive student access for success as one of our key differentiators as a comprehensive university, including cultivating holistic and vibrant student life and development experiences that liberate the full potential and talent of our graduates.
- Addressing rising youth unemployment by implementing wide-ranging interventions to enhance graduate employability and entrepreneurship.
- Deepening a values-driven, transformative institutional culture characterised by authentic stakeholder engagement and a well-developed institutional self-understanding of what it means to embrace an African identity.
- Positioning Nelson Mandela University globally, by expanding our internationalisation footprint in Africa and the global South, while sustaining existing mutually beneficial partnerships.

- Accelerating digital transformation in pursuit of improved efficiencies, agile systems and processes, and adaptive institutional operating models that facilitate innovation and continuous improvement.
- Promoting the long-term sustainability of the University through innovative resource mobilisation, strategy-aligned budgeting, and ethical resource stewardship.

As part of its oversight role, Council remains alert to the ever-evolving macro-environmental context, higher education landscape, legislative frameworks, and national policy provisions within which the University operates. The situational analysis, below, provides a reflection of the broader challenges in the higher education sector and explores the legislative frameworks and national policy provisions. The SWOT analysis that follows provides a realistic assessment of the University's internal and external context as it relates to strengths, weaknesses, opportunities, and threats.

The institutional Annual Performance Plan (APP) will engage strategies for maintaining areas of strength and seizing new opportunities while simultaneously addressing weaknesses and threats that have been identified. The APP sets out the Vision 2030-aligned strategic goals, performance indicators, and targets that will be pursued over the course of 2024. It is our individual and collective responsibility to fulfil our respective roles to ensure that the University achieves the goals and targets outlined in this APP.

OFFICIAL SIGN-OFF

It is hereby certified that the Nelson Mandela University Annual Performance Plan for 2024:

- Was developed by the senior management of the Nelson Mandela University under the guidance of the Vice-Chancellor, Professor Sibongile Muthwa.
- Was prepared in alignment with Nelson Mandela University's Vision 2030 Strategic Plan and Vision 2030 Institutional Monitoring, Evaluation, Reporting and Learning (MERL) Framework.
- Accurately reflects the performance targets which Nelson Mandela University will endeavour to achieve within the resource envelope provided for in the budget for 2024.

AMBASSADOR NOZIPHO JANUARY-BARDILL
CHAIRPERSON OF COUNCIL

PROFESSOR SIBONGILE MUTHWA
VICE-CHANCELLOR

SECTION A: SITUATIONAL ANALYSIS

1. Performance delivery environment

Higher education plays a key role in fulfilling certain societal agendas such as democratisation, social mobility, economic development, innovation, and a better quality of life for all citizens (Maassen and Olsen, 2007). The rapid pace of change nationally and globally acts a driver for universities to revisit their core purpose, academic missions, and operating models to ensure that they thrive within a different, disruptive, uncertain, and complex macro-environment. Universities are increasingly being called upon to respond to the complex and intractable challenges of our time, such as climate change, food insecurity, uneven access to quality healthcare and education, and rising societal expectations of universities. This calls for universities to engage with key stakeholders at global, national, and local levels to anticipate future trends, serve as catalysts for sustainable development, and contribute to promoting the public good.

Population growth on the African continent is slated to represent 25% of the world's population in 2050 and 40% in 2100. Building strong African universities and other social services, and providing youth in Africa with high-quality education and employability skills, are critical African social, developmental and historical imperatives (Zeleza, 2022). Universities in South Africa are increasingly called upon to participate more actively in addressing the developmental needs of the African continent, with specific reference to the United Nations Sustainable Development Goals, the African Union Agenda 2063, and South Africa's National Development Plan. Societal expectations of higher education institutions (HEIs) to demonstrate social responsiveness and impact are simultaneously increasing, particularly in developing nations, and universities.

However, in South Africa the fiscus is under enormous pressure with National Treasury faced with multiple, competing additional funding needs. Public universities are confronted with stagnant government subsidy and nationally regulated tuition fee increases, coupled with escalating costs and ever-increasing demands for access to fee-free higher education for the poor. Within this context, the financial sustainability of the South African higher education sector remains a critical priority.

Poverty, inequality, and economic recovery

According to the World Economic Forum's Global Risk Report 2023, the health and economic after-effects of the COVID-19 pandemic have quickly spiralled into compounding crises. In the wake of the war in Ukraine, which started in February 2022, food and energy have become weaponised, sending inflation soaring to levels not seen in decades, globalising a cost-of-living crisis, and fuelling social unrest. The world has entered a low-growth, low-investment era (Global Risk Report 2023). Across the world, the number of people living in extreme poverty and facing acute food insecurity has risen. Billions of people face an unparalleled cost-of-living crisis compromising lives and livelihoods. The result is an unsettled geopolitical landscape marked by downward pressure on the global economy and rising citizen discontent with how national governments are addressing profound socio-economic inequalities and human precarity. As poverty increases so does vulnerability, particularly for women and girls.

As indicated in a recent World Bank report, based on Gini coefficients of consumption (or income) per capita, South Africa is the most unequal country in the world, ranking first among 164 countries in the World Bank's global poverty database with a Gini coefficient of 0.76 (World Bank, 2022). The Eastern Cape is in a particularly perilous position as it is one of the poorest provinces, with weak economic growth and high levels of unemployment. In addition, the SOPA 2022 highlighted that roughly 43% of the provincial population depend on social grants. Financial instability results in poor quality service delivery and continued disruptions in electricity supply have a negative impact on industries and threaten job security. While poverty in populated metropolitan areas is an important contributor, the pervasive poverty in outlying and rural areas is equally vital, given the failures and systemic issues at local government level in these areas.

Gross social, class, racial and gender disparities contradict the ideals of social justice, access and equity that are espoused in the visions and strategies of universities. It is against this background that Zeleza argues for inclusion which he defines as the *"… intentional and continuous processes and outcomes in which all members of the community as individuals and groups are welcomed and feel a sense of belonging and are provided with equal opportunities to participate in institutional life and flourish"*. To achieve this, inclusive excellence needs to be intentionally operationalised across all structures, functions, policies, and decision-making processes.

Unemployment and youth disillusionment

The Quarterly Labour Force Survey (QLFS) for the second quarter of 2023 revealed that the official unemployment rate in South Africa decreased by 0.3% to 32.6% compared to the first quarter. It is also encouraging that the graduate unemployment rate decreased from

10.6% in the first quarter of 2023 to 9.6% in the second quarter. This is 23 percentage points lower than the national official unemployment rate. Compared to the same period last year, the expanded unemployment rate decreased by 2 percentage points to 42.1%, with five out of the nine provinces recording decreases in the expanded unemployment rate. The largest decrease in the expanded unemployment rate was recorded in Eastern Cape (down by 8.5 percentage points to 43.8%).

Despite this, the Eastern Cape continues to have the highest official unemployment rate of South Africa's nine provinces at 39.7%. Over the last 10 years, the average unemployment rate in this province has consistently been above the national average official unemployment rate (QLFS Q2, 2023). This burden is disproportionately felt by youth (15-34 years), Black Africans, women, and people with disabilities. For the second quarter of 2023, the Eastern Cape youth (15-34) unemployment rate increased to 52.4%, with youth aged 15-24 and 25-34 recording the highest unemployment rates of all age groups at 60.7% and 49.5% respectively. This mirrored national figures, where youth aged 15-24 and 25-34 also recorded the highest unemployment rates of 60.7% and 39.8% respectively. According to the Eastern Cape Socio Economic Consultative Council (ECSECC) the labour force in the Eastern Cape also has a large share of people who have not completed secondary education (43%). Among those who are unemployed in the province, the share of people who have not completed secondary education is even greater (49.6%) (ECSECC, 2023). Unlocking barriers to full employment remains a severe macro-economic challenge and youth unemployment is a critical priority.

A dire economic outlook, economic hardship, persisting intergenerational inequality, failure in governance, and rampant corruption have reinforced the significance of a marked deterioration in the holistic wellbeing of young people. The World Economic Forum's Global Risks Report 2021 highlights how the youth already bear the scars of a decade-long financial crisis, an outdated education system, and an entrenched climate crisis. Since the start of 2020, mental health has worsened for 80% of this group across the globe and young people have become more vocal in expressing their anger, disappointment, and pessimism. As social cohesion erodes, existing disparities are expected to widen among youth groups, which include students, that may lead to increased disillusionment, resentment, and polarisation from other generations. Pathways need to be opened, urgently, for youth to acquire the skills and tools they need to thrive in a post-pandemic world.

With the number of young Africans projected to increase to 42 percent of the world's youth by 2030 – and the current numbers of African youth to double by 2055 – African countries must invest in youth economic opportunities. Enhancing youth employability and entrepreneurship initiatives in the short term will reduce poverty, foster social inclusion, and harness Africa's demographic dividend. This is especially so in South Africa where some young people have been disengaged from the labour market. They are not building on their skills base through education and training, and they are also not in employment, education, or training (NEET). The NEET rate serves as an

important labour market indicator for young people. Nationally, approximately 3.5 million (34.2%) out of 10.2 million young people aged 15-24 years are NEET while in the Eastern Cape, the NEET population comprises 2.2 million people. In both Q2: 2022 and Q2: 2023, more than four in every 10 young people were NEET.

Contending with the question of rising youth unemployment, the South African Government established the Presidential Employment Stimulus programme to provide work opportunities and experience to unemployed youth and graduates. Launched in October 2020, the initiative has already provided 850 000 opportunities. More than 80% of participants have been young people, and over 60% women. The National Youth Service Programme (NYSP) is a government initiative aimed at engaging South African youth in community service activities to strengthen service delivery, build patriotism, promote nation-building, foster social cohesion and help acquire occupational skills to access sustainable livelihood opportunities. The National Youth Service was due to recruit its first cohort of 50 000 young people in 2022/23, creating opportunities for them to contribute to their communities, develop skills and enhance employability. The government has also introduced the Social Employment Fund to create a further 50 000 work opportunities by accessing the capability of non-governmental organisations in areas such as urban agriculture, early childhood development, public art and tackling gender-based violence.

In addition, the National Youth Policy (NYP) outlines various interventions to improve youth unemployment, such as:

- Introducing a new basic income grant aimed specifically at unemployed youth.
- Abolishing the requirement for experience for entry-level jobs.
- Providing access to a basic package of support and work-readiness training.
- Equipping young people with skills to access opportunities in key growth sectors such as the green, waste and food economies.
- Providing grant funding and business support for 100 000 young entrepreneurs over the next three years.
- Offering practical experience to young people by scaling up the Youth Employment Service (YES).

An Eastern Cape Socio Economic Consultative Council (ECSECC) report exploring the social and policy issues of an ageing population and youth migrating out of the province, based on data from Statistics South Africa's Mid-Year Population Estimates, suggests that the Eastern Cape population will continue to shrink during the post-COVID 19 pandemic era. Between 2022 and 2032, the total population of the Eastern Cape is expected to decline by 0.9%. The decline will be more pronounced among children (<15 age cohort) at 10.7% and among young people (15-34 age cohort) at 8.1%. While the population shrinks for the children and youth, it is expected to rise by 15.7% among adults (35-59 age cohort) and by 9.7% among older persons (60 years and above).

The Eastern Cape has the highest percentage share of older people relative to the country's total population. In 2022, older people in the Eastern Cape accounted for 11.5% of the total population, which was the highest in the country. The population prospects of the province are thus characterised by a concurrent upsurge in the older population and a decline in the younger population. Furthermore, the province has the highest rate in the country of young people moving out. Youth are leaving the province primarily due to lack of economic activities and opportunities, high levels of youth unemployment and the predominance of rural areas, all of which offer limited prospects to emerging youth entrepreneurs. This declining youth population could deprive the province from reaping a demographic dividend. Changes in demographic patterns have social, economic, and fiscal implications. The Eastern Cape must therefore pursue a multi-pronged policy approach to ageing, focused on raising labour market participation and productivity while at the same time meeting fiscal challenges.

Online learning and the digital divide

The coronavirus pandemic accelerated the transition to emergency online learning at schools and universities across the world. Within this context, HEIs need to shape their futures by reflecting on what has worked well during the pandemic and how these innovations can be scaled up to embrace flexible ways of learning and working. Universities are expected to keep pace with these transitions to deliver on evolving expectations, including quick pivots to quality online and hybrid learning, touch-of-a-button convenience, and affordability.

The "digital divide" refers to uneven access to information and communication technologies (ICT) in societies and is particularly pronounced on the African continent. As the primary way most people access the internet in Sub-Saharan Africa, mobile is driving digital inclusion. According to the mobile operators trade body GSMA Intelligence (GMSA), in Sub-Saharan Africa, 40% of the adult population are now connected to mobile internet services. However, another 44% live in areas covered by mobile broadband networks but do not yet use mobile internet services (the usage gap). The main barriers to mobile internet adoption for this group include affordability and digital skills. By 2025, it is expected that 613 million (50% of the region's population) will be subscribed to mobile services in Sub-Saharan Africa. The two most populated countries – Nigeria and Ethiopia – will account for almost a third of new subscribers in the period to 2025.

By 2025, smartphones will account for 61% of total connections, on average, in Sub-Saharan Africa. In addition, although 3G will remain the dominant connectivity technology in Sub-Saharan Africa, accounting for over half of total connections by 2025, 2023 marks a turning point as 3G adoption begins to decline for the first time. By 2025, 4G will account for a third of mobile connections in the region, compared to under a fifth of connections in 2021. 5G-related activities are also beginning to pick up across the region. These include 5G spectrum auctions, 5G pilots and commercial trials, and efforts to develop locally relevant 5G use cases. Mobile connectivity has the potential to accelerate Sub-

Saharan Africa's digital transformation and drive socioeconomic advancement, but realising this potential requires policy measures to support network investments and improve the affordability of digital services for consumers (GMSA, 2023). A widening digital gap may entrench societal fractures and undermine prospects for inclusive growth.

Against this backdrop, the 2016 declaration by the UN Human Rights Council of the internet as a basic human right is pertinent. This is complemented by the adoption of the African Union Digital Transformation Strategy as a step towards narrowing the digital divide by ensuring that access to digital technologies and the internet are regarded as basic rights. These developments will assist residential universities seeking to scale up flexible, technology-rich approaches to learning and help to provide students with inclusive learning environments and experiences that enable them to succeed in academic and co-curricular pursuits. This includes providing quality online or in-person wellness, inclusion, and student life initiatives that will equip them to become conscientious global citizens who drive positive societal change.

Future world of work and lifelong learning

Complex forces are shaping the workforce of the future. Technological advances, automation, and artificial intelligence are amplifying the importance of uniquely human attributes such as creativity, imagination, and critical thinking. The World Economic Forum has estimated that 50% of all employees will need significant re- or upskilling by 2025. The Sub-Saharan Africa and Latin America regions could see over 7% additional GDP by 2030 if they invest in upskilling to propel the transition to an economy where human labour is increasingly complemented and augmented by new technology. Both regions are characterised by a high proportion of youth, high inequality and underdeveloped business and consumer sectors. The benefits of re- and upskilling employees outweigh the costs and typically include improved loyalty, employee satisfaction, and higher levels of productivity.

Universities must play a central role in any comprehensive upskilling agenda by providing a wide range of self-directed, "just-in-time" learning opportunities and credentialing systems. Successful reskilling starts with knowing what skills are needed, then offering tailored learning opportunities to address these needs through inculcating a culture of lifelong learning. Several areas need urgent attention, such as skills development programmes that facilitate articulation between formal and informal learning.

Attracting and retaining pivotal talent will be a significant challenge in the future and organisations will need to devote careful attention to the employee value proposition. During the pandemic, it was estimated that more than 20% of the global workforce, predominantly in high-

skilled jobs, were working remotely. Although most employees have returned to the workplace as economies have reopened post-pandemic, there has been a structural shift towards hybrid ways of working, especially in highly skilled jobs in sectors such as finance, insurance, management, business services and information technology.

This transition surfaces two key challenges for organisations. The first relates to the role of the office in cultivating a sense of belonging. In the short term, universities will have to make key decisions on investment in digitalisation compared to physical infrastructure development. They also will need strategies to refurbish, modernise and optimally use existing infrastructure to facilitate hybrid learning and flexible ways of working. More attention will need to be devoted to infrastructure in the form of IT hardware as well as cybersecurity measures and software to enhance collaboration, measure employee performance and effectiveness. A further challenge will be to prepare the workforce for a future world of work characterised by automation, digitalisation, and other technological advancements.

Against a backdrop of global change and volatility, university graduates need to be adaptable lifelong learners with transferable knowledge, skills and competencies that can be applied in various contexts, as well as by the ability to be nimble and imaginative, digitally literate and ethical decision makers. HEIs need to shape their futures by reflecting on what has worked well during the pandemic and how these innovations can be scaled up to enhance student access for success in their future work world.

Gender-based discrimination and violence

According to a Statistics South Africa (StatsSA) report, equality in the job market still eludes women in South Africa. The labour force participation rate for women in South Africa stood at 54,3% compared with 64,9% for men, a gap of 10,6 percentage points. Only 54,3% of women of working age in South Africa are either employed or looking for work. The female labour force participation rate has seen an increase over 10 years by 4 percentage points from 50,3% in Q2:2013 to 54,3% in Q2:2023. However, women remain less likely to participate in the labour force compared to men. The participation rate for women was largest in the age group 35-44 at 72,7%. This, however, is 12 percentage points less than men in the same age group. Across all age groups, women are less likely to be in the labour force compared to men. The largest participation gap was in the age group 45-54 at 15,5 percentage points.

At a global level, the unemployment rate for women remains higher than that of men, particularly for young women. Unemployment numbers for women remain higher than the national average, with 35,7% of South African women in the labour force currently without work and actively looking for work. Black African women fare even worse with an unemployment rate of 39,8% in Q2:2023, higher than the national

average and other population groups. When women are employed, they are more likely to work in low-paying jobs in vulnerable conditions, and there is a slow improvement forecast for the future (ILO, 2017). According to the ILO, "vulnerable employment is a combination of 'own account work' and 'contributing family work' or unpaid household member, both defined as employment statuses that are associated with 'low levels of development and high levels of poverty'." More women than men work as unpaid household members and women are less likely to be employers. In Q2:2023, only 3,3% of women were employers compared to 7,5% of men.

The feminisation of poverty remains an intractable challenge with women disproportionately affected by limited access to safe places of work, education, skills, resources, and technology. The rate of femicide in South Africa is five times higher than the global average, with women from low-income households and those aged between 18 to 24 years being most likely to experience physical violence. The Policy Framework to Address Gender-Based Violence in the Post-School Education and Training System has an appropriate focus on challenging social norms that perpetuate gender inequality, while also improving survivor support services. HEIs need to intensify efforts to eliminate GBV, discrimination based on gender, and patriarchal attitudes. This is especially urgent considering that, according to the South African Medical Research Council, ten percent of all rape cases reported in South Africa stem from institutions of higher learning. Given that women constitute 59 percent of all students at public universities in South Africa, social norms that perpetuate gender inequality need to be challenged.

The National Strategic Plan on Gender-Based Violence and Femicide (GBVF) is the government's comprehensive strategy for tackling all forms of violence and abuse against women and children. Since the launch of the strategic plan, several new interventions have been implemented, including extensive legal reform, support for survivors through the provision of evidence kits at police stations, psychological and social services, and the establishment of a GBVF Response Fund. Approximately R21 billion has been dedicated over the medium-term to the implementation of the six pillars of the plan, including the economic empowerment of women.

Urbanisation and human settlements

More than half of the people the world (55%) live in urban areas and the percentage of city dwellers is projected to increase to 68% and reach a total of 6.3-billion people by 2050. This will add 2.3-billion more people to urban areas. Most of this increase (about 90%) is likely to occur in the two poorest regions of the world, South Asia, and Sub-Saharan Africa, where the urban population is likely to double in the next 20 years.

Urbanisation is largely unplanned and fuels the growth of informal or slum settlements. In South Africa, 63% of the population are living in urban areas and this is projected to rise to 71% by 2030. By 2050, eight in 10 people will be living in urban areas which will place additional pressure on constrained resources. It will also make it more difficult to deliver on the goal of the Integrated Urban Development Framework (IUDF) to foster a shared understanding across government and society about how best to manage urbanisation to achieve economic development, job creation and improved living conditions.

Rapid urbanisation is a key challenge to achieving the intention of the Paris agreement to hold the increase in the global average temperature to 1.5°C compared to pre-industrial levels. Cities account for 60 to 80% of energy consumption and generate as much as 70% of the human-induced greenhouse gas emissions. Urgent action is required to transform urban systems well before 2030 to withstand climatic extremes.

Despite the challenges, however, urbanisation is also an opportunity for positive change. Cities and towns can help drive the sustainable agenda across social and cultural change, environmental protection, and economic growth by embracing principles of the circular economy. Contributing about 80% of global GDP, cities are catalysts to drive innovation, consumption, and investment worldwide, making them a force to address poverty, social exclusion, and spatial inequality.

To ensure that the benefits of urbanisation are fully shared and inclusive, policies to manage urban growth need to ensure access to infrastructure and social services for all. There should be a focus on the needs of the urban poor and other vulnerable groups for housing, education, health care, decent work, and a safe environment. Integrated policies to improve the lives of both urban and rural dwellers are needed, strengthening the linkages between urban and rural areas, and building on their existing economic, social, and environmental ties.

Climate action and environmental stewardship

The Global Risks Report 2023 ranks climate action failure as the risk with potentially the most severe impacts over the next decade. Climate change is already seen in the form of natural disasters, abnormal weather patterns, resource scarcity, and species loss. The threat of climate change is already destroying lives, livelihoods, and ecosystems, especially in poorer regions that contribute the least to global warming.

Climate change projections for the SADC region show that the greatest impact will be on water availability, which could severely affect food production and energy generation. Annual rainfall is expected to decrease by 20% by 2080 in southern Africa, which will worsen water and food insecurity. South Africa is among the pioneers in adopting green economy strategies to fulfil the commitments contained in the UN

Framework Convention on Climate Change. It has programmes to promote energy efficiency, green transport, sustainable housing, and climate resilient agriculture. These will be implemented in a manner that stimulates investment, local economic activity, and manufacturing as part of a just transition to a low-carbon economy and climate resilience.

As knowledge institutions, universities have a responsibility to lead climate research, mitigation and adaptation efforts by engaging key stakeholders and modelling sustainable environmental stewardship. To this end, the University is intentionally driving the transition towards greening campuses, reducing its carbon footprint, promoting renewable energies, and conserving water. As part of these efforts, the University launched a 1-megawatt solar photovoltaic installation and, as a result, can generate 17% of South Campus's energy usage. This will be scaled up as the renewable energy roll-out unfolds on all campuses. Within a context of water scarcity, the University is also implementing innovative strategies to increase the use of secondary sources of water such as return effluent (RE), borehole water, rain harvesting and grey water to reduce its reliance on the municipal supply.

Access to quality healthcare

Nationally and internationally, being better prepared for the next pandemic is a high priority that calls for investments in upgrading public health infrastructure and modernising health care systems, including telemedicine and virtual health. While South Africa is making progress in addressing Sustainable Development Goal 3 relating to good health and well-being, key challenges include poor access to, and poor quality of, universal health care, in areas such as mental health care and services for the disabled. The retention of skilled, senior health professionals in the public sector is another issue, with many leaving the country. To counter this, the Occupational Specific Dispensation (OSD) for health professionals has been introduced in the South African public sector.

Tackling the interlinked challenges of poverty and health starts with a recognition that treating patients medically needs to be accompanied by integrated approaches that address underlying social determinants of health. Against this backdrop, the principles of primary health care, such as equity, community participation and social and economic development, form the basis of South Africa's health policy and service delivery.

South Africa needs to scale up key interventions within the health system such as adopting innovative models in healthcare delivery, unlocking bottlenecks in procuring quality medicines (including vaccines) and medical equipment, and improving the quality of health care services

underpinned by evidence-based clinical practice. The operational efficiency and use of human resources in the health system must improve, supported by appropriate recruitment, retention and human resources forecasting strategies.

Looking ahead

Faced with the preceding array of complex global megatrends and poly-crises, Nelson Mandela University is called on to think ahead, and design forward-looking strategies that enhance its strategic positioning within the post-school education and training landscape nationally, on the African continent, and globally. Despite multiple, concurrent uncertainties within the higher education sector, the University can apply a social justice lens to planning and decision-making to ensure that it does not perpetuate or amplify existing inequalities or precarities through decisions or implementation of strategy. This should be informed by a comprehensive analysis of the implications of the legislative mandate of public universities in South Africa.

2. Legislative mandate

The UN Sustainable Development Goals (SDGs) strive to address global challenges such as those related to poverty, inequality, global unemployment, climate change, and environmental degradation. Goal 4 aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"* with one of the targets seeking to *"ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university"* by 2030. This positions higher education as pivotal in promoting democracy and human rights, enhancing responsible global citizenship and civic engagement, facilitating intercultural dialogue, and fostering respect for cultural, religious, and linguistic diversity. In addition to imparting skills required by the labour market, universities stimulate critical and creative thinking and generate knowledge for social, cultural, ecological, and economic development.

This is reinforced in the African Union Agenda 2063, which also emphasises the critical role of higher education in developing the human capabilities and skills required to enhance innovation, employability, and entrepreneurship on the African continent, especially among youth and women. In the bid to cultivate a new African citizen who will be an effective agent of change for the continent's sustainable development, the African Union Commission developed a comprehensive 10-year Continental Education Strategy for Africa (CESA 16-25). This calls for national governments to honour their commitment to spend 1% of gross domestic product on research, and to create conducive environments for innovation and for nurturing young academics.

South Africa's National Development Plan 2030 further outlines the main functions of universities in society as addressing indispensable high-level skills shortages, serving as the dominant producers of new knowledge, and strengthening equity, social justice and democracy. Challenges such as food security, quality health and education for all, secure and clean water, green and efficient energy sources, climate change, and inclusive communities need the response of universities at global and local levels as catalysts for development.

Key legislation and policy frameworks guide the purpose and mandate of public universities in South Africa. The White Paper on Higher Education Transformation (WPHET, 1997) is the cornerstone policy which calls for a higher education system based on equity of access and fair chances of success for all. The White Paper stresses the need for higher education to meet the highly skilled employment needs of a growing economy. It further asks that higher education contributes to the advancement of all forms of knowledge and scholarship, generating innovative solutions to the diverse challenges of local, national, southern African and African contexts. The WPHET also urges HEIs to support a democratic ethos and a culture of human rights through educational programmes and practices, which in turn is conducive to critical discourse and creative thinking, cultural tolerance, and a common commitment to a humane, non-racist and non-sexist social order.

The White Paper for Post-School Education and Training (WPPSET, 2014) builds on this by setting out a vision of a differentiated post-school education and training system that supports citizens in accessing diverse opportunities for further study and advancement. This is further elaborated in the draft National Plan for Post-School Education and Training (NPPSET, 2017), which is a roadmap to develop and reinvigorate post-school education and training from 2018 to 2030. This provides an implementation framework to achieve the broad policy goals of the White Paper, such as ensuring the delivery of a diverse range of quality post-school qualifications that are responsive to the needs of students, society, and the world of work. The NPPSET also seeks to better integrate the post-school system and support initiatives that will result in significantly improved student success and throughput.

The White Paper on Science, Technology and Innovation, 2019, complements the WPPSET and NPPSET by providing the long-term policy direction to ensure a growing role for science, technology and innovation (STI) in improving economic competitiveness and creating a more prosperous and inclusive society. It introduces policy approaches to ensure an open, responsive, and diverse knowledge system, including adopting an open science paradigm, supporting a diversity of knowledge fields, advancing a greater focus on inter- and transdisciplinary research, and acknowledging the contribution of the humanities and social sciences to addressing complex societal problems. Furthermore, it introduces a systematic approach to expanding the internationalisation of STI and science diplomacy with a strong focus on the African continent to support a pan-African agenda.

Through the Decadal Plan for Science, Technology and Innovation released in February 2022, the Department of Science and Innovation (DSI) aims to improve coherence and coordination of scientific and technological innovation in priority areas. It also assesses how to align and pool resources to fund these areas. Universities are called upon to form part of a compact and work with government, social partners, and industry in developing and implementing innovation-enabling programmes that will yield benefits for the South African economy in the following priority areas: climate change and the circular economy; education for the future; future of society; ICTs and smart systems; high-technology industrialisation; nutrition security; water security; health innovation, and sustainable energy.

The DHET released the Draft Policy for the Recognition of South African Higher Education Institutional Types in August 2022 for public comment. This provides for the classification of all South African institutions of higher learning into one of three types, namely:

- Higher education colleges, which can offer undergraduate degrees but have no mandate to conduct research.
- University colleges, which are "universities in the making" operating under the trusteeship of an existing university.
- Universities.

The draft policy sets out the criteria for quality learning and teaching, research, and community engagement at universities. Among these, universities must produce sufficient postgraduate students, particularly at doctoral level, contribute to national development needs, and be internationally active.

Against this legislative and national policy backdrop, Nelson Mandela University strives to distinguish itself through student-centric approaches to learning and teaching that facilitate student access for success, comprehensive academic programme offerings, impactful inter- and transdisciplinary research, innovation and internationalisation, and transformative engagement that contribute to socially just and sustainable futures. In keeping with the mandate of South African public universities, the University will strive to position itself strategically within a diverse post-school education and training system as it traverses a disruptive higher education landscape.

3. State of the University

Vision 2030 has revealed various strengths and opportunities that need to be optimised by Nelson Mandela University as it seeks to chart its future strategic directions and game-changing differentiators. As part of its planning, the University conducted a SWOT situational analysis to identify strengths and opportunities that can be optimised over the next decade in pursuit of Vision 2030, while addressing challenges and threats that may impact negatively on students, staff, and external stakeholders. This situational analysis is illustrated in the graphic below.

STRENGTHS

- Largest comprehensive higher education institution in the Eastern Cape
- Wide range of programmes and qualifications from certificate to doctoral level
- Humanising pedagogies and proactive student support interventions (academic, psychosocial, and financial) that enhance student access for success
- Values-driven, transformative institutional culture that embodies the legacy and ethos of Nelson Mandela
- Growing contribution to public intellectual discourse
- Extensive engagement and collaboration with communities, business, industry, government, and civil society in the service of society
- Leader in transdisciplinary sustainability sciences
- Socially responsive and impactful science, innovation, and technology to promote the public good
- University with the only dedicated ocean sciences campus in South Africa
- Innovative, interprofessional approach to medical and health education
- Wide-ranging efforts to promote social justice, equality, and non-discrimination
- Expanding support for student entrepreneurship and youth employability
- A growing alumni network nationally and internationally
- Investment in technologically enabled learning and teaching spaces and modernised infrastructure
- Multi-campus university with distinct niches for each campus
- Stable, ethical governance and management
- Dedicated, highly skilled employees
- Growing pool of research associates, postdoctoral fellows, and honorary, emeritus, ad personam, visiting, and adjunct (HEAVA) professors

WEAKNESSES

- Cumbersome administrative processes and procedures
- Insufficient flexible educational opportunities for the adult market
- Inadequate, affordable on-campus student accommodation
- Need for integrated enrolment management system to address low conversion of applications and admissions to enrolments
- Need to review programme and qualifications mix, academic size and shape, modes of delivery, and pedagogical approaches to enhance readiness for future world of work
- Limited financial assistance for "missing middle" and postgraduate students
- Declining postgraduate and international student enrolments
- Inadequate career pathing and promotion opportunities for employees
- Proportion of academic staff with doctoral qualifications below the national average
- High student: staff ratios and limited postgraduate supervisory capacity in certain academic disciplines/fields of study
- Declining research outputs of permanent academic staff
- Highly competitive market for talented, diverse employees, especially in scarce and critical skills
- Holistic student and employee wellness in a post-pandemic context
- Constrained financial resources and relatively high dependence on government funding
- Cost of rising demands for wraparound student support (e.g., accommodation, transportation, catering, data connectivity, etc.)
- Inadequate unencumbered third-stream income to fund strategic imperatives and aspirations
- Broad-based black economic empowerment (BBBEE) recognition level

OPPORTUNITIES

- Africa's demographic dividend – burgeoning youth population
- Increased collaborations with industry and employers to enhance curriculum responsiveness and graduate employability
- Stackable credentials and fully online offerings in support of lifelong learning
- Digitalisation – leverage innovative technologies, artificial intelligence, Internet of Things, and machine learning for the renewal of institutional systems, processes, workflows, policies, service delivery, and blended/online learning
- Expanded international partnership footprint, particularly in Africa and the global South
- Flexible/hybrid ways of working to enhance the employee value proposition
- Strengthened engagement and partnerships with TVET and community colleges to facilitate integrated post-school education and training
- Partnerships with schools to improve quality of basic education
- Education and skills for the future world of work
- Digital and circular economy
- High-technology industrialisation
- Big data analytics
- Nano- and biotechnologies
- Healthy nutrition for all
- Water security
- Improving access to quality healthcare
- Just energy transition - renewable energy sources and technologies
- Localisation and SMME development

THREATS

- Weakening global economy
- Rising global geo-political tensions and nationalism
- Persistently high levels of unemployment, poverty, and inequality
- High interest rates and households under pressure due to cost-of-living crisis
- Pervasive food insecurity and hunger
- Rising social unrest
- Rapid urbanisation and uneven access to quality human settlements
- Constrained national fiscus and impact of Government austerity measures
- Financial sustainability within the higher education sector – rising costs, declining state subsidies, and NSFAS administration challenges
- Rising student debt
- Environmental risks - water and energy insecurity, as well as the impacts of climate change, natural disasters, pollution, and loadshedding
- Quality of basic education and schooling, especially poor performance in mathematics and science
- Increased national and global competition for talent
- Crime, violence, and alcohol/drug abuse
- Gender-based violence and gender inequality
- Digital divide and unequal access to mobile devices and data connectivity
- Rising cybersecurity and privacy concerns (e.g., cyber-attacks and data breaches)
- Outbreaks of new variants of Covid-19 and other infectious diseases and pandemics

This diagrammatic overview is further explained by focusing on selected strengths, strategic opportunities, and differentiating trajectories that inform University planning in striving to achieve the aspirations articulated in Vision 2030. Given that many of the threats were discussed as part of the situational analysis and the challenges will be indicated in the institutional performance review of the APP, these will not be further explored in this section.

Strengths and opportunities

The University's Vision 2030 strategic aspirations have been crafted against the backdrop of the global, continental, and national development goals articulated in the UN 2030 SDGs, the African Union Agenda 2063, and the South African 2030 National Development Plan (NDP) respectively. The formulation of Vision 2030 has revealed distinctive intellectual niches and strategic opportunities that need to be leveraged by Nelson Mandela University as it charts its future.

The University is consolidating excellence across key strategic trajectories as it cascades its future-focused Vision 2030 Strategy. This will ensure that the University is poised to change the world through generating cutting-edge knowledge that contributes to a sustainable future.

Game-changing differentiators include the following areas of strength and opportunity.

Embracing the Mandela identity

Nelson Mandela University remains committed to giving intellectual and programmatic expression to the Mandela name and identity. The Transdisciplinary Institute for Mandela Studies (TIMS) and the Chair for Critical Studies in Higher Education Transformation (CriSHET) constitute a key intellectual differentiator for the University. Signing a Memorandum of Understanding (MoU) with the Nelson Mandela Foundation, the primary custodian of the Mandela legacy, has significantly catalysed this scholarly endeavour. TIMS is intended to drive the University's pursuit of becoming the pre-eminent academic expression of Mandela, hosting workshops and events to foster a vibrant intellectual culture and advance social justice.

Humanising, student-centric approaches

Nelson Mandela University places the pursuit of social justice at the heart of its core academic missions of learning, teaching, research, innovation, internationalisation, and engagement. While there is no blueprint for the future of higher education, socially conscious students expect their universities to provide them with inclusive learning environments and experiences that enable them to succeed fully in their academic and extracurricular pursuits. This includes committing to providing quality online or in-person wellness, inclusion and student life initiatives that equip graduates to drive progressive societal change.

As a student-centric comprehensive university, the focus on promoting holistic student access for success remains paramount, especially given that the University draws more than two thirds of its incoming students from the Eastern Cape. The University has been systematically increasing access to higher education for first generation students from quintile one to three schools, more than half (58%) of whom depend on NSFAS funding. In embracing this core mandate, the University invests extensively in various strategies to provide supportive living and learning environments conducive to improved academic performance.

Nelson Mandela University conceptualises student success broadly to include student life and development interventions aimed at cultivating socially conscious graduates who are responsible citizens capable of transferring their knowledge and skills across multiple contexts to benefit society. Various sporting, leadership, entrepreneurship, and psycho-social support programmes are offered to promote a vibrant student life.

In facilitating holistic student access for success, the University has adopted a humanising pedagogical approach as the philosophical underpinning for learning, teaching, curriculum development and assessment. This is largely based on the education philosophy and work of Paulo Freire, which liberates human agency and a sense of coming not only to know, but to own the knowledge and be empowered by it.

Transformative engagement and social embeddedness

The University is widely recognised for its engaged scholarship, which seeks to co-create pioneering, African-purposed solutions to complex global challenges. This is part of a broader strategy to reconfigure the University in alignment with a reimagined and non-paternalistic paradigm of engagement that can more meaningfully contribute to alleviating human precarity.

As part of the Nelson Mandela University organisational redesign process, a new executive management portfolio was established, rooted in the interplay between engagement and transformation, and their interlinkages with research, learning and teaching. The core purpose of the Engagement and Transformation portfolio (ETP) is to provide intellectual and strategic leadership of engagement and transformation in support of the vision, strategic objectives, and core academic missions of the University. In so doing, the University has responded to a key dilemma facing the higher education sector, nationally and globally, namely, engaging authentically and purposefully with the current socio-economic, environmental, cultural, and political challenges of our time and place through social embeddedness.

The Engagement Report (2022) narrates the exciting journey of building the Engagement and Transformation portfolio over the past four years. The portfolio has a substantive coordination and facilitative function, interwoven with faculties, entities, and other support service units across the institution and beyond. The Engagement Office has been active in supporting faculties and portfolios in exploring demonstrations of converged engagement, buttressed by the principles of reciprocity and mutually beneficial outcomes.

The work of the Hubs of Convergence (HoC) brings together skills and capacities from across the University in various projects to pursue equalising partnerships with marginalised communities to co-create African-purposed solutions to vexing societal challenges. Networks have grown and connections with key internal and external stakeholders have become more impactful. Key areas of focus for the HoC include individual and organisational wellness, food sovereignty, addressing GBV, developing local economies, and providing support to community-based organisations.

The scholarly work of TIMS and CriSHET, noted above, is also a significant component, as is the work of the Centre for the Advancement of Non-Racialism and Democracy (CANRAD), which pursues transformation towards a new non-racial and democratic social and economic order. In addition, the Centre for Integrated Post-School Education and Training (CIPSET) and the Chair for Youth Unemployment, Employability and Empowerment (CYUEE) are reorganising their mandate and focus areas into one combined entity. Together with the Faculty of Education, they drive the work of the TVET working group across faculties, entities, and divisions. CIPSET is also coordinating important work on solidarity economies and food sovereignty.

The ETP entities, projects and programmes work to establish new and revitalised affiliations, systems of working and means of accountability. Together, they represent a wide range of expertise, knowledge and approaches to research and praxis with a shared commitment to building a transformative, responsive university.

Values-driven transformative institutional culture and empowered employees

Cascading the *Statement of Commitment to an Inclusive Institutional Culture* is a further critical enabler for realising Vision 2030. To this end, the Institutional Culture and Equality Working Group (ICE WG) commissioned a meta-analysis of the findings from previous research studies conducted on institutional culture, as well as from programmatic culture change interventions implemented at the University over the decade 2010 to 2021. This has established a baseline assessment of institutional culture at Nelson Mandela University.

The report has revealed that, while good progress has been made in addressing various challenges, forward-looking institutional culture interventions need to enable academic excellence; advance decolonisation and curriculum transformation; implement a progressive language policy; tap into the contribution of the arts, culture, and heritage in promoting social cohesion; deepen a culture of open engagement; improve student and employee wellbeing; promote a vibrant campus life experience, and ensure parity of esteem in a multi-campus context.

With the oversight of the Engagement and Transformation Committee (ETC), the ICE WG provides guidance on the programmatic interventions required to foster an inclusive, transformative institutional culture. Human Resources (HR), ETP and the Office for Institutional Strategy collaborate with other internal stakeholders in designing and implementing such programmes. This includes the Vision 2030 short learning journey which was implemented in the last quarter of 2022 and will be offered again in November 2023 to all new employees, middle management, and other transformation champions to engage them in conversations to empower them to contribute to cultivating a values-driven institutional culture at all levels of the University.

4. Key strategic trajectories

Transdisciplinary Sustainability Sciences

In line with our vision to contribute to sustainable futures, Nelson Mandela University has been scaling up efforts to leverage our strengths in transdisciplinary sustainability sciences. At the same time, it is increasing efforts to promote environmental sustainability through innovative solutions to water, energy, and food insecurity.

Building on our strengths in natural sciences and engineering, the University has been intensifying the coordination of scholarly work in the broad area of Sustainability Science, in which we already have significant research pedigree, to assemble this into an identifiable, collaborative commons under the banner of the Mandela Institute for Sustainable Futures.

Nelson Mandela University's excellence in sustainability sciences was recognised by the Times Higher Education [THE] Impact Rankings, which assess the performance of universities in contributing to the UN SDGs. In 2023, Nelson Mandela University ranked fifth overall in South Africa and was the only university in South Africa to rank in the SDG Life Below Water [SDG 14]. The University also ranked highly in Quality Education [SDG4] and Partnerships [SDG 17].

As part of our drive to cultivate graduates who are responsible citizens, the University's Social Consciousness and Sustainable Futures (SCSF) module will be offered to all first-year students as from 2024. This module aims to provide students with a better understanding of their social responsibility, challenging them to use their skills and qualifications in striving for a more sustainable and humane society. The connections between *uluntu* (society), *abantu* (people) and their responsibility to its betterment will be its guiding approach.

In addition to harnessing its excellence in sustainability sciences, the University is also intentionally driving the transition towards becoming an environmentally sustainable institution.

Ocean Sciences

The UN proclaimed 2021-2030 as the International Decade of Ocean Science for Sustainable Development in an effort to mobilise stakeholders worldwide behind a common framework that will serve as a pivotal driver in protecting the world's oceans. With the launch of the first dedicated Ocean Sciences Campus in South Africa in September 2017, Nelson Mandela University began an exciting journey towards becoming the "go-to" destination for Ocean Sciences.

The Ocean Sciences Campus is a hub for creative, pioneering transdisciplinary, postgraduate ocean sciences research, teaching, innovation, and engagement. This is geared towards building and maintaining critical mass across three key niches, namely, promoting sustainable livelihoods for coastal communities by tapping the economic potential of the oceans, while preserving marine biodiversity, and ecological integrity for the benefit of future generations. Infrastructure developments funded by the Department of Higher Education and Training (DHET) have made it possible for the University to invest in modernised laboratories, facilities, and equipment.

As part of our ocean sciences strategy, all faculties have been scaling up academic qualifications at under- and postgraduate levels and developing short learning programmes (SLPs) to respond to the professional development needs of the ocean economy. This includes harnessing inter- and transdisciplinary research and innovation capabilities that contribute to addressing global sustainability challenges confronting our oceans. Examples of cutting-edge postgraduate qualifications that have been accredited over the past five years include the Honours degree in Marine Engineering, as well as Masters' programmes in Maritime Studies, Maritime Management and Ocean Governance.

Developing our ocean sciences niches leverages off existing strategic advantages such as our five NRF-funded South African Research Chairs Initiative (SARChI) Chairs in the domains of marine ecology; oceanography and marine food security; climate change; oceans governance and the law of the seas in Africa; marine spatial planning, and ocean cultures and heritage. Various research entities promote pioneering research and innovation in support of global, continental, and national endeavours to unlock the economic potential of the oceans to promote sustainable livelihoods for marginalised coastal communities. These entities include the Institute for Coastal and Marine Research (CMR), the FishFORCE Academy, the South African Environmental Observation Network (SAEON), the African Centre for Coastal Paleoscience and the Marine Robotics Unit.

Partnerships with other educational institutions, government, civil society, and key industry players are in place to enhance our scientific, socio-economic and policy impact in relevant domains, and to ensure a collective drive towards embracing the potential of the oceans economy in a sustainable manner. To this end, the University serves as the headquarters of the South African International Maritime Institute (SAIMI), established in 2014 to enhance the contribution of the maritime sector to the economy of South Africa and Africa by coordinating quality education, training, and research with partner institutions.

Medical School

Nelson Mandela University launched its Medical School in 2021, one of only two medical schools in the region offering a full undergraduate medical degree (MBChB), and it will evolve further to offer medical specialist training. With social justice at its core, the medical programme embraces a comprehensive primary healthcare approach underpinned by the four pillars of medicine: disease prevention, health promotion, treatment, and rehabilitative medicine.

The Medical School is intentionally anchored on the University's Missionvale Campus in Gqeberha to engender urban renewal and regeneration for the benefit of surrounding communities. The University is actively pursuing partnerships with local government, business,

other educational institutions, and public and private health service providers to promote access to comprehensive health services as part of an integrated health and education innovation precinct.

Although South Africa is making progress in promoting good health and well-being, poor access to quality healthcare is a key challenge. Tackling the inter-linked challenges of poverty and health starts with a recognition that treating patients medically needs to be accompanied by integrated approaches to healthcare that address the underlying social determinants, such as access to decent housing, education, and social services.

Beyond training medical and healthcare workers, the University will also deploy its full range of research and innovation capabilities in the search for new diagnostic, therapeutic and vaccine technologies. These will be directed towards the fight against pandemics, legacy communicable diseases such as TB and HIV/AIDS, and climate-related health risks of the future. Being better prepared for the next pandemic is a high priority, both nationally and internationally. This requires investments in upgrading public health infrastructure and modernising health care systems, including the wider use of telemedicine and virtual health.

The use of big data analytics, artificial intelligence, machine, and deep learning tools, together with the University's long-standing capabilities in mobile, remote sensing and robotic technologies, will be leveraged as further crucial assets. As an example, an exciting addition to the Medical School was the launch of the research chair in nanomedicine in 2021, which has developed a transdisciplinary nanomedicine platform for postgraduate students pursuing ground-breaking research.

Guided by the University's humanising pedagogical philosophy, the learning and teaching approach of the medical programme makes extensive use of digital infrastructure and technologies that facilitate connectivity with neighbouring hospitals, clinics, and other educational institutions. The University collaborates with all partner institutions in producing fit-for-purpose, service-oriented and civic-minded medical professionals committed to making a difference in the lives of the disadvantaged. In so doing, while the human and capital investments for the medical school are significant, the returns for public health education and research will be even greater.

With the third cohort of 100 medical students admitted in 2023, the University is well on its way to producing fit-for-purpose, civically minded medical professionals committed to making a difference in the lives of vulnerable, underserviced communities in our country. The accreditation of the fourth year of the medical programme took place successfully in 2022, inclusive of the first clinical rotation. This brings the goal of complete accreditation for the full six-year programme closer.

As the Medical Programme grows so does the potential for developing niche research areas. These include medical education and clinical disciplines which will host postgraduate students, or registrars, in the next three years. Two Masters' of Medicine in Psychiatry and Paediatrics, as well as a Postgraduate Diploma in Mental Health, have recently been submitted to the DHET for clearance. These programmes will positively contribute to providing research-oriented medical practitioners and specialists in South Africa, especially for the Eastern Cape.

Looking ahead, the Faculty plans to expand international partnerships through strengthening ties with existing partners such as Rutgers University in the US and Oldenberg University in Germany. It also aims to develop stronger collaborations with the private sector (for example, Aspen and Discovery), as well as partnerships with NGOs such as Ubuntu Pathways in the Medical School's neighbouring area of Zwide. Recently, the Faculty of Health Sciences has received requests to share its experience of starting a medical school with other universities.

Revitalising the Humanities

Revitalising the humanities is a central component of the University's overall academic strategy to reimagine the transformative potential of all disciplines in the quest to awaken indigenous knowledge systems. This, in turn, will also contribute to the University's efforts to promote social cohesion and democratic citizenship by fostering the depth of critical, transdisciplinary thinking required to identify innovative solutions to persistent societal and planetary challenges.

While developing a vision and strategic plan, the Faculty of Humanities has already undertaken activities towards the realisation of this vision to reposition the humanities and social sciences. This includes hosting curriculum conversations to promote critical engagement on key issues such as decolonisation and Africanisation of the curriculum, (un)-representativeness, inaccessibility, and privilege in the curriculum. Alongside the focus on decoloniality, indigenous knowledges and interrogating Western hegemonies, other new areas of study and research are emerging in the Faculty of Humanities, such as digital humanities and animation. The Faculty intentionally views Africa as a source of knowledge production to diversify and deepen the arts, humanities and social sciences canon and scientific knowledge base respectively.

Progress towards achieving this has included the launch of the Centre for Philosophy in Africa and the Chair in Identities and Social Cohesion in Africa. There is a deliberate focus on the scholarship of African Vernacular Archive and Heritage Studies, and Women's Digital Archive and Gendered Histories, which all point to the value of memorialisation of Africa, her people, and her experiences.

Revitalising the humanities also includes Africa-centred epistemologies and transdisciplinarity, as well as the introduction of a new Philosophy, Politics and Economics stream within the Bachelor of Arts degree. This focuses specifically on these subjects to allow BA students, who have either been historically excluded or who have excluded themselves from participating fully in the Economics curriculum, to combine two increasingly sought-after disciplines.

Gender and Women Studies

Gender and women studies is a key strategic trajectory at Nelson Mandela University, formalised through the launch of the Centre for Women and Gender Studies (CWGS) in October 2019. The CWGS is making a significant contribution to advancing intersectional and inter-disciplinary approaches to the promotion of gender equality and transformation. As part of its educational and advocacy mandate, the Centre is championing sectoral efforts to promote gender equity, including conducting anti-GBV training.

Through its programmatic work and intellectual leadership, the Centre has made impressive strides in establishing an Eastern Cape "gender corridor" by linking universities and scholars who address gender questions and profile African women's biographical intellectual histories. This research aims to contribute to reducing gender-based inequalities and violence by showcasing the roles of women in political advancement and transformation through history.

This drive has been significantly bolstered by the launch of the DSI-NRF SARChI Chair in African Feminist Imagination, held by Professor Pumla Gqola. The Chair studies the creative arts, popular culture, and other expressions of African feminist energies, while expanding African feminist theory and scholarship, and training future generations of scholars.

Student entrepreneurship and youth employability

Nelson Mandela University is seized with the challenge of rising youth unemployment. To address these challenges, the University seeks to nurture graduates as adaptable lifelong learners who are set apart through attributes such as intellectual curiosity, critical thinking, creativity, integrity, social awareness, and progressive agency. To this end, the University tracks graduate employability by administering the Graduate Destination Survey (GDS) every two years. In 2020/21, it was encouraging to note that 69% of all graduate respondents indicated that they were either employed, pursuing postgraduate studies, or working and pursuing further studies simultaneously at the time of the survey. Furthermore, 74% of the employed respondents indicated that they were employed in a job related to their field of study. Of the 27.5% of

the graduate respondents who were still seeking employment, the main reasons provided for not yet being able to secure a job included a lack of work experience, lack of jobs available, lack of opportunities in their field of study, and being considered either under- or overqualified for the position applied for.

To address these challenges, student entrepreneurship is a key focus area for the University, with the dedicated Madibaz Youth Entrepreneurship Lab established to create an entrepreneurial ecosystem within the institution. The University is part of Entrepreneurship Development in Higher Education (EDHE), a national platform for the advancement of entrepreneurship at universities.

Through these initiatives, the University is implementing various programmatic initiatives such as Student Employability and Entrepreneurship Development (SEED) to develop employability skills, as well as an entrepreneurial mindset, while also giving students opportunities to expand their professional networks and learn from experienced peers through a mentorship programme. Building on the successes of the SEED programme and the dedicated Madibaz Youth Entrepreneurship Lab, the University is repurposing infrastructure towards the establishment of a Rapid Youth Entrepreneurship Incubator in partnership with the national Department of Small Enterprise Development, together with its Small Enterprise Development Agency.

Furthermore, the University is scaling up its contribution to student employability and harnessing Africa's youth demographic dividend by integrating and aligning its work in this area into a Mandela Africa Hub for Entrepreneurship and Social Innovation. The Mandela Africa Hub will be an integrated platform for collaborative partnerships and co-learning that facilitate the co-shaping of Afrocentric entrepreneurs and social innovators in critical sectors.

Digitalisation and Virtual Academy

Progress has been made on the University's Digital Transformation (DX) Strategy, and a Senior Transversal Management team has been established to steer the strategy. One catalytic, high-impact project in the DX stable is the establishment of a Virtual Academy. Nelson Mandela University's new Virtual Academy is being incubated in the Office of the VC. Originally devised in 2018, the Virtual Academy is developing into a large interconnected system for human-centred digital innovation, to advance knowledge and foster collaboration and efficiency across the entire university. Bringing this work to life will take centre stage, along with greater digitalisation of systems. It is being designed to align with emerging concepts in post-pandemic higher education and Society 5.0, Industry 5.0, and Education 5.0, focusing on humanising, and leveraging, technology for impact on the world of work in service of society.

The official launch of the Virtual Academy is projected for February 2024. To be led by a Director, the Virtual Academy Steering Team, and programmatic leaders, its projects are grouped into digital communities of practice and digital innovation projects. These align with Vision 2030's core principles and focus on graduate employability, as well as with the University's DX Strategy. It recognises that investment in lecturers' professional development, pedagogical preparation, and curriculum alignment is necessary. Additionally, it will develop a suite of online qualifications and SLPs, broadening access to education for adult learners.

While students and staff are the primary beneficiaries, various programmes and digital innovations can be accessed by communities through the University's engagement and Hubs of Convergence initiatives. The Virtual Academy also will have a makerspace where those working on digital innovations can experiment with advanced digital technologies and brainstorm solutions. To enable broad access, the new Science Centre on the Ocean Sciences Campus has been suggested as a possible base.

At a sectoral level, the DHET has foregrounded digital transformation. Enabled and supported through infrastructure development funding provided by the Department, the University is implementing various projects, such as the introduction of an Integrated Workspace Management System (IWMS), the densification of Wi-Fi across campuses, and use of online platforms.

The university is deliberate in ensuring that digitalisation goes in tandem with digital inclusion and strives to equip staff and students with appropriate tools for learning, teaching, research, and engagement. The Student Devices Initiative (SDI) project has, to date, distributed 17 000 laptops over the five-year period of 2019 to 2023. Ongoing disbursement of monthly data bundles to all registered students, coupled with a project that links accredited off-campus residences to the university network, has gone a long way to facilitate digital access.

Sustainable resource mobilisation and responsible stewardship

Nelson Mandela University embraces the UN 2030 Agenda for Sustainable Development, which expands the conceptualisation of sustainability beyond the widely implemented "triple bottom line" approach by focusing on the indivisibility of people, planet, prosperity, peace, and partnerships. In doing so, the University strives to deepen social solidarity and cohesion by focusing on the needs of the most vulnerable in society while protecting ecological integrity to ensure that future generations benefit from interventions to shift the world on to a sustainable and resilient growth path.

Given the unpredictable and constrained economic context in which South African public universities operate, financial probity and stewardship are integral to institutional sustainability. Resources continue to be thinly spread between competing interests and demands. Against this backdrop, Vision 2030 foregrounds the need for transversal endeavours to promote innovative resource mobilisation and judicious stewardship to enhance the University's long-term financial sustainability. It is especially critical to diversify income streams to complement shrinking government subsidy and tuition fee income.

The University continues to operate in difficult economic trading conditions and the institutional resource mobilisation strategy was developed to set out a series of integrated, multi-pronged and coordinated strategic interventions over five years to raise the resources needed to implement the strategic priorities outlined in Vision 2030. In support of this, the University introduced a new integrated online fundraising platform for national and international resource mobilisation in September 2022. The new institutional Giving to Mandela donation page allows donors to choose to support approved institutional fundraising projects through once-off or recurring donations.

Broad-based Black Economic Empowerment (B-BBEE) is a priority for MANCO and Council, and an improved score will open new opportunities for Nelson Mandela University's collaboration with industry, particularly in research, human resources, and skills development. The 2022 B-BBEE verification process is in progress, with a target date of October 2023 for the issue of the certificate. MANCO has approved funding of an additional R10.5m to close the gap, with R6m for supplier development and R4.5m for enterprise development. The aim is for a B-BBEE level 5 for this year's verification outcome as the baseline of our five-year strategy.

The University has been able to maintain the financial integrity of the University through the ethical resource stewardship. Successive annual reports and audited financial statements (2018-2022) indicate that the University has maintained a relatively healthy financial position.

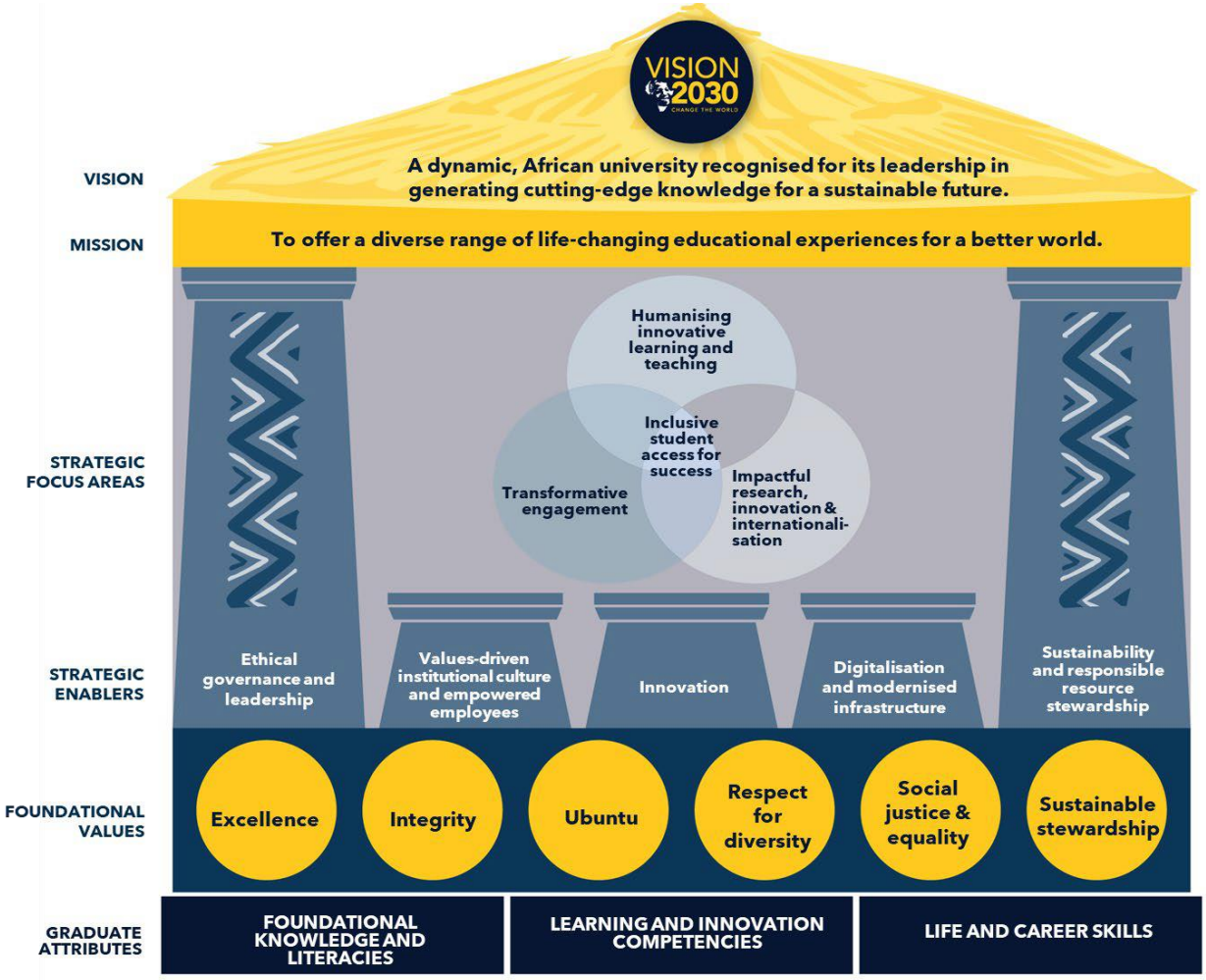
In conclusion, there are various dynamic forces influencing higher education, challenging Nelson Mandela University to take stock of where it comes from and then chart future directions informed by a rapidly evolving context and responsiveness to societal needs, particularly within a context of deep social inequalities. This underscores the importance of universities in contributing to building a more democratic, inclusive society in which the pursuit of knowledge is not for narrow elitist ends but contributes to improving the quality of life of all communities and citizens.

Against the backdrop of the situational analysis and a careful assessment of institutional strengths and strategic opportunities, the University has crafted a set of core positioning messages that underpin the Vision 2030 Strategy. These are diagrammatically illustrated below.


CORE PURPOSE
IN THE SERVICE OF SOCIETY
CORE OUTCOME
CO-CREATE A SUSTAINABLE, SOCIALLY JUST WORLD
ATTRIBUTES
Provide transformative, lifelong learning experiences that liberate human potential
Pursue impactful research, innovation & internationalisation to promote sustainable futures
Engage with all publics in equalising partnerships that advance agency & promote the co-creation of African-purposed solutions
BENEFITS
Cultivate socially conscious, globally connected citizens who serve the public good
Contribute to changing the world through discovery, scholarship & innovation
Foster a more equal, inclusive & just society through action & stewardship

SECTION B: STRATEGIC OVERVIEW

The Vision 2030 Strategic Plan outlines the University's vision, mission, values, educational purpose and philosophy, distinctive knowledge paradigm, desired graduate attributes, strategic focus areas and enablers, which are visually depicted below.



1. Vision

To be a dynamic, African university recognised for its leadership in generating cutting-edge knowledge for a sustainable future.

2. Mission

To offer a diverse range of life-changing educational experiences for a better world. To achieve our vision and mission, we will ensure that:

- Our values inform and define our institutional ethos and distinctive educational purpose and philosophy.
- We are committed to promoting equity of access and opportunities to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals.
- We provide a vibrant, stimulating and richly diverse environment that enables employees and students to reach their full potential.
- We develop graduates and diplomates to be responsible global citizens capable of critical reasoning, innovation, and adaptability.
- We create and sustain an environment that encourages and supports a vibrant research, scholarship and innovation culture.
- We engage in mutually beneficial partnerships locally, nationally and globally to enhance social, economic and ecological sustainability.

3. Values

The Vision 2030 stakeholder engagement processes re-affirmed the importance of all students, employees and alumni living the University's core values. We therefore hold ourselves accountable to embodying our values as we execute our vision and mission, design of our academic programmes and curricula, engage in our academic core missions, deliver our professional, administrative and support services, and engage with our stakeholders.

Respect for diversity

- We reflect and serve diverse regional, national, and global communities.
- We promote an open society where critical scholarship and the expression of a multiplicity of opinions and ideas are actively encouraged.
- We foster an environment in which diversity is appreciated, respected, and celebrated.
- We foster a culture that welcomes and respects diverse identities, heritages and life experiences.

Excellence

- We encourage the pursuit of the highest levels of academic, civic and personal achievement.
- We provide a supportive and affirming environment that enables our students, employees and publics to reach their full potential.
- We pursue inclusive excellence by embedding equality of access and opportunity in our policies, processes, systems and practices.
- We seek to foster a culture of intellectual and personal growth, and lifelong learning.
- We promote, recognise and reward excellence in our teaching, learning, research, innovation, creative outputs, engagement and service delivery.

Social justice and equality

- We are dedicated to the realisation of a socially just, democratic society that promotes equality for all irrespective of race, gender, sex, pregnancy, marital status, ethnic or social origin, sexual orientation, age, physical and learning abilities, national origins, religion, conscience, belief, culture, and language.
- We encourage mutually beneficial, equalising partnerships and engagement with our core publics to co-create sustainable, innovative solutions to persistent societal and planetary challenges.
- We cultivate living, learning and work environments that enable students and employees to realise their full potential, without fear of discrimination, harassment or violence.
- We develop our graduates as global citizens capable of developing and applying knowledge across multiple contexts to make meaningful contributions to advancing a socially just, equal society.

Ubuntu

- We are a people-centred, values-driven university that seeks to foster a compassionate and caring institutional culture.
- We respect the dignity of others and strive to be human-centred and relational.
- We recognise our mutual interdependence.
- We promote socially conscious and responsible citizenship.

Integrity

- We commit ourselves to the highest standards of personal honesty and exemplary moral character.
- We are dedicated to cultivating an atmosphere of trust.
- We take responsibility for our decisions, behaviours and actions, and their consequences.
- We ensure the integrity of our policies, information, systems and processes.

Sustainable stewardship

- We are committed to environmental sustainability and recognise our responsibility to conserve, protect and sustainably manage natural resources for current and future generations.
- We promote the integration of sustainability into our governance, leadership, academic core missions and operations, as well as the design and maintenance of physical and digital infrastructure.
- We inspire students and employees to embrace responsible stewardship of all financial, human, infrastructural and environmental resources entrusted to them.

4. Distinctive Knowledge Paradigm

Nelson Mandela University adopts a distinctive knowledge paradigm guided by the following principles:

- The University as an open society of students and employees committed to generating knowledge that has a liberating effect on our world.
- Application of ethical knowledge to advance social justice, the public good and a sustainable future for our planet and all its inhabitants.
- Freedom of expression and thought in speech, writing and all art forms.
- Advancement of disciplinary depth while embracing collaborative inter- and transdisciplinary approaches to address complex and intractable challenges.

5. Educational Purpose and Philosophy

- We strive to be in the service of society through our learning and teaching, research, innovation, and engagement activities. To achieve this:
- We are committed to liberating the full human potential of our employees and students in the pursuit of responsible, democratic global citizenship.
- We advance the frontiers of knowledge to contribute to a socially just and sustainable future in the service of society.
- We adopt innovative, humanising pedagogies and practices that affirm diverse knowledge paradigms and world views.
- We inspire our stakeholders to be passionate about and respectful of an ecologically diverse and sustainable natural environment.
- We are known for our values-driven, inclusive institutional culture that encourages all members of the University community to contribute optimally to the vibrancy of intellectual discourse and the respectful contestation of ideas.
- We place students at the centre of all we do to enable them to deploy their agency during their studies and in their future lives as alumni.
- We seek to address the grand challenges confronting society and the planet through the co-creation of sustainable solutions with all our publics.

As an elaboration of our values, distinctive knowledge paradigm and educational purpose and philosophy, we recognise that an inclusive institutional culture is a foundational enabler of excellence in all its manifestations.

6. Desired Graduate Attributes

Graduate attributes are the high-level knowledge, skills, qualities, and understandings that a student should gain as a result of their learning and experiences at university. These attributes equip graduates for lifelong personal development and learning, to be successful in society, and shape the contribution they can make to their profession and as citizens. Within a rapidly changing global context, graduates need to be flexible and adaptive to manage uncertainty, ambiguity, and unpredictability, and not only acquire a fixed set of skills that prepare them narrowly for the world of work.

The Vision 2030 Strategy makes provision for generic, cross-cutting graduate attributes that can be developed in various ways within and beyond the curriculum. These attributes outline the highly valued skills, mindsets and attitudes that equip graduates to grapple with challenges and adapt to new environments quickly and effectively. Moreover, students with these generic attributes are better able to apply their skills in diverse contexts and find ways to innovate by applying the depth of knowledge acquired through their core discipline or profession, while also embracing inter- and transdisciplinary thinking to solve complex problems and challenges.

Through benefitting from a life-changing educational experience at Nelson Mandela University, our graduates will develop the knowledge, skills and attributes required for success in life and work in a complex and rapidly changing world. The key categories within which our generic graduate attributes have been identified and conceptualised include the following:

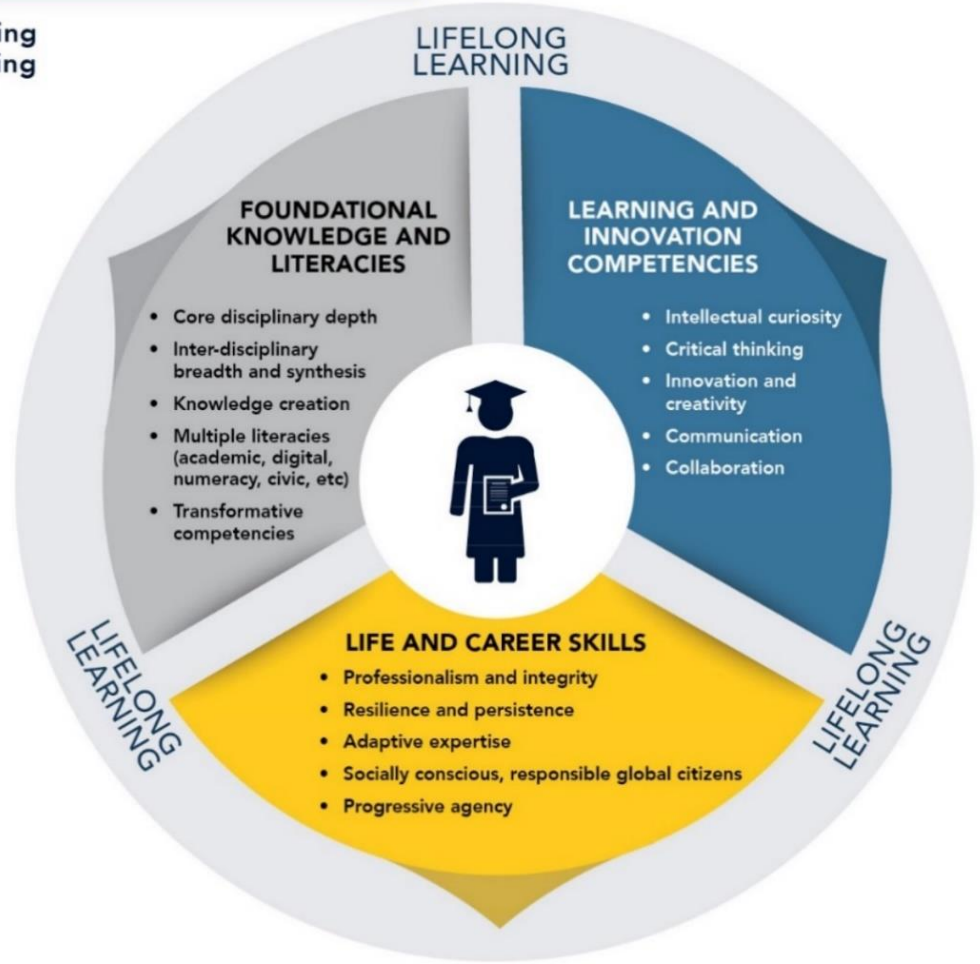
- Foundational knowledge and literacies represent how graduates apply core disciplinary and interdisciplinary knowledge to everyday tasks. Knowledge includes theoretical concepts and ideas in addition to practical understanding based on the experience of having performed certain tasks. Foundational literacies serve as the basis upon which graduates need to build more advanced competencies and character qualities. This includes numeracy and various literacies such as scientific, linguistic, digital, financial, cultural, and civic literacy. To meet the challenges of the 21st century, students need also need to be equipped with transformative competencies to shape a better, more sustainable future. These include:
    - Creating new value means innovating to shape better lives, such as developing new knowledge, insights, ideas, techniques, strategies, and solutions, and applying them to problems.
    - Reconciling tensions implies the acquisition of a deeper understanding of opposing positions, developing arguments to support their own position, and finding practical solutions to dilemmas and conflicts.
    - Taking responsibility is connected to the ability to reflect upon and evaluate one's own actions, experience, and education to achieve personal, ethical, and societal goals.

- Learning and innovation competencies are increasingly being recognised as the skills that distinguish graduates who are prepared for increasingly complex life and work environments in the 21st century. Such competencies include intellectual curiosity, critical thinking, creativity, communication, and collaboration.
- Life and career skills need rigorous attention to ensure that graduates are equipped to navigate life and work environments confidently in the globally competitive information age. Such skills include professionalism and integrity, resilience and persistence, adaptive expertise, and exercising progressive agency to bring about constructive change as socially conscious, responsible global citizens.

The University acknowledges the importance of students exercising their own agency in advancing their personal development and growth while they are studying. As part of Vision 2030, the University has outlined a broad framework of generic graduate attributes, which can be customised and elaborated on by faculties and professional support divisions to address the specific learning and teaching requirements of various disciplines and professions. This is visually depicted in the diagram below.

GRADUATE ATTRIBUTES

Through benefitting from a life-changing educational experience, Nelson Mandela University graduates will be known for demonstrating the following attributes:



7. Strategic focus areas, enablers, and goals

The cultivation of sought-after and highly valued graduates depends on the pursuit of excellence in the University's core academic missions. Nelson Mandela University seeks to offer holistic curricular and co-curricular living and learning experiences that are student-centric and create an enabling, inclusive, and supportive environment for students to succeed in life and work. To this end, our core academic missions are not pursued as independent silos but are integrated to ensure that humanising learning and teaching are informed by impactful research, innovation, and internationalisation, as well as transformative engagement. This integrated approach to our academic core missions is at the heart of what makes the University distinctive.

Each of these Vision 2030 strategic focus areas is unpacked further below, to indicate the University's Vision 2030 strategic goals.

Vision 2030 strategic focus areas	Goals
SFA 1: Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good	• Scale up distinguishing strategic academic directions that differentiate Mandela University within a diverse higher education landscape nationally and globally • Embrace the distinctive features of a comprehensive programme and qualification mix that provide a range of access routes and learning pathways for multi-generational learners from diverse educational backgrounds • Design and implement strategies to support the progressive migration towards high-quality, technology-rich hybrid learning within and beyond the classroom • Design and offer hybrid and fully online short learning programmes and stackable credentials in support of lifelong learning and continuing professional development • Advance humanising learning experiences and curriculum transformation interventions that seek to prepare graduates for success at work, entrepreneurship and in life • Promote University-wide internationalisation initiatives aimed at enhancing global pedagogical relevance.
SFA 2: Pursue impactful, pioneering research, innovation and internationalisation to address grand societal challenges and promote sustainable futures	• Establish nationally and internationally renowned, inter- and transdisciplinary research themes that address key issues facing society and the planet • Review recognition, rewards, resourcing and workload models to provide an enabling environment to generate impactful research and innovation outputs that are locally relevant and globally significant • Invest in the attraction, development and retention of socially diverse, research-active postgraduate students, postdoctoral fellows and early career academics to promote talent continuity, research productivity and academic excellence • Leverage the expertise of the HEAVA appointees and research associates for postgraduate student supervision, co-authoring publications and joint applications for external grant funding

Vision 2030 strategic focus areas	Goals
	• Provide sustainable support to research chairs and entities as institutionalised mechanisms to promote synergies, enhance research and innovation productivity, and leverage external funding • Enhance the global reach and visibility of the University through expanded international networks, strategic partnerships and collaborative international research grants, particularly on the African continent and in the global South • Ensure that the physical and electronic library and information services collections are appropriately resourced to maintain currency with trends in scholarship across all knowledge domains.
SFA 3: Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality	• Conceptually and programmatically anchor the strategic goals of engagement and transformation within and beyond the University • Position engagement and transformation as an institutional orientation that supports the aspiration of excellence in learning, teaching and research • Lead creative and pioneering engagement and transformation projects that differentiate Mandela University within the national and global higher education sector • Cultivate a vibrant intellectual culture that promotes critical consciousness and creates spaces for the open sharing of diverse knowledge paradigms and ideas • Develop and implement institutional policies, systems and processes to promote social inclusion and decisively eliminate all forms of discrimination, micro-aggressions and gender-based violence • Embed engagement and transformation across all University portfolios for broad socio-economic impact and in the interest of the public good • Cultivate a culture of scholarship as an intellectual resource base that buttresses the engagement and transformation approaches, praxes and programmes of the University • Develop platforms for co-creating sustainable, innovative solutions to societal challenges through equalising partnerships with diverse publics.

Vision 2030 strategic focus areas	Goals
SFA 4: Catalyse dynamic, student-centric approaches and practices that provide life-changing student experiences within and beyond the classroom	• Conceptualise, develop and co-create an African-purposed, integrated suite of thriving student life and support services that deliver evidence-based interventions to support student success • Stimulate vibrant, inclusive living and learning student communities on- and off-campus through diverse intellectual, cultural, sport and recreational activities and programmes • Provide curricular and co-curricular experiential learning opportunities that cultivate innovative, entrepreneurial mindsets and enhance the readiness of graduates for life and work • Enact institutional communities of practice, collaborative programmes and campaigns to promote holistic student well-being, health and safety • Transform the culture of dialogue and student engagement to nurture the leadership capabilities of young African leaders and intellectuals who contribute meaningfully to society • Facilitate the continued involvement of alumni in the activities and initiatives of the University to enhance global visibility and reach through value adding collaborative networks.

The success of Nelson Mandela University in pursuing our core academic missions is dependent upon various strategic enablers that create the conditions for excellence. As a result, institutional strategies, systems, processes, and practices need to adapt continuously to ensure that strategic continuity and change are held in delicate balance. Such an enabling environment will also ensure that the University is a destination of choice for students, employees, alumni, funders, and partners.

The following strategic enablers were identified as foundational pillars for the realisation of the strategic aspirations underpinning the University's Vision 2030 Strategy.

Ethical governance and leadership

The University embraces the leadership ethos of its namesake, Nelson Mandela, and aims to enhance organisational effectiveness through ethical governance and leadership. We strive to nurture current and future leaders who consistently promote service before self for the greater good of the University and society. The University fosters an ethos of care as the cornerstone of academic and service excellence.

Values-driven institutional culture and empowered employees

In embracing the legacy of our iconic namesake, Nelson Mandela University encourages students and employees to consistently live the values of excellence, ubuntu, integrity, social justice and equality, environmental and resource stewardship, and respect for diversity. We aim to attract, retain and nurture talented, diverse, and high-performing employees by cultivating a values-driven, transformative institutional culture that promotes social inclusion, a sense of belonging and holistic well-being. The University invests in continuing professional development and lifelong learning opportunities for employees to unlock talent and create pathways for development and growth.

Enabling innovation

The University aspires to be a vibrant innovation hub that convenes diverse stakeholders to co-create transformative solutions to address perennial societal and planetary challenges. In so doing, the University seeks to foster a culture of innovation where our students, employees and partners can collaboratively engage in scientific, technological, and creative discovery that advances the frontiers of knowledge and promotes the public good.

Digitalisation and modernised infrastructure

The University strives for efficient service delivery, sustained value creation and agile decision-making through the digitalisation of systems and processes, including investing in integrated information technology, networks, applications, and business intelligence platforms. Modernised physical infrastructure is flexibly designed and optimally used to foster a vibrant living, learning, and working experience for all students and employees across all campuses.

Sustainability and responsible resource stewardship

Innovative resource mobilisation and diversification is especially crucial in a context of ever-increasing costs and a shrinking national fiscus. The University recognises the need for responsible resource stewardship and cost-effectiveness to promote long-term financial sustainability. We furthermore strive to deepen our commitment to reducing our carbon footprint through harnessing the potential of renewable energies, waste reduction and recycling, and guardianship of our unique campus ecosystems and biodiversity.

The Vision 2030 goals associated with each of these strategic enablers are outlined below.

Vision 2030 strategic enablers	Goals
SE 1: Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self	• Uphold ethical governance and leadership practices at all levels of the University to promote trust and maintain the highest standards of integrity • Develop and implement leadership enhancement and capacity development programmes to sustain a pipeline of future leaders and trailblazers across all domains of the University • Nurture constructive and mutually respectful engagement with key internal and external stakeholders to inform policies, strategies and decisions • Embed a culture of transparency and accountability to ensure that leaders, employees and students align their conduct with the values of the University • Design and implement integrated, strategy-aligned institutional performance monitoring, evaluation and reporting systems to enhance the accountability of the University to its multiple publics.
SE 2: Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees	• Foster a values-driven, affirming institutional culture that promotes inclusion, holistic employee well-being and a sense of belonging • Position the University as an employer of first choice for talented, high-performing employees through an enabling work environment and progressive remuneration, recognition and reward systems

Vision 2030 strategic enablers	Goals
	• Accelerate the diversification of the demographic profile of employees in all occupational categories through the attraction, retention and promotion of employees from under-represented groups • Develop and implement integrated, dynamic talent management strategies that empower employees with the self-learning skills and flexible, adaptive mindsets required to thrive within the changing world of work.
SE 3: Create and sustain an enabling innovation ecosystem where students and employees can collaboratively engage with external partners to co-create pioneering discoveries that advance the frontiers of knowledge and promote the public good	• Establish hubs of innovation to facilitate the convergence of students, employees and relevant external partners, in spaces conducive to co-creating and leveraging innovations to drive the inclusive economic growth and transformation • Raise the profile of the University and extend our influence, both nationally and internationally, through targeted innovation forums for key stakeholders in government, industry, the non-profit sector and broader society • Embed innovation within undergraduate and taught postgraduate curricula wherever appropriate, and develop channels for student participation in innovation projects • Provide support at all stages of the innovation journey along with access to networks of accelerators, investors, incubation space, and an enterprise development educational programme to encourage students, academics and PASS employees to translate innovative ideas into scalable solutions and sustainable enterprises • Support knowledge exchange and commercialisation activities that ensure innovations are readily translated for the economic, cultural and social benefit of users worldwide.
SE 4: Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery and modernised infrastructure	• Integrate and digitalise institutional systems and processes to promote responsive decision-making, agile service delivery and improved efficiencies in support of academic excellence • Progressively invest in upgraded ICT infrastructure and technologies, Wi-Fi densification and cybersecurity enhancements to facilitate migration towards digital transformation and cloud computing

Vision 2030 strategic enablers	Goals
	• Strengthen the University's capacity to support hybrid and fully online educational delivery through widening access to mobile devices and data connectivity for students and employees • Repurpose and modernise flexibly designed physical and virtual spaces in support of learning, research, engagement and creativity in a multi-campus context • Transform campuses into centres of excellence through distinctive academic programme offerings and research niches, efficient service delivery, modernised infrastructure and vibrant campus life.
SE 5: Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship	• Develop and implement a multi-year resourcing plan informed by financial modelling to fund the progressive, future-focused strategic aspirations of the University • Optimise the academic programme and qualification portfolio, graduate and research outputs of each faculty to promote financial viability and maximise subsidy yield • Increase and diversify revenue streams through integrated resource mobilisation, enterprise development, commercialisation and investment strategies • Mobilise funding for bursaries and scholarships to widen access for academically deserving and financially needy under- and postgraduate students • Develop and implement budgeting and resource allocation models that advance strategic alignment, transversal collaboration and sustainable growth • Pursue responsible resource stewardship and greening strategies to enhance long-term financial and environmental sustainability • Promote collective ownership of transformative procurement and supply chain management to improve the University's contribution to broad-based Black economic empowerment (B-BBEE).

The Vision 2030 Strategy charts the strategic trajectory of Nelson Mandela University over the next decade. In cascading and operationalising institutional strategy, it is imperative that there is an institutional monitoring, evaluation, reporting and learning (MERL) framework to inform the key performance indicators (KPIs) used to monitor, evaluate, and report on progress in implementing Vision 2030.

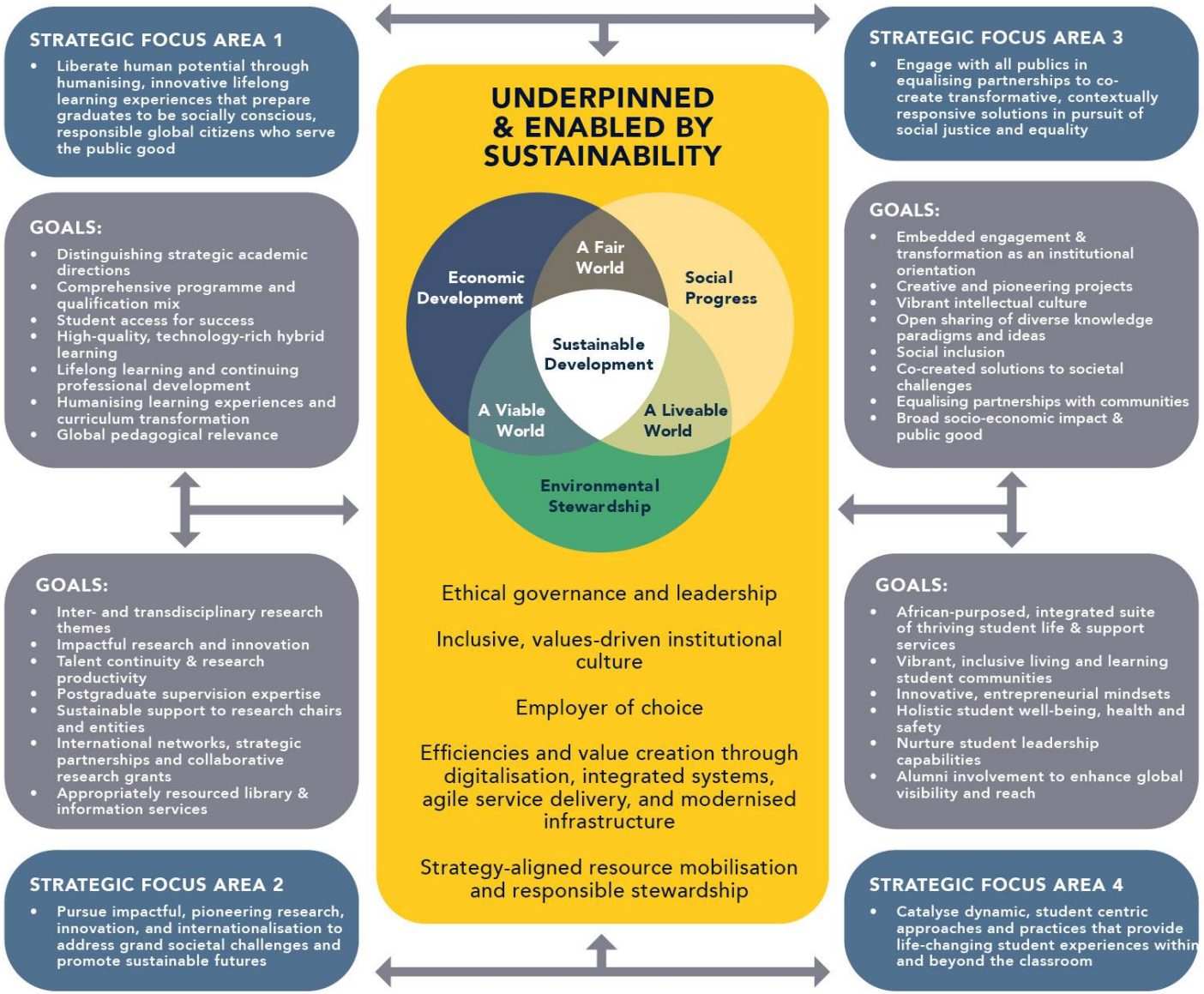
The Vision 2030 institutional MERL framework was approved by Council in September 2023. The main purpose and strategic intent of this Framework is to facilitate and coordinate the efforts of the University in monitoring and reporting on progress in the implementation of Vision 2030. To this end, the framework aims to address the following specific objectives:

- Monitoring progress in aligning with, and implementing, Vision 2030 strategic focus areas, enablers, and goals.
- Facilitating integrated institutional reporting systems to enhance the overall quality of institutional planning, implementation, resource allocation, and decision-making processes.
- Enhancing institutional effectiveness and efficiency through evidence-based performance reporting to Council and Executive Management (MANCO) regarding the attainment of Vision 2030 strategic goals.
- Evaluating the demonstrated results and impact of various strategic interventions against the intended goals, targets, and key deliverables.
- Enriching organisational learning through informative reporting to support strategic review, innovation, risk management, combined assurance, and continuous improvement.

Monitoring and evaluation (M&E) will be undertaken to assess if progress is being made in achieving expected results, to spot bottlenecks in strategy implementation, and to determine whether there are any unintended impacts. M&E systems will only add value to strategy implementation through interpretation and analysis to address the “why” and "so what" questions. This forms the basis for accountability and learning. Formulating responses to identified constraints and challenges and implementing these in real time will optimise impact.

The Vision 2030 institutional MERL Framework is premised on student-centric approaches that promote student access for success through excellence in the core academic missions of learning, teaching, research, innovation, internationalisation, and transformative engagement. These core missions are buttressed by transversal interventions to advance transformation and promote institutional sustainability. The Office for Institutional Strategy collaborates with various other institutional entities to source both qualitative and quantitative data to monitor, evaluate and report on progress in respect of Vision 2030 strategy implementation. Council-approved indicators for each of the strategic focus areas and selected enablers are used for this purpose, as outlined in this framework.

Based on the trends observed through institutional MER, executive management and Council are provided with the information required to promote organisational learning and continuous improvement. External accountability to various key stakeholders is integrated into the institutional monitoring, evaluation, reporting and learning framework. The dimensions of the institutional Vision 2030 Monitoring, Evaluation, Reporting and Learning Framework are visually depicted in the diagram below.


STRATEGIC FOCUS AREA 1
Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good
GOALS:
Distinguishing strategic academic directions
Comprehensive programme and qualification mix
Student access for success
High-quality, technology-rich hybrid learning
Lifelong learning and continuing professional development
Humanising learning experiences and curriculum transformation
Global pedagogical relevance
GOALS:
Inter- and transdisciplinary research themes
Impactful research and innovation
Talent continuity & research productivity
Postgraduate supervision expertise
Sustainable support to research chairs and entities
International networks, strategic partnerships and collaborative research grants
Appropriately resourced library & information services
STRATEGIC FOCUS AREA 2
Pursue impactful, pioneering research, innovation, and internationalisation to address grand societal challenges and promote sustainable futures
UNDERPINNED & ENABLED BY SUSTAINABILITY
Economic Development
A Fair World
Social Progress
Sustainable Development
A Viable World
A Liveable World
Environmental Stewardship
Ethical governance and leadership
Inclusive, values-driven institutional culture
Employer of choice
Efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure
Strategy-aligned resource mobilisation and responsible stewardship
STRATEGIC FOCUS AREA 3
Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality
GOALS:
Embedded engagement & transformation as an institutional orientation
Creative and pioneering projects
Vibrant intellectual culture
Open sharing of diverse knowledge paradigms and ideas
Social inclusion
Co-created solutions to societal challenges
Equalising partnerships with communities
Broad socio-economic impact & public good
GOALS:
African-purposed, integrated suite of thriving student life & support services
Vibrant, inclusive living and learning student communities
Innovative, entrepreneurial mindsets
Holistic student well-being, health and safety
Nurture student leadership capabilities
Alumni involvement to enhance global visibility and reach
STRATEGIC FOCUS AREA 4
Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom

Implementing the Vision 2030 Strategic Focus Areas in a sustainable manner will thus be monitored and evaluated using the strategy-aligned indicators in the MERL framework. These indicators may be amended and refined over time as the five-year strategic plans of various executive management portfolios and faculties inform the Vision 2030 institutional MERL framework in an iterative manner.

Operationalising the Vision 2030 Strategy requires that there is an overarching MERL framework to provide the parameters for effective and systematic monitoring and evaluation at institutional level. The framework serves to ensure that strategy implementation progress and challenges are reported to internal and external stakeholders. This then informs continuous improvement interventions in support of organisational learning and promotes excellence in the University's core academic missions and support services. Specific performance indicators in the Vision 2030 MERL Framework are fully aligned to the broad policy goals articulated in higher education policy, as well as the strategic focus areas of Vision 2030.

Qualitative and quantitative data are analysed for each of the indicators and reported to Council on a quarterly basis, which in turn informs annual reporting to regulatory and statutory bodies such as the DHET. The success of this MERL Framework is dependent on integrated and digitalised institutional systems that support quality reporting, informed by accurate and reliable data, to ensure that institutional governance and management, planning and decision-making are evidence based and strategy aligned.

For the purposes of compiling the Annual Performance Plan (APP) 2024, a more comprehensive set of indicators and targets have been included to assess progress in implementing the University's academic core missions (Strategic Focus Areas 1 to 4), as well a set of indicators that are important to track in ensuring the long-term social, environmental, and financial sustainability of the University.

The next section provides an overview of the historical data trends with accompanying narrative to elaborate on the contextual factors underpinning the trends and informing the setting of targets.

SECTION C: ANNUAL PERFORMANCE PLAN 2024 KEY PERFORMANCE INDICATORS

Nelson Mandela University's academic size and shape targets constitute the basis for monitoring and evaluating progress at institutional level in relation to key performance indicators (KPIs) such as student enrolments, student success, instructional staff headcounts and qualification profile, and research outputs. Although the University strives to achieve the goals in the DHET-approved 2023 to 2025 Mid-Term Enrolment Planning Review, some of the goals have been adjusted. Where trends have shown that the enrolment plan target might not be achievable, a revised target has been set for the APP 2024. In Table 1, which contains an overview of the DHET-required KPIs, both the enrolment plan targets as well as the revised APP 2024 are shown. Targets for indicators not included in the enrolment plan have been based on historical data trends and anticipated future developments. In a few selected cases, projections are indicated where it would not be meaningful or feasible to set targets for certain indicators (for example, staff turnover).

Annual Performance Plan 2024: Performance Indicators and Targets

The University pursues a sustainable growth strategy in terms of student enrolments, staff capacity, financial resources, and infrastructural facilities. As a comprehensive university, the balance between undergraduate diploma and degree enrolments, as well as between under- and postgraduate enrolments is closely monitored. Furthermore, enrolment targets are informed by various strategic considerations such as: the distinctive academic mandate and identity of a comprehensive university; the student intake profile; current and emerging research capabilities; the qualifications profile and research outputs of academic staff, as well as academic planning and curriculum renewal across all faculties.

DHET Performance Indicators

Table 1 provides an overview of the student access and success, staff profile, and research output indicators that all universities are required to report on, accompanied by their associated targets for 2024. In addition, Section C will complement this with a comprehensive analysis of additional quantitative indicators to monitor and evaluate progress in respect of learning and teaching, student access for success, research, internationalisation, and institutional sustainability (financial and environmental).

Table 1: Overview of the DHET-required key performance indicators

KEY PERFORMANCE AREA	TARGET YEAR N-3	TARGET YEAR N-2	TARGET YEAR N-1 2023	TARGET YEAR N 2024	TARGET YEAR N 2024
	HEMIS 2021 AUDITED	HEMIS 2022 AUDITED	BASED ON PRELIMINARY 2023 DATA FOR A AND C AS WELL AS APP 2023 TARGETS FOR B AND D	* ORIGINAL ENROLMENT PLAN TARGETS	REVIEWED TARGETS BASED ON THE LATEST DATA TRENDS
A. Access					
Headcount totals					
First-time entering undergraduates	5 916	8 555	6 979	7 270	7 270
Headcount enrolments	29 735	32 320	31 673	31 905	32 024
Headcount enrolments (Foundation Provisioning)	2 388	3 291	3 765		4 140
Headcount enrolments total UG	26 134	28 698	28 378	27 650	28 602
Headcount enrolments total PG	3 441	3 410	3 113	3 995	3 222
Occasional Students	160	212	182	260	200
Enrolments by major field of study					
Science, Engineering, Technology	10 421	10 976	10 498	11 220	10 729
Business/management	9 501	10 917	11 322	10 209	11 432
Education	2 254	2 175	2 267	2 552	2 273
Other humanities	7 559	8 252	7 586	7 924	7 590
Distance education enrolments	16	32 320	31 673	31 905	32 024
B. Success (APP 2023 targets for 2023)					
Graduates UG	6 025	6 102	6 135	6 225	6 225
Graduates PG	1 242	1 271	1 501	1 645	1 570
Success rate	84%	81%	82%	83%	83%
Undergraduate output by scarce skills					
Engineering	381	402	380	395	415
Life and physical sciences	256	193	248	258	230
Animal and human health	406	344	457	476	410
Teacher education (including PGCE)	493	390	558	558	479
Scarce skills success rate	88%	84%	87%	85%	86%

** Where there is no target for the original enrolment plan it is not a required target for the enrolment plan of the DHET.*

KEY PERFORMANCE AREA	TARGET YEAR N-3 HEMIS 2021 AUDITED	TARGET YEAR N-2 HEMIS 2022 AUDITED	TARGET YEAR N-1 2023 BASED ON PRELIMINARY 2023 DATA FOR A AND C AS WELL AS APP 2023 TARGETS FOR B AND D	TARGET YEAR N 2024 * ORIGINAL ENROLMENT PLAN TARGETS	TARGET YEAR N 2024 REVIEWED TARGETS BASED ON THE LATEST DATA TRENDS
Teacher Education					
B Ed	395	273	414	414	335
PGCE	98	117	144	144	144
Total	493	390	558	558	479
C: Staff profile					
Percentage Academic staff with doctoral degrees	47%	45%	46%	48%	46%
Number of NGAP staff	17	16	17		19
Ratio of FTE students to FTE instructional/research staff	27	29	29	29	29
D. Research output					
Publication units per FTE staff	0.68	0.66	0.67	0.66	0.67
Research Master's graduates	224	219	265	272	224
Doctoral graduates	96	83	88	91	91
Publication units	581	**571	565	568	573

** Where there is no target for the original enrolment plan it is not a required target for the enrolment plan of the DHET.*

*** This data is preliminary. Final data will only be available by the end of 2023 once DHET has reviewed the publication output units for books, chapters in books and conference proceedings.*

As one of only six comprehensive universities in South Africa, Nelson Mandela University embraces its distinctive academic identity and strives to widen student access for success. Through strategy-aligned academic and enrolment planning, the University further strives to offer a wide range of general formative and career-focused vocational qualifications from certificate to doctoral levels with various articulation pathways to facilitate student mobility and progression. It is necessary to maintain a balance between undergraduate certificate, diploma and degree enrolments, as well as between under- and postgraduate enrolments across a broad range of fields of study.

Institutional enrolment targets are informed by a multidimensional set of considerations including the niche areas of the University, current and emerging research and innovation capabilities, engagement imperatives, infrastructural and resource constraints, and the profile of our staff and students.

Vision 2030 Quantitative Performance Indicators

The various Vision 2030 SFAs and SEs, which can be assessed quantitatively, are outlined below with an indication of the data trends for each of the relevant performance indicators, as well as targets (or projections where appropriate).

Strategic Focus Area 1: Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good

Performance Indicator 1: Total headcount enrolments by qualification type and qualification level

As indicated in Table 2, undergraduate enrolments grew at a very strong rate of 5.9% on average per annum from 2020 to 2023. Undergraduate diplomas and certificates had the highest average annual growth rate of 5.9% over this period. The second highest average annual growth rate over the 2020 to 2023 period was for advanced diplomas which were introduced to replace the former BTech degrees, which were being phased out. Advanced diplomas grew on average by 4.3% per annum over the 2020 to 2023 period. Advanced diploma enrolments are expected to continue to grow, but not as steeply as before since the enrolments have stabilised and a target of 1 800 has been set for 2024.

During the period 2020 to 2023 the University experienced a sharp decline in postgraduate enrolments, which were 18.9% below the enrolment plan targets (2023 actual of 3 113 compared to the 2023 enrolment plan target of 3 840). The biggest decline over the period

2020 to 2023 was in postgraduate diplomas and certificates which declined at 12.4% on average per annum. This was not because of declining enrolments but the re-classification of the Postgraduate Certificate in Education from a postgraduate qualification to an undergraduate advanced diploma. A very concerning trend is the continuous decline in Master's enrolments which declined in total by 19.5% from 2020 to 2023 at an average annual rate of 7%. In 2022, the University experienced an unprecedented growth in enrolments from 29 735 to 32 320 (8.9% increase), because of a first-time entering undergraduate intake of 8 555, which was 22.2% above the enrolment plan target of 7 000. The sharp increase in the number of first-time entering students placed a strain on the available resources of the University, such as lecturing venues and the student transport system. In addition, the overall student: staff FTE ratio increased from 27: 1 in 2021 to 29: 1 in 2022.

Table 2: Total headcount enrolments by qualification type and qualification level, 2020-2023 and 2024 targets

Qualification Type	2020	2021	2022	2023	Average annual growth rate 2020 to 2023	2024 Target	Average annual growth rate 2020-2024
UG Diploma or Certificate	10 077	10 650	12 307	11 965	5.9%	12 100	4.7%
Advanced Diploma	1 538	1 751	1 752	1 744	4.3%	1 800	4.0%
UG Degree	13 752	13 733	14 639	14 669	2.2%	14 702	1.7%
Total UG	**25 367**	**26 134**	**28 698**	**28 378**	**3.8%**	**28 602**	**3.0%**
PG Diploma/Certificates	647	500	527	435	-12.4%	447	-8.8%
Honours	761	770	829	739	-1.0%	760	0.0%
Master's	1 741	1 556	1 486	1 402	-7.0%	1 460	-4.3%
Doctoral	582	615	568	537	-2.6%	555	-1.2%
Total PG	**3 731**	**3 441**	**3 410**	**3 113**	**-5.9%**	**3 222**	**-3.6%**
Occasional	188	160	212	182	-1.1%	200	1.6%
Grand total	**29 286**	**29 735**	**32 320**	**31 673**	**2.6%**	**32 024**	**2.3%**

Considering these factors, the University has set lower first-time entering undergraduate enrolment targets in the revised Mid-Term Review Enrolment Plan for 2023 to 2025 to ensure that the quality of learning and teaching is not adversely affected by enrolment growth. The first-

time entering intake will be capped at a lower threshold at 7 185 for 2023 and 7 270 in 2024 enrolments in undergraduate certificates, diplomas, and degrees. A target of 12 100 has been set for undergraduate diplomas and certificates, while undergraduate degrees are targeted to grow to 14 702 enrolments in 2024. It is projected that undergraduate enrolments will continue to grow at 3.0% on average per annum for the period 2020-2024.

Postgraduate enrolments have been declining at 5.9% on average per annum over the 2020 to 2024 period. The University has strategies in place to turn around the decline in postgraduate enrolments and our target of 3 222 for 2024 represents a 3.5% increase from the 2023 postgraduate enrolment of 3 113. Reasons for low enrolments at postgraduate level include:

- The financial support available to postgraduate students does not cater for the number of academically eligible, financially needy students wishing to pursue postgraduate studies, especially those who received NSFAS funding at undergraduate level.
- Restricted supervisory capacity remains one of the most important impediments to an increase in postgraduate enrolments. This is caused largely by the retirement of senior academics with Doctoral qualifications.
- Declines in international student enrolments, which was worsened by the COVID-19 pandemic, also contributed to the decline in postgraduate enrolments.

The University is developing various targeted strategies to stimulate postgraduate enrolment growth. Among these, efforts are being made to secure external funding for postgraduate students through fellowships offered by the National Research Foundation (NRF), but these opportunities are highly competitive. To mitigate this, the strategic resource mobilisation endeavours of the University will be geared towards securing additional third-stream funding for postgraduate scholarships and bursaries.

In Science, Engineering and Technology fields, postgraduate funding can be further constrained due to laboratory and research running costs exceeding the external grants awarded by national funding agencies. This negatively affects the implementation of these research projects, as well as the recruitment of postgraduate students by grant holders.

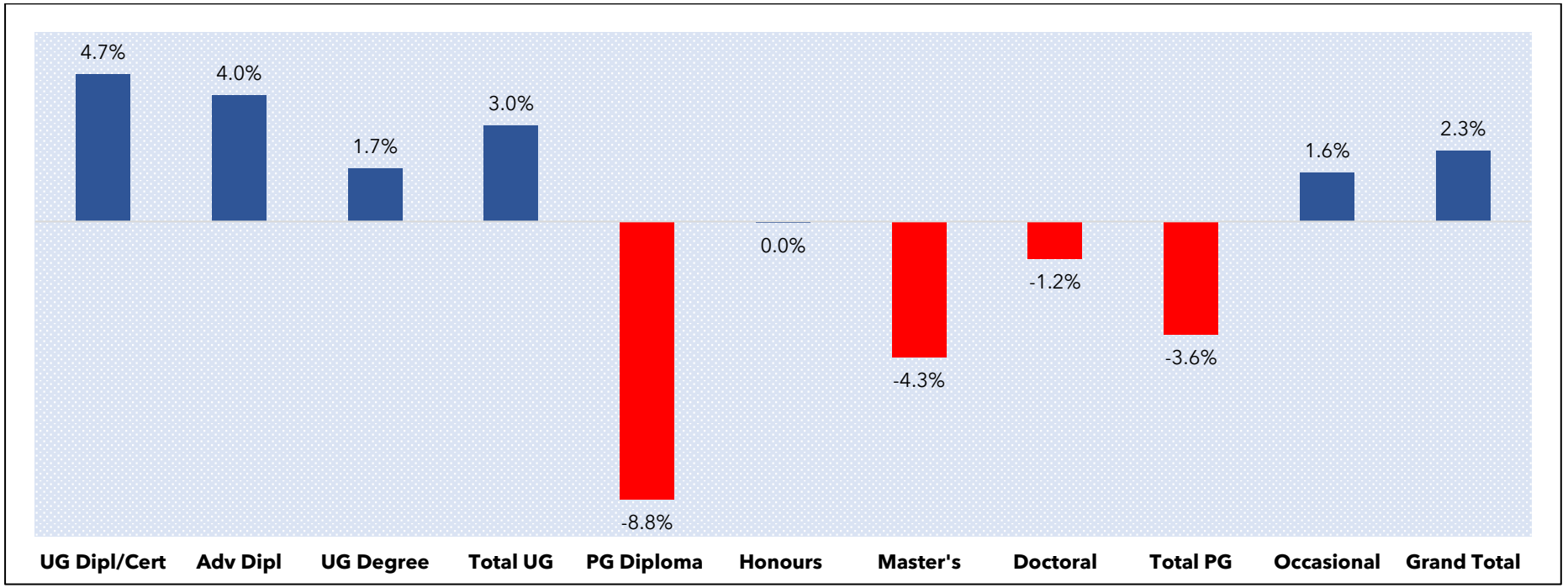
Evidence also shows that postgraduate students are increasingly mobile and will often make the choice of where to study based on the research focus area and the reputation of a research professor. To address this, the University intends to enhance the marketing of our postgraduate degrees around our defined institutional research themes, our research "champions" (such as the SARChI Chairs and NRF-rated researchers), and the niche areas of our research and engagement entities. Furthermore, various programmes are in place to improve the postgraduate qualifications profile of academic staff and to attract talented scholars with PhDs and postgraduate supervision experience

to the University. Appointing research associates, HEAVA professors and postdoctoral fellows will also contribute to expanding the postgraduate supervisory pool.

The target for total enrolments is 32 024 which is a low increase of 1.1% from 31 673 enrolments in 2023.

As depicted in Figure 1, undergraduate enrolments are expected to increase at an average annual growth rate of 3%, postgraduate enrolments declining at an average annual rate of 3.6%, and total enrolments at an average annual growth rate of 2.3% over the period of 2020 to 2024.

Figure 1: Average annual growth rate by qualification type, 2020-2024



Performance Indicator 2: Demographic profile of students

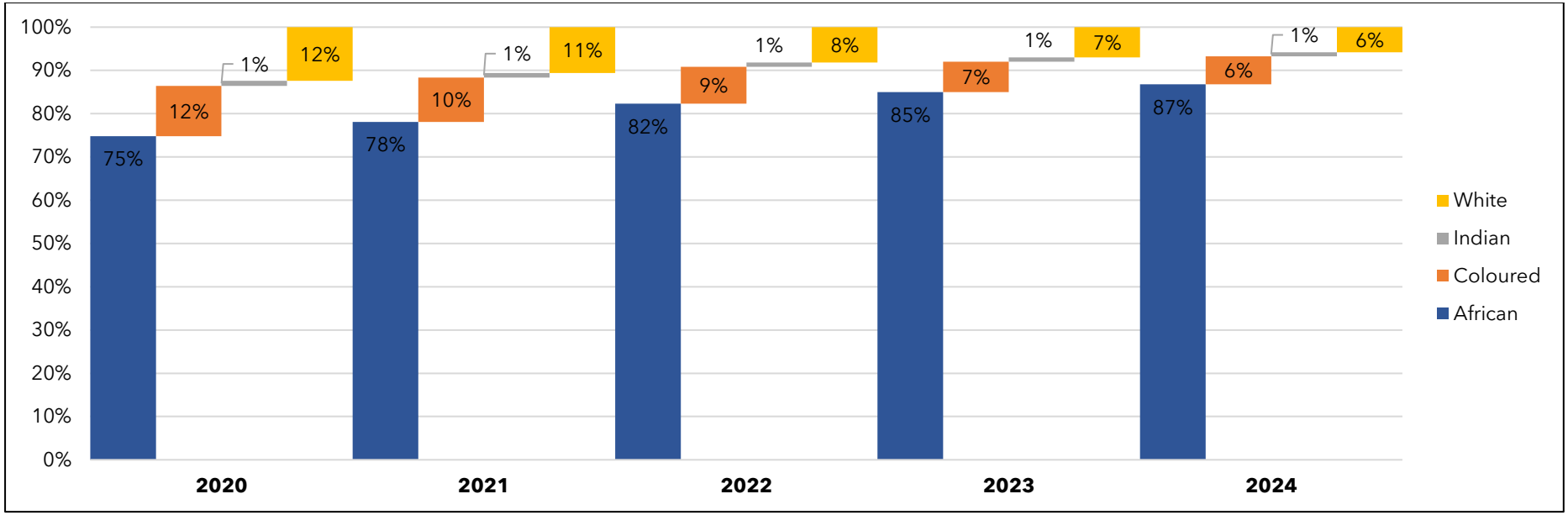
As can be seen from Table 3, the demographic profile of the Nelson Mandela University student population is changing rapidly. Black (African, Coloured, Indian) students increased from 25 646 enrolments in 2020 to 29 484 in 2023 (15% increase), while White students continued to decline from 3 640 in 2020 to 2 189 in 2023 (40% decrease). These trends are expected to continue.

Table 3: Total headcount enrolments by population group, 2020-2023, and 2024 targets

Population Group	2020	2021	2022	2023	2024 Targets
African	21 896	23 217	26 592	26 835	27 789
Coloured	3 417	3 055	2 757	2 336	2 069
Indian	333	318	333	313	308
White	3 640	3 145	2 638	2 189	1 858
Grand Total	**29 286**	**29 735**	**32 320**	**31 673**	**32 024**

Figure 2 indicates that African students are expected to increase from 75% in 2020 to 87% of enrolments in 2024, while White students will decrease from 12% in 2020 to 6% in 2024. Coloured students decreased from 12% of enrolments in 2020 to 7% in 2023 and they are expected to decline to 6% of enrolments in 2024. Indian student enrolments are expected to remain at 1%.

Figure 2: Percentage headcount enrolments by population group, 2020-2023, and 2024 targets



Female enrolments continued to increase from 15 722 in 2020 to 18 539 in 2023, while male enrolments decreased from 13 564 in 2020 to 13 134 in 2023 (see Table 4).

Table 4: Total headcount enrolments by gender, 2020-2023, and 2024 targets

Gender	2020	2021	2022	2023	2024 Targets
Female	15 722	16 431	18 464	18 539	18 744
Male	13 564	13 304	13 856	13 134	13 280
Total	29 286	29 735	32 320	31 673	32 024

Female enrolments as a proportion of total enrolments continued to increase from 54% in 2020 to 59% in 2023, while male enrolments decreased from 46% to 41%. The University projects the same gender distributions for 2024 with females constituting 59% of enrolments and males 41%.

Figure 3: Percentage headcount enrolments by gender, 2020-2023 and 2024 targets

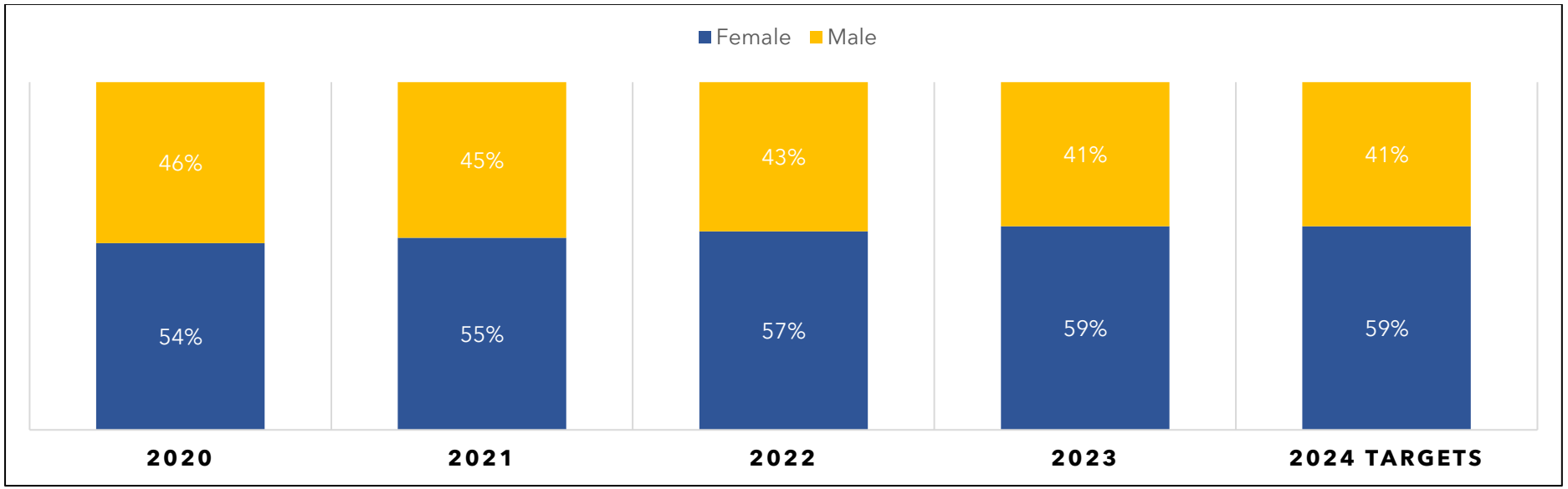
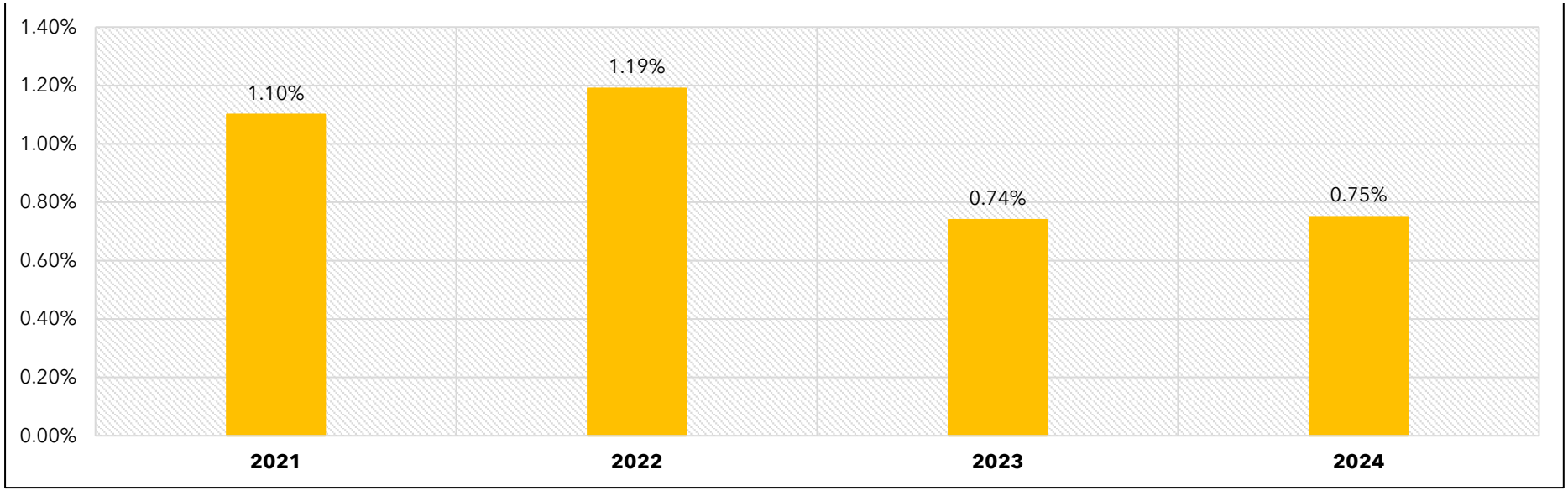


Figure 4 indicates that the percentage of differently abled students has declined over the period 2021 to 2023 and from 1.19% in 2022 to 0.74% in 2023. A target of 0.75% has been set for 2023 (up from 0.74% in 2023). The University strives to ensure that all campus facilities are accessible to students with disabilities. Every reasonable attempt is made to provide students with the assistance they require.

To create an inclusive and enabling environment for differently abled students, Universal Accessibility and Disability Services (UADS) offers the following services:

- Reasonable accommodation by providing concessions for tests and examinations, facilitating examination venues for differently abled students, scribes on request, accessible transport, accessible student housing, adaptive technology, referrals to available student funding, and universal design and accessible infrastructure.
- Awareness and sensitisation by arranging orientation and mobility for visually impaired and partially sighted students, awareness campaigns, advocacy and counselling on disability-related issues and orientation of new, differently abled students
- Braille Transcription Services for tests and examinations, and adaptive text arrangements and other accessible formats.

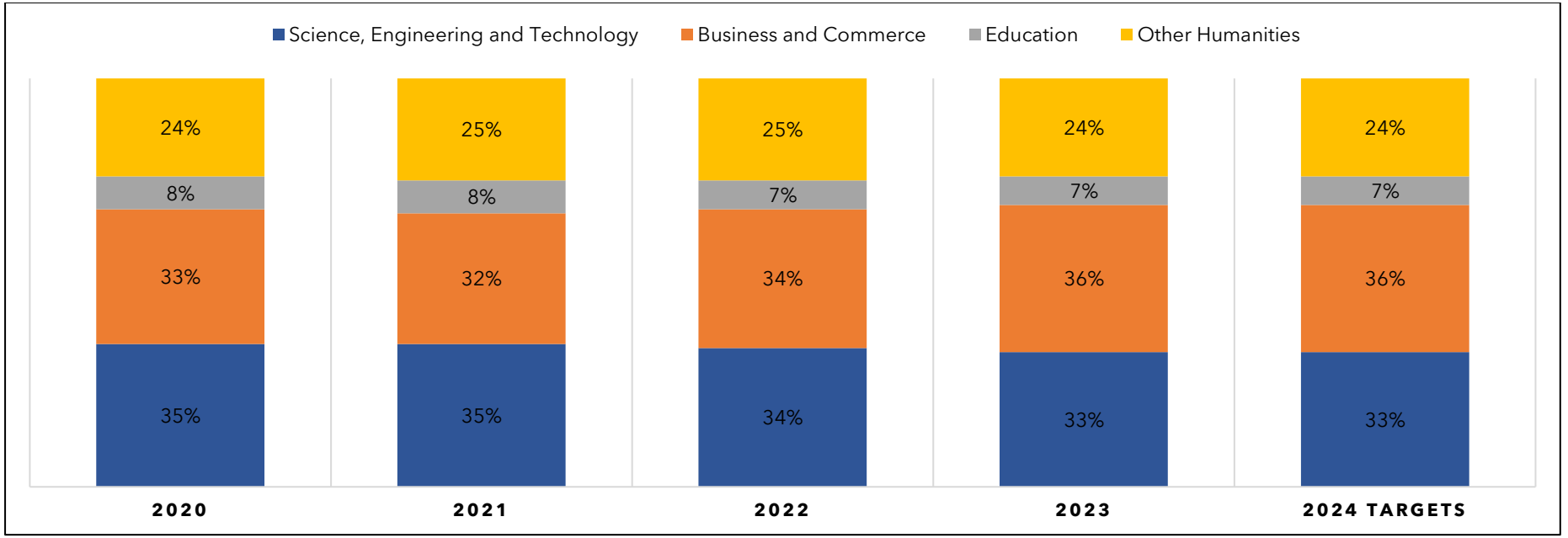
Figure 4: Percentage of differently abled students, 2021-2023 and 2024 target



Performance Indicator 3: Student enrolments by major field of study

In 2020, most students at the University were enrolled in Science, Engineering, and Technology (35%) followed by Business and Commerce 33%). Other Humanities constituted 24% of enrolments and Education 8%. By 2023, Business and Commerce represented 36% of enrolments, which can largely be attributed to huge increases in enrolments in the undergraduate diplomas in this field. Enrolments in Other Humanities remained at 24% in 2020 to 2023, with a decline in Education enrolments from 8% in 2020 to 7% in 2023. Similarly, enrolments in Science, Engineering and Technology (SET) declined from 35% in 2020 to 33% in 2024 (see Figure 5).

Figure 5: Percentage distribution of headcount enrolments by major field of study, 2020-2023 and 2024 targets



Enrolments in the major field of Business and Commerce have increased steeply from 9 495 in 2020 to 11 322 (19.2% increase in total). Current enrolments in Business and Management Sciences are 11 322, which exceed the target of 10 042 by 1 280, or 12.7%. The high growth can be attributed to huge increases in the diploma programmes, almost all degree programmes and advanced diplomas. While most faculties had a negative growth in enrolments from 2022 to 2023 (due to the downward capping of first-time entering students), the Faculty of Business and Management Sciences experienced growth of 3.6% in total enrolments from 2022 to 2023. Due to the large first-time entering intake in 2022, class sizes and student: staff full-time equivalent ratios in business and commerce increased at a concerning rate.

The decline in SET enrolments can mainly be attributed to declines in enrolments in the Faculty of Engineering, Built Environment and Technology (EBET) in the following qualifications: Higher Certificates in IT and Engineering, and the BEng Tech degrees. The enrolments in the Faculty of EBET experienced a decline of 516 enrolments from 2022 to 2023. As depicted in Table 5, the following targets have been set for 2024:

- Science, Engineering, and Technology: 10 729 (33%)
- Business and Commerce: 11 432 (36%)
- Education: 2 273 (7%)
- Other Humanities: 7 590 (24%).

Table 5: Headcount enrolments by major field of study, 2020-2023, and 2024 targets

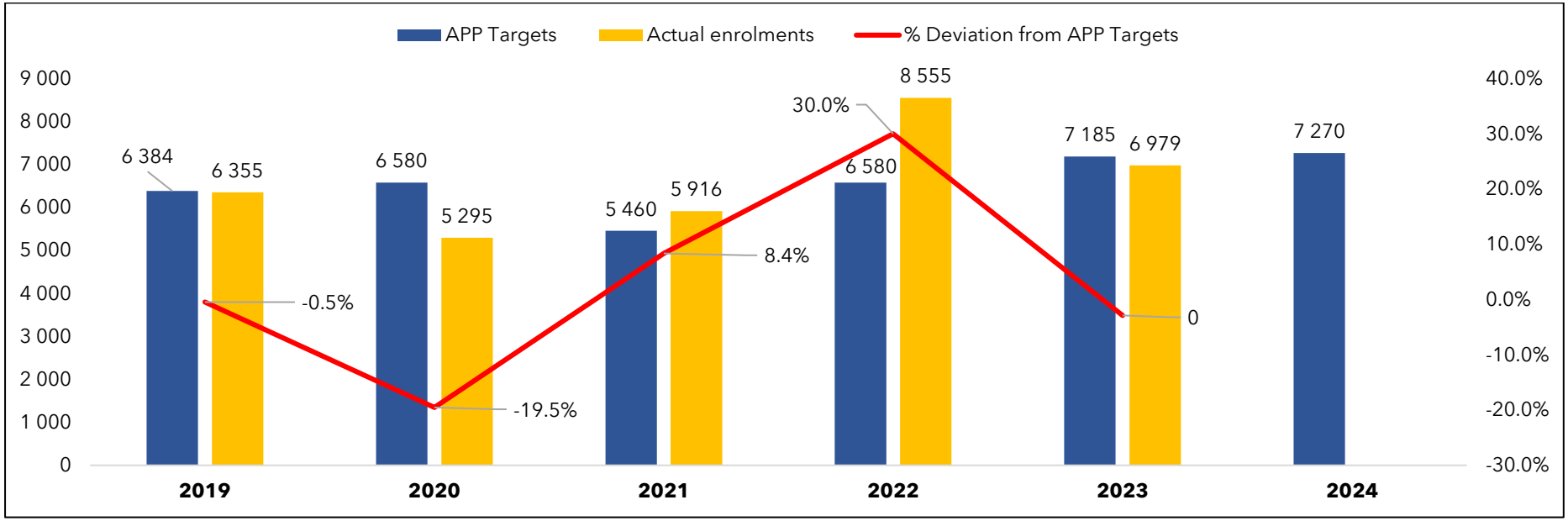
Major field of study	2020	2021	2022	2023	2024 Targets
Science, Engineering and Technology	10 358	10 421	10 976	10 498	10 729
Business and Commerce	9 495	9 501	10 917	11 322	11 432
Education	2 314	2 254	2 175	2 267	2 273
Other Humanities	7 119	7 559	8 252	7 586	7 590
Total	**29 286**	**29 735**	**32 320**	**31 673**	**32 024**

Since 2020, Nelson Mandela University has been admitting students via the Applicant Score (AS) admissions criteria. There were concerns that this might lead to a reduction in the number of applicants accepted by the University. However, this concern proved to be unfounded. By 10 March 2021, 18 888 first-year students had been finally (13 596) or provisionally (5 292) accepted to study at the University in 2021, about 2 500 more than in 2020.

Translating these acceptances into registrations proved to be the greater challenge as only 5 295 first-year students registered in 2020 and 5 916 in 2021. This highlights the ongoing challenge of large numbers of finally accepted applicants who then do not register. An Enrolment Management Committee was established in 2021 to recommend strategies to address this trend, with a view to implementing solutions for the 2022 intake. Five transversal workstreams were established that addressed a range of issues affecting the intake, and 2022 registration numbers (8 706) indicate that many of the challenges have been addressed. The focus of these workstreams included the admissions process, financial and accommodation issues, IT support and integration, communication and marketing, and the orientation programme for the new intake.

As can be seen from Figure 6, the uptake rates in 2022 were, however, much higher than envisaged and the sharp increase in the number of first-time entering students enrolled placed a strain on resources such as lecturing venues and the student transport system. In addition, the overall student: staff FTE ratio increased from 27:1 in 2021 to 29:1 in 2022. Considering these factors, the University has set lower first-time entering undergraduate enrolment targets in the revised Mid-Term Review Enrolment Plan for 2023 to 2025 to ensure that the quality of learning and teaching is not adversely affected by enrolment growth. A target of 7 185 first-time entering undergraduate students was set for 2023 and an enrolment of 6 979 was achieved which was 2.9% below the target. This is much closer to the target. A first-time entering undergraduate enrolment target of 7 270 for 2024 has been set.

Figure 6: First-time entering student enrolments relative to targets, 2020-2023, 2024 Targets



The profile of the student intake has been changing rapidly over recent years with a significantly higher percentage of students coming from quintile 1 to 3 schools, which are the most resource deprived. The intake from quintile 1 to 3 schools increased from 44% in 2019 to 66% in 2023. It is projected that this percentage will remain the same in 2024. The high increase in students from quintile 1 to 3 schools means that student support programmes must expand to ensure that these students achieve their full academic potential.

Table 6: School quintile profile of first-time entering students (Matriculants), 2019-2023, and 2024 targets

	2019	2020	2021	2022	2023	2024 Targets
Private or Other	15%	12%	11%	8%	6%	6%
Quintile 1	8%	12%	15%	15%	15%	15%
Quintile 2	7%	11%	14%	16%	16%	16%
Quintile 3	29%	31%	30%	34%	35%	35%
Quintile 4	10%	9%	9%	9%	9%	9%
Quintile 5	30%	24%	21%	16%	19%	19%

Drawing a higher percentage of students from more disadvantaged backgrounds has resulted in a rapid increase in foundation provisioning (extended programmes) enrolments from 2 088 in 2020 to 3 765 in 2023. Table 7 shows that enrolments in foundation provisioning are expected to increase further to 4 140 in 2024 with an average annual growth rate of 19% over the 2020 to 2024 period. The consistent growth in foundation programmes is encouraging given that research has shown that expanded foundation provisioning contributes to student access for success.

Table 7: Foundation programme headcount enrolments, 2020-2023, and 2024 target

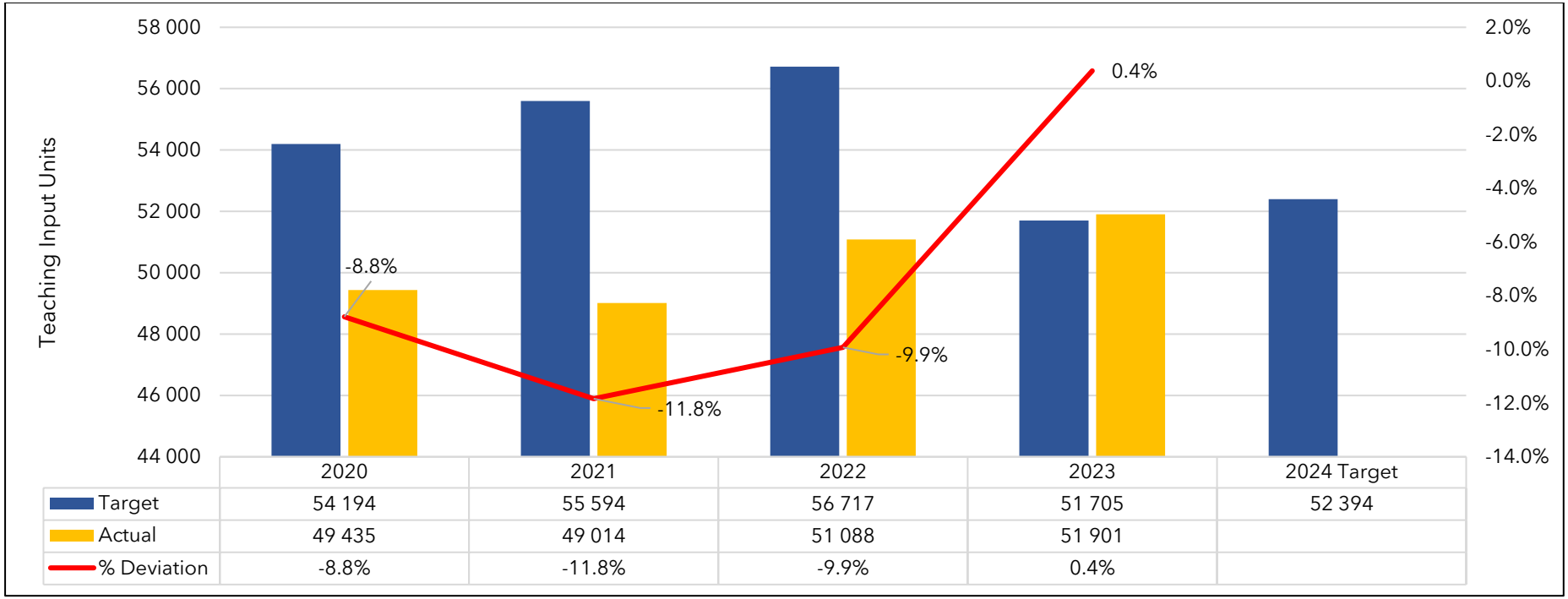
	2020	2021	2022	2023	2024 Target	Average annual growth rate 2020-2024
Headcount enrolments (foundation provisioning)	2 088	2 388	3 291	3 765	4 140	19%

Performance Indicator 4: Actual versus approved teaching input units

At an overarching level, the actual teaching input units of the University in 2020 were 49 435 compared to the approved funded teaching input units of 54 194. This was 8.8% below the approved target, which falls outside the acceptable deviation range of 2%. In 2021 and 2022 the deviations worsened, with 2021 actual teaching inputs (49 014) falling 11.8% below the target of 55 594, and the 2022 actual teaching inputs (51 088) falling 9.9% short of the approved funding units of 56 717.

Preliminary data for 2023 indicates a slight over-enrolment of 0.4% of actual teaching input units. The University achieved 51 901 teaching input units compared to the approved teaching input units of 51 705. This can mostly be attributed to higher-than-expected undergraduate enrolments which generated additional teaching input units that made up for the non-achievement of postgraduate teaching input units. The trends between 2020 and 2022 had a negative impact on the teaching input subsidy allocation to the University and were mainly due to the non-achievement of our postgraduate enrolment targets.

Figure 7: Achievement of the approved Teaching Input Unit (TIU) targets, 2020-2023 and 2024 target



	2020	2021	2022	2023	2024 Target
Target	54 194	55 594	56 717	51 705	52 394
Actual	49 435	49 014	51 088	51 901	
% Deviation	-8.8%	-11.8%	-9.9%	0.4%	

The University will continue to implement wide-ranging strategies to reverse these concerning trends. Considering the non-achievement of postgraduate enrolment targets over recent years, the University has set lower targets for postgraduate enrolments for the period 2023 to 2025 than those that were contained in the original 2020 to 2025 enrolment plan. This will lead to lower teaching input unit targets than those based on the previous enrolment plan.

As can be seen from Figure 7 above, the target of 51 705 TIUs for 2023 is now much lower than the original target of 56 717 for 2022 and more in line with the actual of 51 088 for 2022. The Mid-Year Enrolment Review now has more realistic targets, although the postgraduate enrolment targets in the enrolment plan are still not being achieved.

Performance Indicator 5: Student success rates in coursework modules

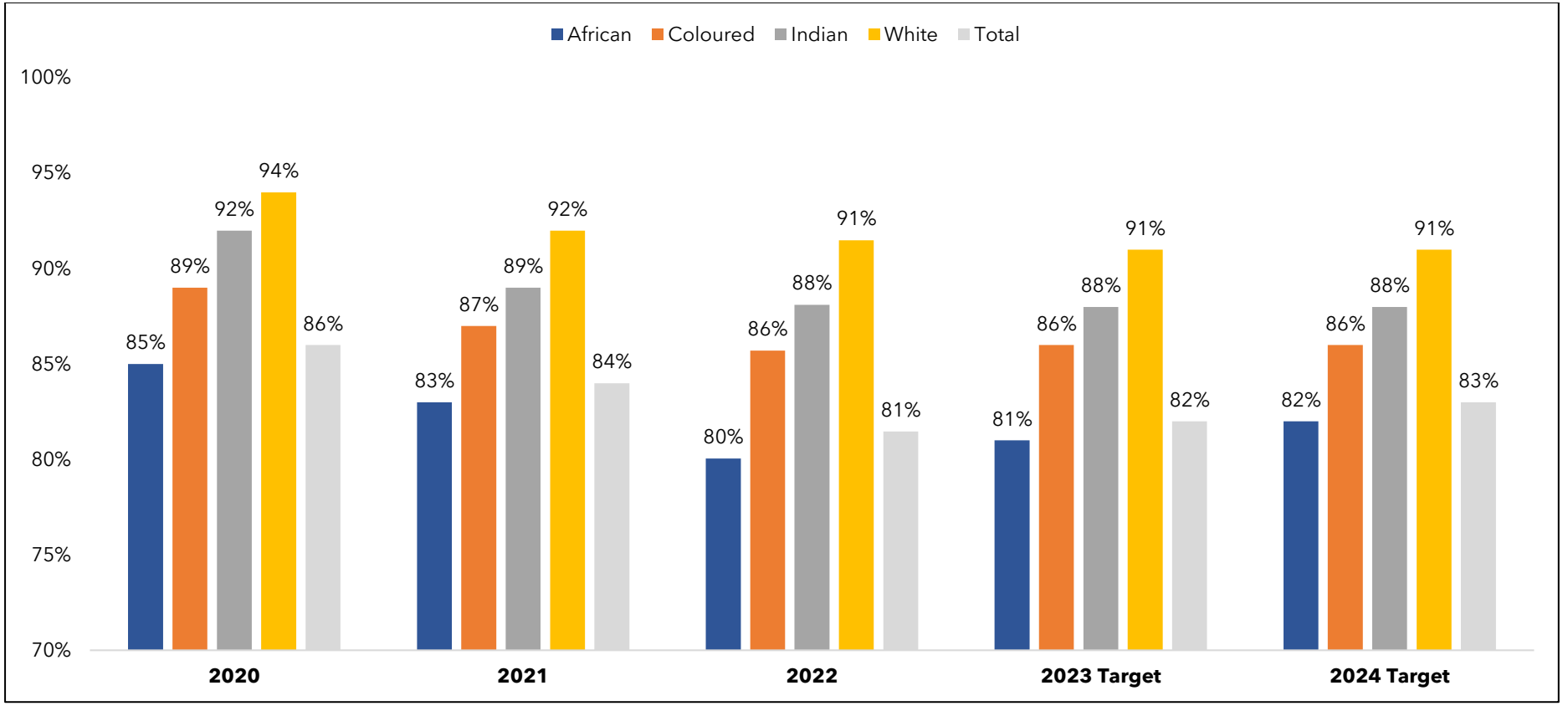
As can be seen in Table 8, the student success rate in coursework modules decreased slightly from 86% in 2020 to 84% in 2021. The high success rates in 2020 and 2021 were a national trend. This can potentially be attributed to the fact that continuous assessment was widely implemented, and students were given multiple opportunities for assessment due to the difficulties emerging from the transition to emergency remote learning. In 2022, the success rate dropped to 81% when students returned to campus, which is 2% higher than the 79% success rate before COVID-19 in 2019. This is a result of assessment practices returning to normal without special concessions and arrangements. It is projected that the success rate will increase from 81% in 2022 to 82% in 2023 and 83% in 2024.

Table 8: Success rate in coursework modules by population group and gender, 2020-2022, and 2023-2024 target

Population group	2020			2021			2022			2023 Target			2024 Target		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
African	88%	81%	85%	86%	78%	83%	84%	75%	80%	85%	76%	81%	85%	77%	82%
Coloured	91%	86%	89%	89%	84%	87%	88%	82%	86%	88%	83%	86%	88%	83%	86%
Indian	93%	90%	92%	91%	86%	89%	90%	85%	88%	90%	85%	88%	90%	85%	88%
White	96%	92%	94%	95%	89%	92%	94%	88%	91%	94%	88%	91%	94%	88%	91%
Total	**89%**	**83%**	**86%**	**87%**	**80%**	**84%**	**85%**	**77%**	**81%**	**86%**	**79%**	**82%**	**86%**	**79%**	**83%**

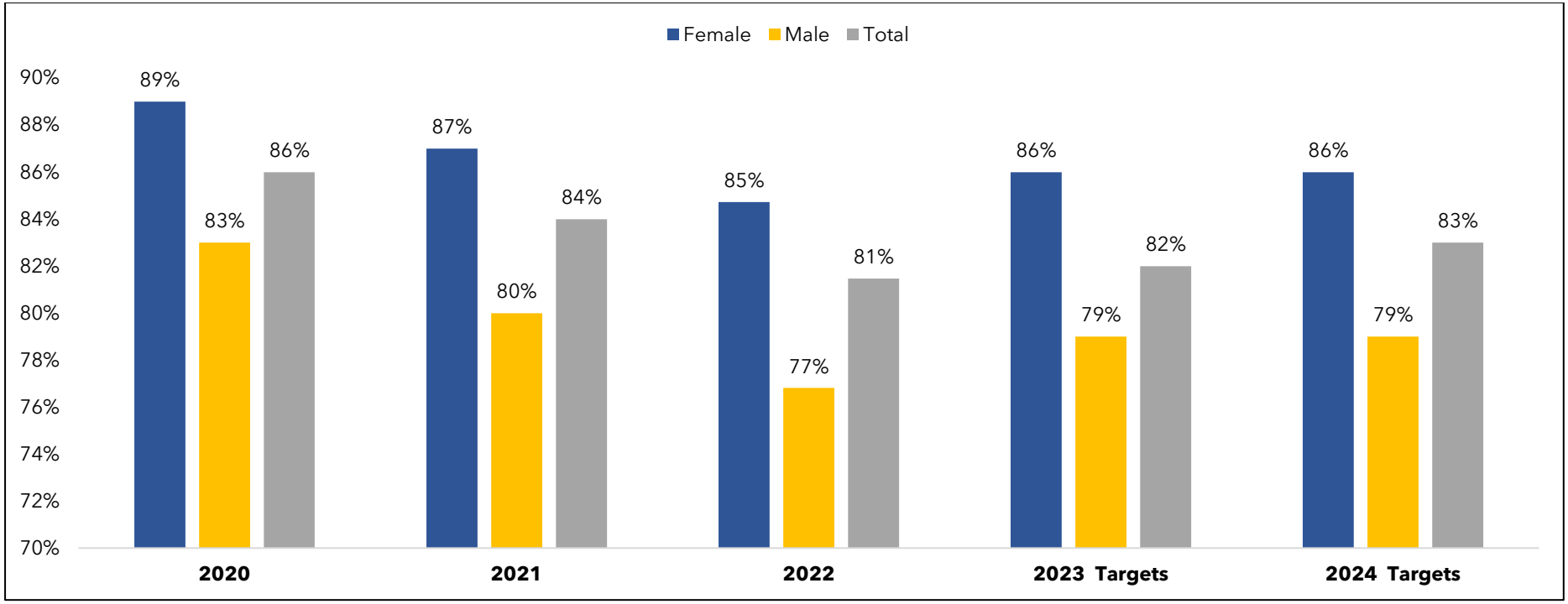
The difference in success rate between students of the various population groups remains a concern. In 2020, white students had a 9% higher success rate (94%) than African students (85%), a 5% higher success rate than coloured students (89%) and a 2% higher success rate than Indian students (92%). These differences persisted, and by 2022, the success rate of white students (91%) was 11% higher than the success rate of African students (80%). It is foreseen that it will still take a few years to narrow these achievement gaps, especially since more African students from socio-economically deprived schools (quintile 1 to 3) are enrolling at the University. However, the University will continue to provide holistic wraparound student support to academically vulnerable students to maximise their opportunities for success.

Figure 8: Student success rates in coursework modules by population group, 2020-2022 and 2023 -2024 targets



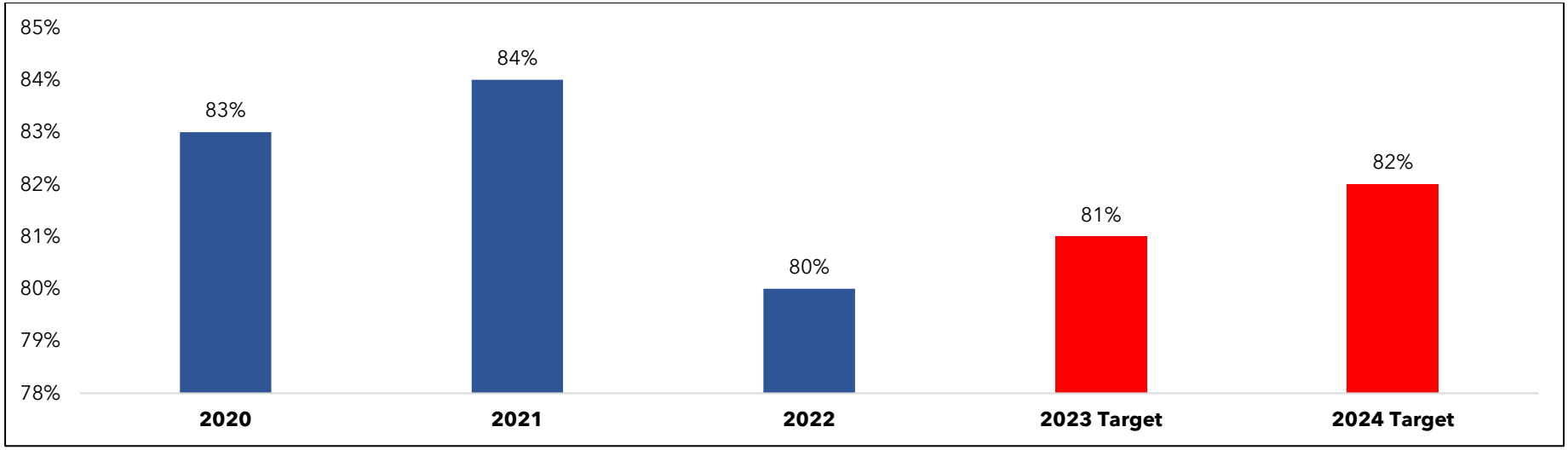
In terms of gender, Figure 9 indicates that female students had a much higher success rate (85%) in 2022 compared to male students (77%) and this trend is consistent for all population groups. The University is planning to undertake an institutional research study to identify the factors that could be contributing to these differences with a view to devising strategies to improve the lower success rates of male students.

Figure 9: Student success rates in coursework modules by gender, 2020-2022 and 2023-2024 targets



In 2020, first-time entering students had a lower success rate of 83% (see Figure 10) compared to the average success rate of 86% for all students. This was the first year of the COVID-19 pandemic, which compelled the University to transition rapidly to emergency remote learning. As a result, new first-year students did not have access to the typical campus experiences and in-person support in 2020, both of which are important in assisting them to transition successfully into higher education.

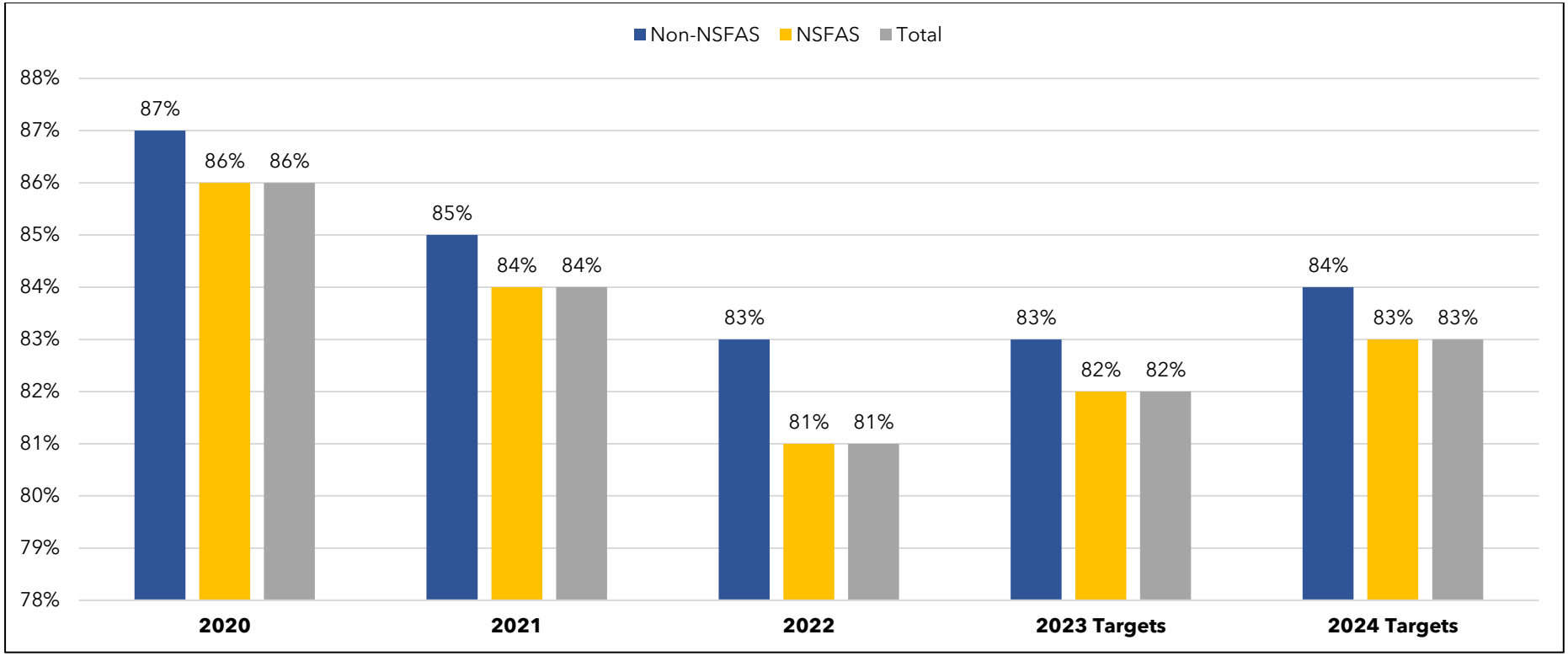
Figure 10: Success rate of first-time entering UG students, 2020-2022 and 2023-2024 targets



The coronavirus pandemic significantly disrupted core academic missions in 2020 and 2021. At the same time, however, this unprecedented crisis also catalysed innovative solutions, including the increased use of technology-rich learning and teaching. Interestingly, in 2021, Figure 10, above, shows that first-time entering students had the same success rate of 84% as the average for all students. This can possibly be attributed to the improved support provided to first-time entering students based on the lessons learnt from transitioning to emergency remote learning in 2020. In 2022, there was a 1% gap in performance with first-time entering students achieving a success rate of 80% compared to the 81% success rate of the University. Success rates for first-time entering students are projected to be 81% in 2023 and 82% in 2024.

For 2020 and 2021, the success rate of NSFAS funded students was 1% lower than the success rate for students not funded by NSFAS (see Figure 11). In 2022, there was a 2% difference between NSFAS funded students (81%), and students not funded by NSFAS (83%). This difference is probably due to the socio-economically deprived backgrounds of many NSFAS students, which often has a negative impact on academic performance. It is not envisaged that this will improve in 2022 and 2023 given the challenges experienced in the sector with the administration of NSFAS funding.

Figure 11: Success rate of NSFAS-funded students, 2020-2022 and 2023-2024 targets



Performance Indicator 6: Student retention rates

Cohort analyses show that the highest percentage of dropouts are experienced during, and at the end of, the first year of study. It is thus vital to track the retention of first-time entering students and intervene timeously to assist them to succeed academically and prevent dropouts. As indicated in Table 9, the percentage of 2020 first-time entering students who did not complete their studies, and returned the following year, was 91%. This improved to 91.1% for the 2021 first-time entering students but declined to 90% for the 2022 first-time entering students returning the following year to continue their studies. This decline can be attributed to the large first-time entering student intake in 2022

which resulted in very large classes and increased failure rates in the first year. The targets for 2023 (91.0%) and 2024 (91.2%) are aimed at improving the retention of first-time entering students.

Table 9: Retention of first-time entering undergraduate students, 2020-2022 and 2023-2024 targets*

	2020	2021	2022	2023 Target	2024 Target
Percentage of first-time entering students who registered the following year	91.0%	91.1%	90.0%	91.0%	91.2%

* *Students enrolled for a Higher Certificate were left out of the calculation since they would have graduated at the end of the year*

The University has a wide range of programmes to support student success and retention, coordinated under the umbrella of the Learning and Teaching Collab (LT Collab). These academic support programmes provide opportunities to enhance student success through initiatives such as teaching academic life skills management, developing academic literacies (writing), Supplemental Instruction (SI), and Student Success Coaching (SSC). Data indicates that SI is one of the most successful interventions to support students in high-risk modules and courses with continued low pass rates (55% or below) for a minimum period of three years.

Student Success Coaching (SSC) was instituted in 2020 and arose from a change in the admissions process in which the prime focus moved from access to student success. There is a focus on reaching out to first-year students from quintile 1, 2 and 3 schools to support their transition into the university environment. The success coaches develop a one-on-one relationship with vulnerable students to co-create individualised academic success plans. As the academic journey unfolds, the student and coach review progress and make necessary adjustments to the plan.

These interventions are informed by an integrated data tracking and early warning system, Risk Analysis and Detection to Assist and Retain (RADAR) students. The University developed RADAR to monitor student academic performance and to optimise early intervention strategies to enhance student success. Academics also monitor student engagement in learning through analysing activity on the Moodle Learning Management System (LMS) module site.

Given the need to keep students and staff safe during the pandemic, 65% of our programmes were delivered using flexible, technology-rich modes of delivery over this period. The University continuously reviewed the trajectory of the pandemic and gradually offered more on-campus academic activities, especially for first years, as pandemic restrictions lifted. However, the point must be made that poor network

coverage and data connectivity, especially in rural areas, is a national problem that needs to be addressed. Sustainable solutions to the present data costs of providing all students with 30GB of data each month are being sought. To equip students to engage effectively in an online learning and teaching and assessment environment, the LT Collab has developed multiple online resources that students can access at any time, including multilingual support.

Increasing emphasis is also being placed on the critical role of writing and reading development and multilingualism in enhancing student learning and academic success. The development of a revised language policy for Nelson Mandela University is being informed by intensive engagements with staff and students from every faculty and division to determine what types of language support need to be provided. Language and writing support currently provided to students includes multilingual glossaries and tutorials, writing respondents and consultants, academic writing support interventions, as well as an app (Refer Easy) for academic writing and referencing.

Academic staff are provided with a range of opportunities to develop their teaching practice as part of efforts to actively engage students in learning. For example, the University has reimagined the induction programme for new lecturers, now known as Beginning Your Journey (BYJ) @ Mandela University. Lecturing staff also benefit from the Teaching Enhancement Programme, which provides ongoing workshops and consultations on topical issues such as curriculum development, academic literacies and multilingualism, assessment of student learning, blended learning, teaching large classes, and developing a teaching portfolio.

The Teaching Development (TD) cluster's primary focus is to improve the available resources on online and hybrid teaching and assessment to enhance the pedagogical repertoire of academic staff. Staff capacity development and upskilling initiatives on techniques relating to hybrid learning and teaching are now in place and include "How-2" videos and documents, discussions, and webinars.

The advent of COVID-19 sped up the development of socially-just assessment practices, directly aligned with the University's commitment to a humanising pedagogy. In the context of continuous assessment which, where feasible, is the University's preferred option, students are also offered more than one assessment opportunity, which significantly enhances academic performance. Staff development initiatives also have included investing time in drafting and finalising guidelines for continuous assessment.

Performance Indicator 7: Student graduation rates

The number of graduates directly depends on student graduation and throughput rates. In the 2020 to 2025 Enrolment Plan, the University estimated 8 002 graduates. In retrospect, this was too high given that the University did not achieve the headcount enrolments projected in the previous enrolment plan. In view of this, the University revised its graduate output targets in the 2023 to 2025 Mid-Term Enrolment Plan as indicated in Table 10.

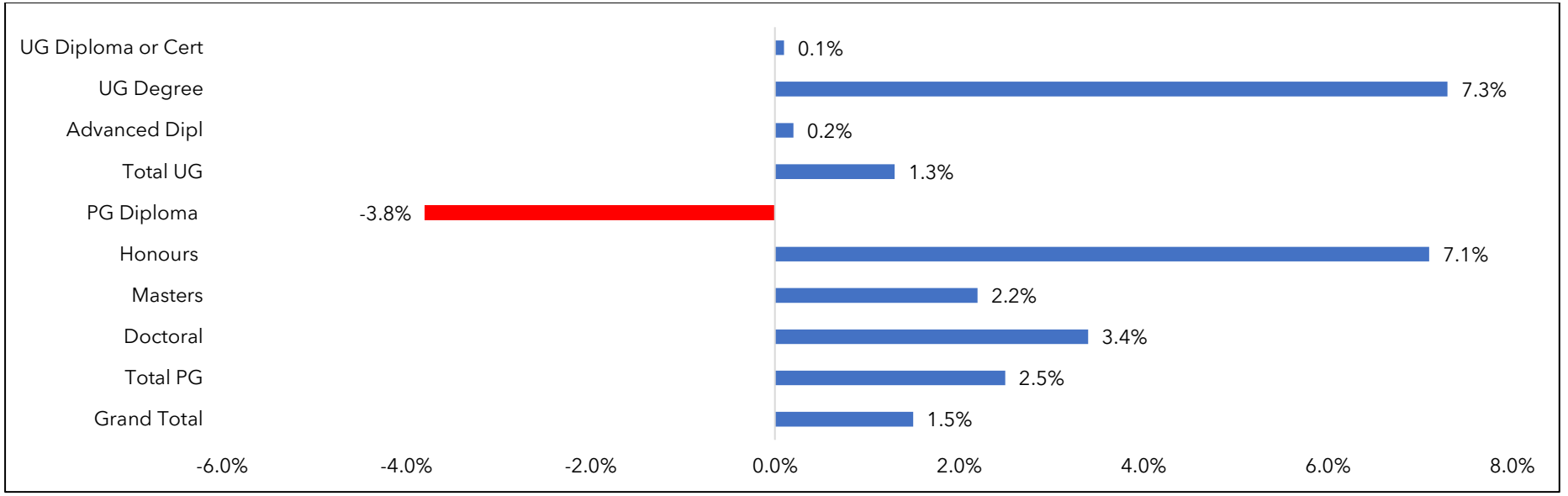
Table 10: Number of graduates per annum, 2020-2022, and 2023-2024 targets

Qualification type	2020	2021	2022	Average annual growth rate 2020-2022	Enrolment Plan 2023 targets	Enrolment Plan 2024 targets	Average annual growth rate 2020-2024
UG Diploma or Certificate	2 472	2 265	2 633	3.2%	2 451	2 477	0.1%
Advanced Diploma	860	1 069	981	6.8%	1 107	1 140	7.3%
UG Degree	2 587	2 691	2 488	-1.9%	2 577	2 608	0.2%
Total UG	**5 919**	**6 025**	**6 102**	**1.5%**	**6 135**	**6 225**	**1.3%**
PG Diploma	420	267	305	-14.8%	340	359	-3.8%
Honours	516	540	577	5.7%	644	678	7.1%
Master's	405	339	306	-13.1%	430	442	2.2%
Doctoral	80	96	83	1.9%	88	91	3.4%
Total PG	**1 421**	**1 242**	**1 271**	**-5.4%**	**1 502**	**1 570**	**2.5%**
Grand Total	**7 340**	**7 267**	**7 373**	**0.2%**	**7 636**	**7 795**	**1.5%**

Undergraduate graduates increased on average by 1.5% per annum from 2020 to 2022. This can be attributed mainly to the high increase in graduates in the advanced diplomas, introduced to replace the BTech degrees being phased out. Graduates in the advanced diplomas increased by 6.8% on average per annum for the period 2020 to 2022, from 860 in 2020 to 981 in 2022. The high growth in graduates in the advanced diplomas is expected to flatten in future now that these qualifications have been established. Graduates in undergraduate certificates, diplomas and degrees also increased over this period, at an average annual growth rate of 3.2%. Given these trends, an undergraduate graduate target of 6 135 for 2023 and 6 225 for 2024 has been set compared to the 6 102 actual graduates in 2022. The target annual growth rate in undergraduate graduates for the period 2020 to 2024 is 1.3%.

Due to the decline in postgraduate enrolments, postgraduate graduates declined by 5.4% on average per annum from 2020 to 2022, with the highest average annual declines in postgraduate diplomas (14.8%) and Master's graduates (13.1%). The University is targeting an increase in postgraduate graduates from 1 271 in 2022 to 1 570 in 2024 with an average annual growth rate of 2.5% per annum over the period 2020 to 2024. The targeted average annual growth rate for all graduates from 2020 to 2024 is 1.5% (see Figure 12) with a targeted total number of graduates of 7 636 in 2023 and 7 795 in 2024 (see Table 10 above).

Figure 12: Average annual growth rate in graduates, 2020-2024



In view of actual enrolment trends, the University has had to constantly lower the targets set in the original 2020 to 2025 Enrolment Plan for undergraduate outputs in the scarce skills fields. The only increase in graduates in scarce skills over the period 2020 to 2022 was in Engineering which increased from 387 in 2020 to 402 in 2022 (3.9% increase). The University continues to find it difficult to substantially increase enrolments and graduate outputs in engineering. This is due to the poor Mathematics and Physical Science results of applicants, especially those coming from quintile 1 to 3 schools in the Eastern Cape. Competition for high performing school-leaving students with Mathematics and Physical Science has intensified with the introduction of the NSFAS fee-free bursary scheme as these students may choose to study at any university in the country. There is a concerted effort in the Faculty of EBET to improve student success, and to increase the number of students who complete their qualifications. The faculty aims to continue to increase their enrolments and graduates in engineering.

Graduates in all other scarce skills fields declined from 2020 to 2022. Graduates in Life and Physical Sciences declined by 10.2% from 215 in 2020 to 193 in 2022. The graduates in Animal and Human Health Sciences declined from 408 to 344, which is a decline of 15.7%. The Faculty of Health Sciences has historically produced more graduates than the targets, although in recent years the number of graduates in Animal and Human and Health Sciences has been declining sharply. The discontinuation of certain qualifications in Pharmacy and Nursing with historically high enrolments, due to professional accreditation challenges, led to a sharp decline in enrolments and graduates in the Human Health Sciences, which led to fewer graduates. The new MBChB programme will improve the situation but will only produce the first graduates in 2026.

Initial teacher education graduates declined from 451 in 2020 to 390 in 2022, which is a decline of 13.5%. BEd graduates declined by 15% and PGCE graduates by 10%.

The success rate in the scarce skills fields was 84% in 2022, which was higher than the success rate of 81% for the University yet much lower than the APP 2022 target of 88%. Students in the scarce skills fields generally achieve higher success rates than students in other fields of study due to the higher admission criteria for these qualifications. This also points to the fact that the non-achievement of the scarce fields targets is not necessarily due to lower student success rates, but rather due to the non-achievement of enrolment targets in these fields.

Table 11: Number of graduates in scarce skills fields per annum, 2020-2022, and 2023-2024 targets

Scarce skills field	2020	2021	2022	Average Annual Growth Rate 2020-2022	Revised 2023 Targets	Revised 2024 Targets	Average annual growth rate 2020 to 2024
Engineering	387	381	402	1.9%	410	415	1.8%
Life and Physical Sciences	215	256	193	-5.3%	215	230	1.7%
Animal and Human Health Sciences	408	406	344	-8.2%	380	410	0.1%
Teacher Education	451	493	390	-7.0%	430	479	1.5%
B Ed	321	395	273	-7.8%	286	335	1.1%
PGCE	130	98	117	-5.1%	144	144	2.6%
Success rate in scarce skills	**90%**	**88%**	**84%**	**-3.4%**	**85%**	**86%**	

The undergraduate enrolment trends point to the need for targeted and integrated student recruitment strategies to attract talented students to pursue qualifications in scarce skills fields at the University. Efforts to expand the national footprint of the University have been starting to bear fruit and these need to be strengthened further given the heightened competition for top-performing school leavers, especially those with Mathematics and Physical Science. There are other endeavours aimed at increasing first-time entering enrolments. These include digitalising the student access and enrolment value chain to ensure that it is experienced as more integrated and user-friendly, and wide-ranging interventions to improve the quality of Mathematics and Science teaching and learner performance in schools.

The University aims to increase graduates in all the scarce skills fields. It is projected that the average annual growth rates for the period 2020 to 2024 will be 1.8% for Engineering, 1.7% for Life and Physical Sciences, 0.1% in Animal and Human Health sciences and 0.5% in initial Teacher Education. The projected average annual growth rate for BEd graduates over the period 2020 to 2024 is 1.1% and for PGCE graduates 2.6%.

Figure 14: Average annual growth rate in graduates in scarce skills fields, 2020-2024

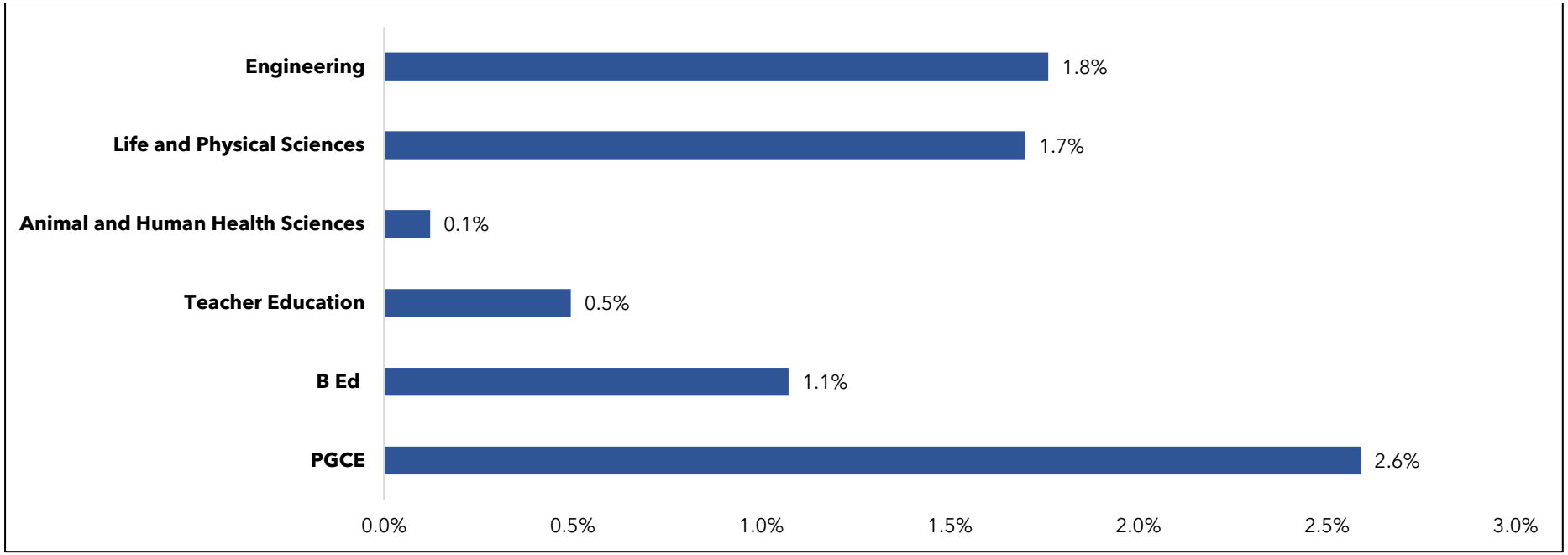


Table 11, above, shows that the targets set for the scarce skills field for undergraduate Engineering graduates for 2023 have been revised to 410 and for 2024 to 415. The revised targets for undergraduate graduates in Life and Physical Sciences have been set at 215 for 2023 and 230 for 2024. Targets for undergraduate graduates in Animal and Human Health Sciences has been set at 380 for 2023 and 410 in 2024. The targeted Teacher Education graduates for 2023 are 430 (286 BEd graduates and 144 PGCE graduates) and for 2024 are 479 (335 BEd graduates and 144 PGCE graduates). The expected success rate for 2023 and 2024 for the scarce skills enrolled students is 85% and 86% respectively, which are gradual improvements on the 84% success rate in 2022.

Table 12: Average annual growth rates in enrolments relative to graduates, 2019-2022, 2020-2024 targets

	Headcount enrolments		Graduates	
	Average annual growth rate 2019 to 2022	**Target: Average annual growth rate 2020 to 2024**	**Average annual growth rate 2019 to 2022**	**Target: Average annual growth rate: 2020 to 2024**
Total undergraduate	4.5%	3.0%	3.4%	1.3%
Total postgraduate	-5.0%	-3.6%	-3.9%	2.5%
Grand Total	**3.1%**	**2.3%**	**2.0%**	**1.5%**

The average annual growth rate in enrolments compared to graduates gives an indication of graduate efficiency. If the number of graduates grows at a higher level than the number of enrolments over the same period, it indicates that the graduate efficiency is improving (that is, graduates are produced at a higher rate than the rate of increase in enrolments).

Figure 14: Average and target annual growth rates in enrolments relative to graduates

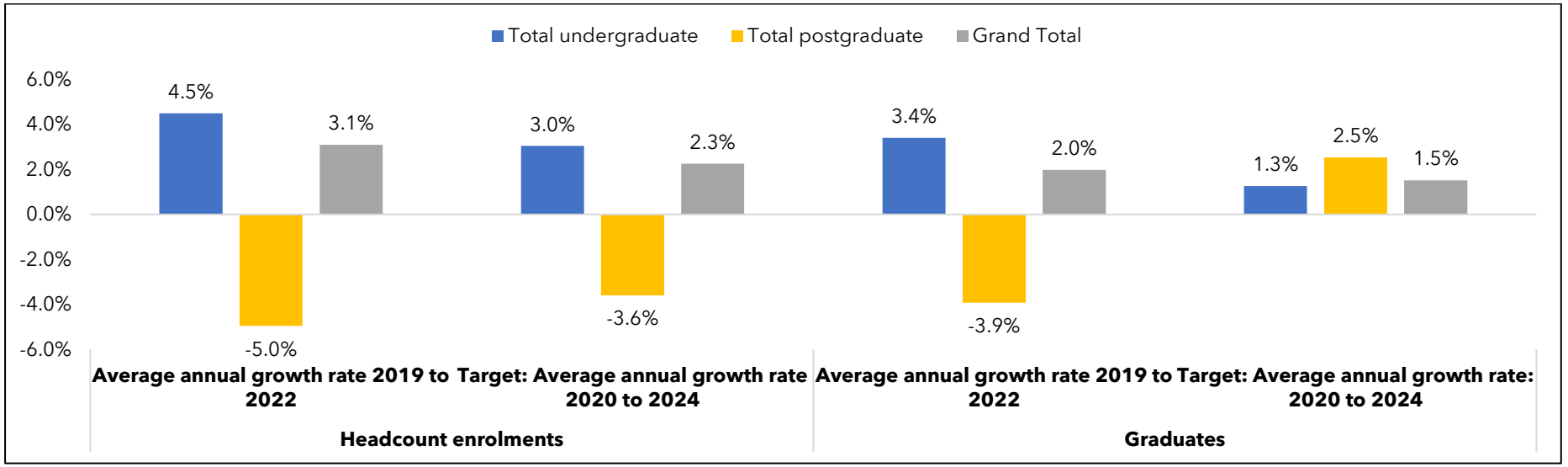


Figure 14 shows that, at undergraduate level, the average annual growth rates of enrolments versus graduates over the 2019 to 2022 period grew on average by 4.5% per annum while graduates grew on average by 3.4% per annum. This points to a decline in undergraduate graduate efficiency. The higher intakes at undergraduate level will eventually increase the growth rates of graduates. At postgraduate level, enrolments declined on average by 5% per annum, while graduates declined on average by 3.9% per annum over the period 2019 to 2022. Enrolments declined at a higher rate than graduates. Students from previous higher enrolments were still graduating but the recent sharp declines will lead to higher decreases in postgraduate graduates.

With reference to targets for the average annual growth rates for 2020 to 2024 in enrolments versus graduates, the University seeks to improve graduate efficiency, especially at postgraduate levels. The graduates at undergraduate level are targeted to increase at 1.3% over the 2020 to 2024 period, which is lower than the targeted average annual growth rate in enrolments (3%). It will take some time for recent increases in undergraduate enrolments to result in higher increases in undergraduate graduates. At postgraduate level, the average annual growth rate target for graduates from 2020 to 2024 is 2.5% compared to the 3.6% average decline in enrolments. In total, the targeted average annual growth rate in graduates for the 2020 to 2024 period is 1.5% compared to the targeted average annual growth rate in enrolments of 2.3%. It will take some time before graduate efficiency improves since the increases in enrolments will eventually lead to increased numbers of graduates.

Performance Indicator 8: Student throughput rates

Throughput rates are an important indicator of student success, defined as the percentage of students of a first-time entering cohort that graduate over a period. The University normally analyses the percentage who graduate within minimum time (MT), which is the minimum number of years needed to complete the qualification. Historical data show that a large proportion of students also graduate within two years after the minimum time and therefore we also include minimum time plus one year (MT+1) and two years (MT+2).

Table 13 below provides an overview of throughput rates for the 2015 and 2016 cohorts by qualification type, and Table 14 compares throughput rates targets for the 2017 cohorts to the national averages achieved for the 2016 cohorts by qualification type.

Table 13: Throughput rates for the 2015 and 2016 first-time entering cohorts

Qualification Type	Nelson Mandela University (2015 cohort)				Nelson Mandela University (2016 cohort)			
	MT	MT+1	MT+2	MT+3	MT	MT+1	MT+2	MT+3
1-year UG certificates (MT=1)	68%	79%	80%		60%	71%	74%	
3-year diplomas (MT=3)	28%	45%	54%		25%	41%	51%	
3-year degrees (MT=3)	28%	45%	53%		31%	46%	54%	
4-year degrees (MT=4)	46%	59%	65%		46%	60%	67%	
PG Diplomas (MT=1)	65%	80%	83%		66%	80%	83%	
Honours (MT=1)	60%	81%	84%		64%	83%	86%	
Coursework Master's (MT=3)	39%			58%	43%			60%
Research Master's (MT=3)	46%			60%	50%			62%
PhDs (MT=3)	29%			53%	20%			48%

Table 14: Throughput rate targets for the 2017 first-time entering cohorts and national averages for the 2016 cohorts by qualification type

Qualification Type	Targets: Nelson Mandela University (2017 cohort)				National average excluding UNISA (2016 cohorts)			
	MT	MT+1	MT+2	MT+3	MT	MT+1	MT+2	MT+3
1-year UG certificates (MT=1)	61%	72%	75%		19%	42%	56%	
3-year diplomas (MT=3)	26%	42%	52%		25%	43%	52%	
3-year degrees (MT=3)	32%	47%	55%		31%	50%	59%	
4-year degrees (MT=4)	47%	61%	68%		46%	62%	68%	
PG Diplomas (MT=1)	67%	81%	84%		60%	78%	82%	
Honours (MT=1)	65%	84%	87%		61%	78%	82%	
Coursework Master's (MT=3)	44%			61%	46%			64%

Qualification Type	Targets: Nelson Mandela University (2017 cohort)				National average excluding UNISA (2016 cohorts)			
	MT	MT+1	MT+2	MT+3	MT	MT+1	MT+2	MT+3
Research Master's (MT=3)	51%			63%	43%			61%
PhDs (MT=3)	21%			49%	17%			51%

Given that 70% of our undergraduate students who were enrolled in first degree, certificate, and diploma programmes in 2020 were NSFAS funded, and that the rule is to graduate in MT+1, it is important to note the difference between those who complete in MT+1 and MT+2. This is because these students will be without financial support from NSFAS if they complete their qualification after MT+1. An additional 10% of three-year diploma students and an additional 8% of three-year degree students graduated in year M+2. There was an additional 7% of four-year degree students who graduated in year M+2 from the 2016 first-time entering cohort.

At postgraduate level, Master's and doctoral candidates take much longer to complete, and the University considers a minimum time of three years as acceptable for these qualifications, while also including those who have completed in six years. The University performed slightly better with research Master's and PhDs than the national averages. University throughput rates for the 2016 cohort for research Master's students were 50% in MT and 62% in MT+3 compared to the national averages of 43% and 61% respectively. The throughput rate for PhDs was 20% in MT and 48% in MT+3, compared to the national averages of 17% and 51% respectively.

The percentage of graduates is cumulative. The throughput rates for the 2016 first-time entering cohorts by qualification type are shown in the table above. This shows that our throughput rates for one-year undergraduate certificates and three-year diplomas are above the national averages, but for three- and four-year degrees the throughput rates are below the national averages (in MT+ 2). This could be because 61% of our undergraduate degree students are NSFAS funded (2022) and our NSFAS students have a lower success rate (81% in 2022) than non-NSFAS students (83% in 2022). This is closely related to the fact that an increasing percentage of our students come from quintile 1-3 schools (65% of school leavers entering the University in 2022 were from these quintiles).

Postgraduate diplomas had a throughput rate of 66% in MT, increasing to 83% in MT+2, which was higher than the national averages of 60% and 82% respectively. The throughput rate in MT for Honours degrees was 64% and 86% in MT+2, which was also higher than the national averages (MT=61%, MT+2=82%). However, the throughput rates for the University's Coursework Master's (MT=43%, MT+3=60%) were lower

than the national averages (MT=46%, MT+3=64%). This is probably related to the time taken to complete the treatise if candidates are employed full-time.

Figure 15: Undergraduate and postgraduate dropout rates, 2020-2022 and 2023-2024 targets

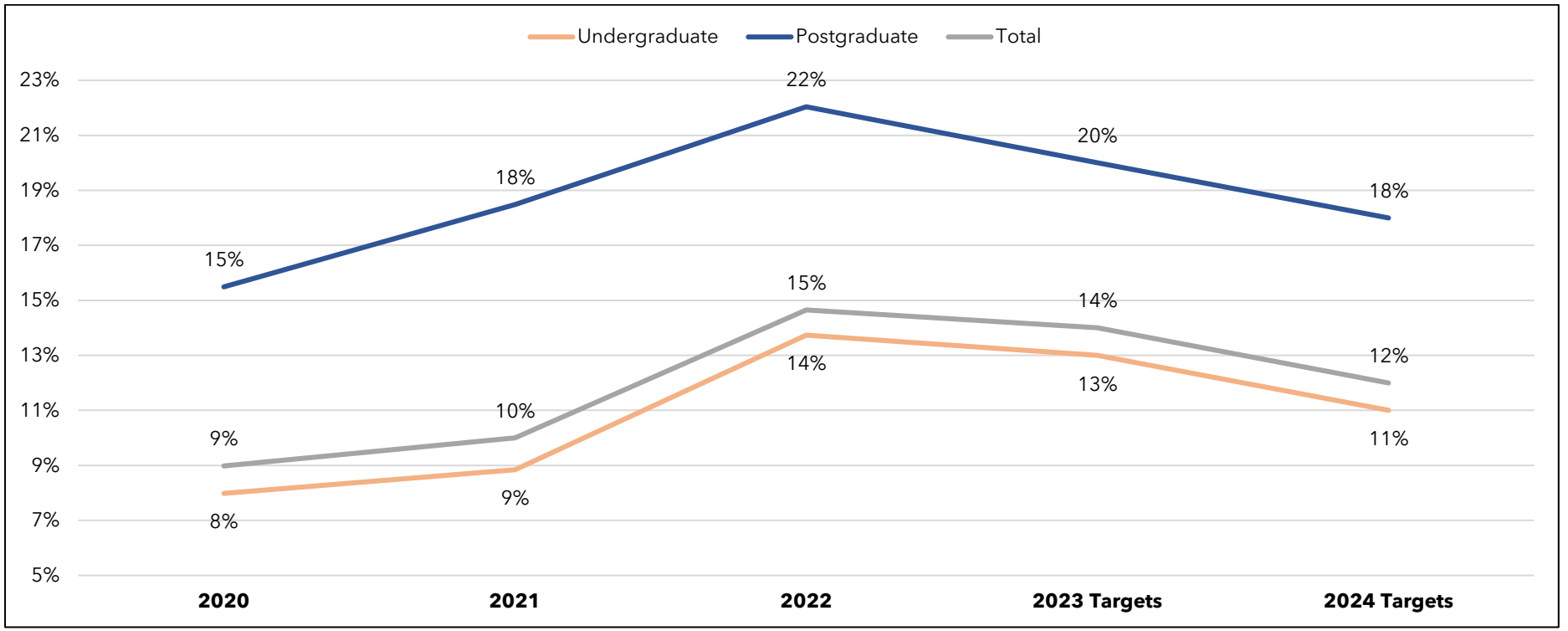


Figure 15 above provides an overview of the percentage of students who dropped out from one academic year to the next without completing their qualification for the period 2020 to 2022, as well as the targets for 2023 and 2024. The first observation is that the dropout rates at postgraduate level are much higher than those at undergraduate level which is concerning, and this has been contributing to the decline in postgraduate graduate efficiency. While the onset of the coronavirus pandemic and the decline in the economy could have contributed to this trend, the University needs to investigate this phenomenon and develop strategies to support and retain postgraduate

students. The drop-out rates have also increased steeply from 2020 to 2022, at undergraduate level from 8% to 14% and at postgraduate level from 15% to 22%.

The targets set for 2023 and 2024 dropouts for under- and postgraduate students are set at lower levels than 2022. The targets for the dropout rate at undergraduate level for 2023 is set at 13% and for 2024 at 11%. The target for the dropout rate at postgraduate level for 2023 is 20%, and for 2024 it is 18%, compared to the 22% dropout rate in 2022. The total dropout rate targets for 2023 is set at 14% and for 2024 at 12% compared to 15% in 2022.

Strategic Focus Area 2: Pursue impactful, pioneering research, innovation, and internationalisation to address grand societal challenges and promote sustainable futures

Performance Indicator 9: Average time to completion for coursework and research Master's and PhDs

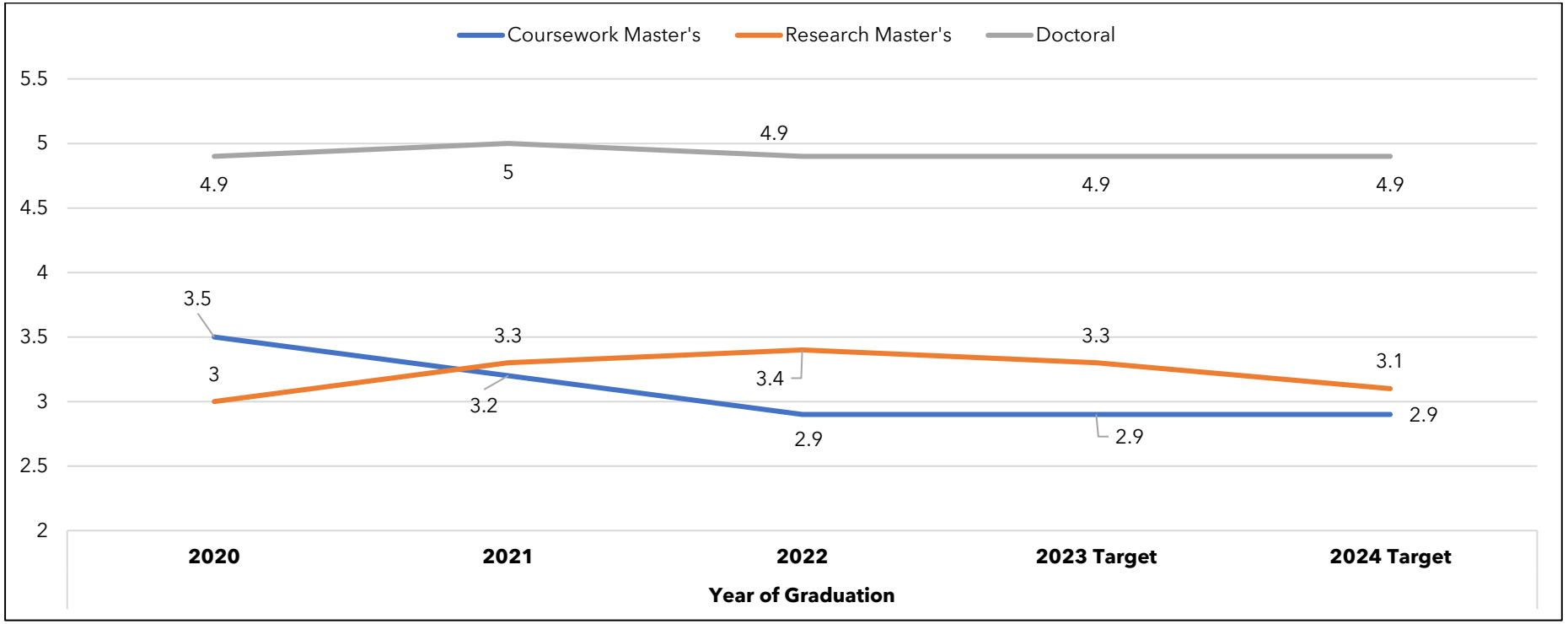
A further indicator of student success for Master's and doctoral graduates is the average number of years that graduates take to complete their degree. Table 15 indicates the average number of years taken by graduates from 2018 to 2021 to complete their degrees. It is generally acceptable for a Master's graduate to take three years and for a doctoral graduate to take five years.

Table 15: Average time to completion for coursework and research Master's and PhDs, 2019-2022 and 2023-2024 targets

Qualification Type	Year of Graduation				
	2020	2021	2022	2023 Target	2024 Target
Coursework Master's	3.5	3.2	2.9	2.9	2.9
Research Master's	3.0	3.3	3.4	3.3	3.1
Doctoral	4.9	5	4.9	4.9	4.9

As can be seen in Table 15 and Figure 16, the average number of years taken by coursework Master's graduates at the University declined from 3.5 years in 2020 to 2.9 years in 2022 which signals improved throughput rates. The targets for 2023 and 2024 remains at 2.9 since it is more favourable than the expected average time for completion at 3 years. The average number of years taken by research Master's graduates at the University increased from 3 years for the graduates of 2020 to 3.4 years for the graduates of 2022. This signals a decline in throughput rates and the university aims to improve this to 3.3 years for the 2023 graduates and 3.1 years for the 2024 graduates. The ideal target would be 3 years. The average number of years taken by the Doctoral graduates of 2022 was 4.9 years which is slightly better than the expected period of 5 years for completion. The targets for 2023 and 2024 remain at 4.9 years.

Figure 16: Average time to completion for coursework and research Master's and PhDs, 2019-2022 and 2023-2024 targets



Reasons for research Master's students taking longer than the average or expected time to graduate in certain faculties may include the following:

- Postgraduate students registered on a part-time basis usually take longer to graduate, especially those who are employed full-time while pursuing their studies.
- Limited postgraduate supervisory capacity in some faculties is exacerbated by retirements, resignations and many more junior academic staff being appointed who are still in the process of obtaining their PhDs. This results in a heavier postgraduate supervisory workload for the remaining senior academic staff who must take on more postgraduate students, which may have a knock-on effect in respect of postgraduate students taking longer than expected to complete their qualifications.
- Ethics clearance and approval processes for Master's and doctoral studies need to be streamlined and digitalised to improve the turnaround times since postgraduate students often experience this as a bottleneck.

Performance Indicator 10: Weighted teaching outputs per permanent academic staff member

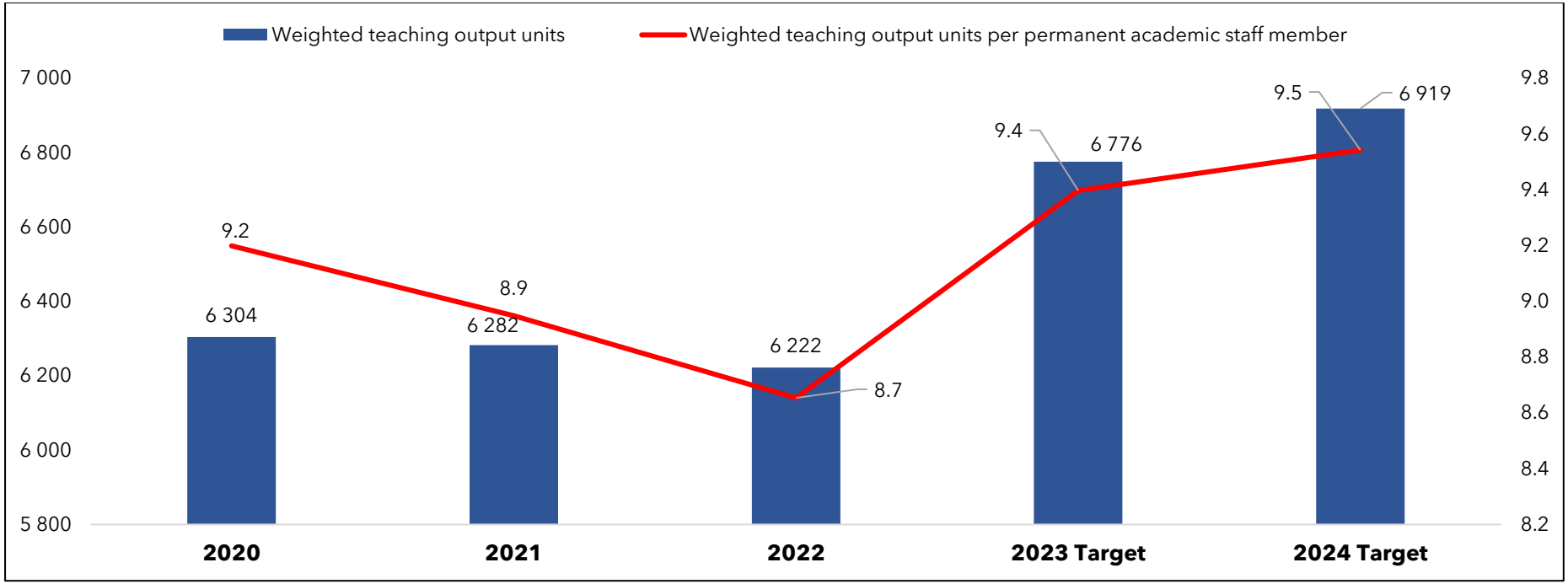
The weighted teaching outputs are calculated by applying the relevant funding weight to each graduate in each qualification type with the weight for the Higher Education Funding Framework that is used to calculate the teaching output subsidy. The funding weight for each qualification type is indicated in the second column of Table 16.

Table 16: Weighted teaching output units per permanent academic staff member, 2020-2022 and 2023-2024 targets

Qualification Type	Funding Weight	2020		2021		2022		2023 Target		2024 Target	
		Teaching Outputs	Weighted Teaching Outputs	Teaching Outputs	Weighted Teaching Outputs	Teaching Outputs	Weighted Teaching Outputs	Teaching Outputs	Weighted Teaching Outputs	Teaching Outputs	Weighted Teaching Outputs
UG certificates and diplomas (1 year)	0.5	699	350	478	239	735	368	659	330	673	337
UG certificates and diplomas (3 years)	1	1 774	1 774	1 787	1 787	1 898	1 898	2 158	2 158	2 203	2 203
UG Bachelor's degrees (3 years)	1	1 351	1 351	1 549	1 549	1 501	1 501	1 740	1 740	1 776	1 776
UG Bachelor's degrees (4 years or more) NQF 7/8	1.5	935	1 403	999	1 499	891	1 337	1 009	1 514	1 031	1 547
UG BTech (1 Year)	1.5	301	452	142	213	96	144		0		0
UG advanced diplomas (1 Year) NQF7	0.5	730	365	971	486	864	432	990	495	1 011	506
PG Certificate in Education (1 Year) NQF7	0.5	130	65	98	49	117	59	116	58	118	59
Honours degrees/PG Diploma (1 Year)	0.5	936	468	807	404	882	441	870	435	889	445
Non-Research Masters degrees and diplomas	0.5	156	78	115	58	87	44	94	47	96	48
Total		**7 012**	**6 304.3**	**6 946**	**6 282**	**7 071**	**6 222**	**7 636**	**6 776**	**7 797**	**6 919**
Permanent academic staff			683		702		719		721		725
Weighted teaching output units per permanent academic staff member			**9.2**		**8.9**		**8.7**		**9.4**		**9.5**

The weighted teaching output units per permanent academic staff member are calculated by dividing the weighted teaching outputs by the number of permanent academic staff. This ratio provides a measure of the average graduate productivity per permanent academic staff member. The ratio declined from 9.2 in 2020 to 8.7 in 2022. A target of 9.4 has been set for 2023 and a target of 9.5 for 2024 (see Figure 17). The funding framework rewards universities for graduates produced, and improving graduate outputs would increase the teaching output subsidy of the University.

Figure 17: Weighted teaching output units per permanent academic staff member, 2020-2022 and 2023-2024 targets



Performance Indicator 11: Weighted research output units per permanent academic staff member

The weight for research publications and for Master's research outputs is one, while doctoral graduates are weighted by three to calculate the weighted research output units. Weighted research output units per permanent academic staff member provide a measure of the average research productivity of permanent academic staff members. Two other important indicators are the publication units per permanent academic staff member as well as the publication units per FTE academic staff members.

The ratio of weighted research output units per permanent academic staff member declined from 1.6 in 2020 to 1.4 in 2022. A target of 1.5 has been set for both 2023 and 2024 (see Table 17). The ratio of publication units per permanent academic staff member declined from 0.84 in 2020 to 0.79 in 2022. The targets for 2023 and 2024 remain at 0.79 as it will take some time to increase this to former levels. Similarly, the

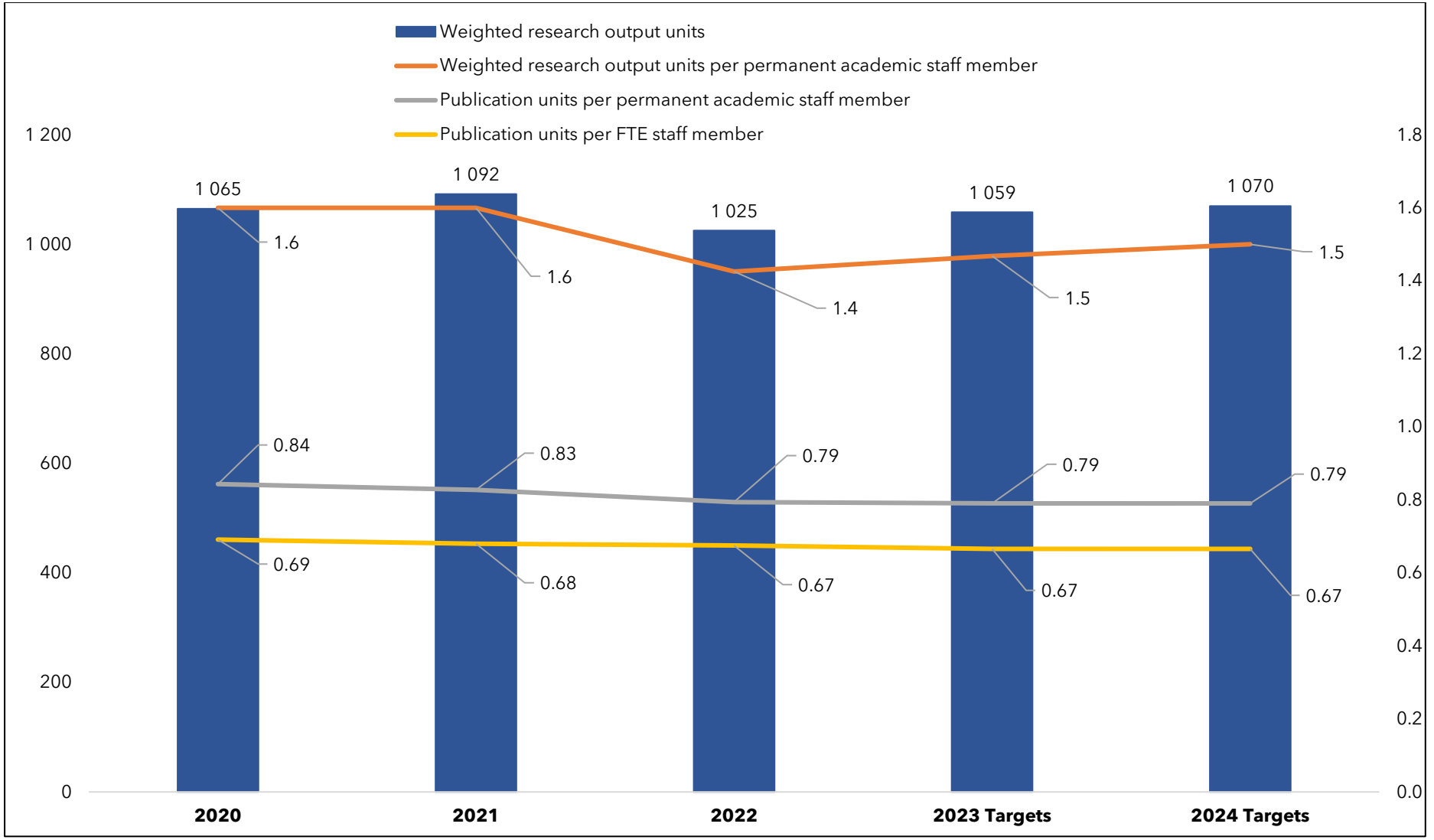
ratio of publication units per FTE academic staff members declined from 0.69 in 2020 to 0.67 in 2022. The targets for 2023 and 2024 remain at 0.67.

Table 17: Weighted research output units per permanent academic staff member, 2020-2022 and 2023-2024 targets

	2020	2021	2022	2023 Targets	2024 Targets
Research publication units	576	581	571	570	573
Masters' research units	249	224	218	219	224
Doctoral (weighted)	240	288	246	270	273
Total weighted research output units	**1 065**	**1 093**	**1 035**	**1 059**	**1 070**
Permanent academic staff	**683**	**702**	**719**	**721**	**725**
Weighted research output units per permanent academic staff member	1.6	1.6	1.4	1.5	1.5
Publication units per permanent academic staff member	0.84	0.83	0.79	0.79	0.79
Full-time equivalent academic staff members	833.28	854.32	846.00	855.97	860.71
Publication units per FTE staff member	0.69	0.68	0.67	0.67	0.67

Of concern is that the number of research Master's graduates at Nelson Mandela University has been declining over several years due to the declining Master's enrolments discussed earlier. Since 2017, there have been significant declines in enrolments and consequently in Master's research graduates. Declines in international postgraduate enrolments have also contributed to fewer Master's graduates in postgraduate programmes. Research Master's graduates at the University declined from 249 in 2020 to 224 in 2021, and to 218 in 2022. The decline from 2020 to 2022 (31 fewer research Master's units) constitutes a decline of 12.4%. It will be difficult to increase these numbers with the continued decline in Master's enrolments over recent years, but the University has set slightly increased targets of 219 for 2023 and 224 for 2024.

Figure 18: Weighted research output units per permanent academic staff member, 2020-2022 and 2023-2024 targets



Over the period 2018 to 2022, international postgraduate Master's enrolments declined by 10.1% on average per annum, from 159 in 2018 to 104 in 2022, and South African Master's enrolments declined by 6.5% on average per annum over this period, from 1 807 in 2018 to 1 382 in 2022. The decline in international enrolments was exacerbated by the COVID-19 pandemic. Successive COVID-19 lockdowns also triggered a sharp decline in economic activity in South Africa, leading to a widespread reduction in household incomes which meant fewer individuals could afford to continue with postgraduate studies.

PhD weighted research output units declined by 14.6% from 288 in 2021 to 246 in 2022. Doctoral graduates at the University increased from 80 in 2020 to 96 in 2021, but then declined to 82 in 2022. The highest doctoral enrolments in recent years were achieved in 2016 when 641 doctoral students were enrolled. This number has since declined at an average annual rate of 2% to 568 in 2022.

The fact that such a large percentage of undergraduate students at Nelson Mandela University depend on NSFAS funding, which is not available at postgraduate level, means that a large proportion of students wanting to progress from under- to postgraduate level cannot do so. Furthermore, many of these students qualify for bursaries and scholarships, which they cannot take up to register for postgraduate studies due to historic debt.

A further challenge is that many senior academics with doctoral qualifications have retired from the University, which has had a negative impact on postgraduate supervisory capacity across all faculties. The percentage of academic staff with doctoral qualifications was 45% in 2022. Furthermore, there is often a mismatch between the fields in which prospective Master's students want to pursue their studies and the available supervisory capacity in these fields. Many academic staff appointed in recent years still need training and development before they take up postgraduate supervision responsibilities. In addition, declines in financial support from national research funding agencies for "fundable grant applications" have negatively affected SET Master's students.

The University needs to work on strategies to increase enrolments in Master's and doctoral degrees such as mobilising additional third-stream funding for postgraduate bursaries and scholarships, as well as increasing the proportion of academic staff with PhD qualifications to bolster postgraduate supervisory capacity across all faculties.

Performance Indicator 12: Number and percentage of postgraduate students by population group and gender

Table 18 indicates that the number of Black (African, Coloured, Indian) postgraduate student enrolments declined from 3 037 in 2020 to 2 567 in 2023, a decline of 15.5% in total. White postgraduate student enrolments declined from 694 in 2020 to 546 in 2023, which represents a decline of 21.3%%. The University aims to increase postgraduate enrolments from 3 113 in 2023 to 3 222 in 2024, with a target of 2 707 Black student enrolments and 515 White student enrolments.

Table 18: Number of Black* postgraduate students, 2020-2023 and 2024 targets

Qualification Type	2020			2021			2022			2023			2024 Targets		
	Black	White	Total	Black	White	Total	Black	White	Total	Black	White	Total	Black	White	Total
PG Diploma	551	96	647	428	72	500	472	55	527	391	44	435	420	36	456
Honours	619	142	761	612	158	770	683	146	829	612	127	739	682	120	802
Master's	1 435	306	1 741	1 271	285	1 556	1 214	272	1 486	1 138	264	1 402	1 170	257	1 427
Doctoral	432	150	582	468	147	615	447	121	568	426	111	537	435	102	537
PG Total	**3 037**	**694**	**3 731**	**2 779**	**662**	**3 441**	**2 816**	**594**	**3 410**	**2 567**	**546**	**3 113**	**2 707**	**515**	**3 222**

** Black includes African, Coloured, and Indian (A, C, I)*

The percentage of Black postgraduate student enrolments increased from 81% in 2020 82% in 2023. The percentage of White student enrolments declined from 19% in 2020 to 18% in 2023. The 2024 target is to achieve an 84% Black postgraduate student enrolment and a 16% White postgraduate student enrolment (see Table 19).

Table 19: Percentage of Black* postgraduate students, 2020-2023 and 2024 targets

Qualification Type	2020			2021			2022			2023			2024 Targets		
	Black	White	Total	Black	White	Total	Black	White	Total	Black	White	Total	Black	White	Total
PG Diploma	85%	15%	100%	86%	14%	100%	90%	10%	100%	90%	10%	100%	92%	8%	100%
Honours	81%	19%	100%	79%	21%	100%	82%	18%	100%	83%	17%	100%	85%	15%	100%
Master's	82%	18%	100%	82%	18%	100%	82%	18%	100%	81%	19%	100%	82%	18%	100%
Doctoral	74%	26%	100%	76%	24%	100%	79%	21%	100%	79%	21%	100%	81%	19%	100%
PG Total	**81%**	**19%**	**100%**	**81%**	**19%**	**100%**	**83%**	**17%**	**100%**	**82%**	**18%**	**100%**	**84%**	**16%**	**100%**

** Black includes African, Coloured, and Indian (A, C, I)*

Female students constitute a higher percentage of postgraduate enrolments than males. Female postgraduate enrolments declined from 2 017 in 2020 to 1 740 in 2023, which is a 13.7% decline, while male postgraduate enrolments declined from 1 714 in 2020 to 1 373 in 2023, representing a decline of 19.9%. As indicated in Table 20, the University aims to increase female postgraduate enrolments to 1 845 in 2024, and male enrolments to 1 377.

Table 20: Number of female postgraduate students, 2020-2023 and 2024 targets

Qualification Type	2020			2021			2022			2023			2024 Targets		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
PG Diploma	337	310	647	260	240	500	285	242	527	253	182	435	265	190	455
Honours	496	265	761	504	266	770	539	290	829	437	302	739	498	305	803
Master's	902	839	1 741	836	720	1 556	815	671	1 486	786	616	1 402	814	614	1 428
Doctoral	282	300	582	296	319	615	282	286	568	264	273	537	268	268	536
PG Total	**2 017**	**1 714**	**3 731**	**1 896**	**1 545**	**3 441**	**1 921**	**1489**	**3 410**	**1 740**	**1373**	**3 113**	**1 845**	**1 377**	**3 222**

The percentage of female postgraduate enrolments increased from 54% in 20200 to 56% in 2023, while the percentage of male postgraduate enrolments declined from 46% in 2020 to 44% in 2023. Although the University aims to achieve a more balanced postgraduate enrolment

profile with regards to gender, Table 21 indicates that it is likely that the percentage of female postgraduate enrolments will further increase to 57%, and the percentage of male postgraduate enrolments will decline to 43%.

Table 21: Percentage of female postgraduate students, 2020-2023 and 2024 targets

Qualification Type	2020			2021			2022			2023			2024 Targets		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
PG Diploma	52%	48%	100%	52%	48%	100%	54%	46%	100%	58%	42%	100%	58%	42%	100%
Honours	65%	35%	100%	65%	35%	100%	65%	35%	100%	59%	41%	100%	62%	38%	100%
Master's	52%	48%	100%	54%	46%	100%	55%	45%	100%	56%	44%	100%	57%	43%	100%
Doctoral	48%	52%	100%	48%	52%	100%	50%	50%	100%	49%	51%	100%	50%	50%	100%
PG Total	**54%**	**46%**	**100%**	**55%**	**45%**	**100%**	**56%**	**44%**	**100%**	**56%**	**44%**	**100%**	**57%**	**43%**	**100%**

Performance Indicator 13: International student enrolments

Internationalisation is an important vehicle through which the University delivers on its academic missions and transformation agenda. However, the pandemic has seen a significant decline in international student enrolments across the globe. There was a need to extend the central communication efforts of the University to international students, and the International Office (IO) championed this in 2021. The IO also designed an online orientation schedule for study abroad and exchange students. This assisted in navigating various challenges experienced by international students due to COVID-19 government regulations and restrictions, such as facilitating the process of extending visas for international students whose visas expired during lockdowns. Despite the restrictions on international travel, the University recorded 487 international undergraduate student admissions for the 2021 academic year, up nearly 20% from 406 in 2020. However, postgraduate international student admissions declined sharply by nearly 30% from 234 in 2020 to 164 in 2021.

Table 22: Headcount enrolments by South African, SADC, African and international origins, 2020-2023 and 2024 targets

Level	Origin	Headcount enrolments				
		2020	**2021**	**2022**	**2023**	**2024 targets**
Occasional	Other African		1			
	Other foreign	82	60	126	105	107
	SADC excl SA	5	2	3	2	3
	International	*87*	*63*	*129*	*107*	*110*
	South African	101	97	83	75	90
Occasional total		**188**	**160**	**212**	**182**	**200**
Undergraduate	Other African	100	79	60	39	40
	Other foreign	39	30	26	19	21
	SADC excl SA	566	538	492	413	464
	International	*705*	*647*	*578*	*471*	*525*
	South African	24 526	25 378	28 120	27 907	28 077
Undergraduate total		**25 231**	**26 025**	**28 698**	**28 378**	**28 602**
Postgraduate	Other African	120	110	101	90	99
	Other foreign	26	26	20	21	23
	SADC excl SA	213	217	210	203	213
	International	*359*	*353*	*331*	*314*	*335*
	South African	3 508	3 197	3 079	2 799	2 887
Postgraduate total		**3 867**	**3 550**	**3 079**	**3 113**	**3 222**
Total	Other African	220	190	161	129	139
	Other foreign	147	116	172	145	151
	SADC excl SA	784	757	705	618	680
	International	*1151*	*1063*	*1038*	*892*	*970*
	South African	28 135	28 672	31 282	30 781	31 054
Grand total		**29 286**	**29 735**	**32 320**	**31 673**	**32 024**

As indicated in Table 22 above, occasional international student enrolments increased from 87 in 2020 to 107 in 2023. A target of 110 has been set for 2024. Undergraduate international student enrolments declined from 705 in 2020 to 471 in 2023. A target of 525 has been set for 2024. At postgraduate level, international student enrolments declined from 359 in 2020 to 314 in 2023. The University aims to increase this to 335 in 2024. Total international student enrolments declined from 1 151 in 2020 to 892 in 2023. The University has set a target of 970 in 2024.

In 2020, 2.7% of the total student enrolments were from SADC countries (excluding South Africa), which declined to 2% in 2023. The target for 2024 is 2.2%. The percentage of students from other African countries was 0.8% of total student enrolments in 2020, which declined to 0.4% in 2023. The target for 2024 remains at 0.4%. Enrolments from other foreign countries were 0.5% of total student enrolments in 2020 and 2023 and this is projected to remain at 0.5% for 2024. The University plans to increase the total international student enrolments of 2.9% in 2023 to 3.1% of total student enrolments in 2024 (see Table 23).

Table 23: Percentage of international student enrolments according to origins, 2020-2023 and 2024 targets

	2020	2021	2022	2023	2024 Targets
Other African	0.8%	0.6%	0.5%	0.4%	0.4%
Other foreign	0.5%	0.4%	0.5%	0.5%	0.5%
SADC excluding SA	2.7%	2.5%	2.2%	2.0%	2.2%
South African	96.0%	96.5%	96.8%	97.1%	96.9%

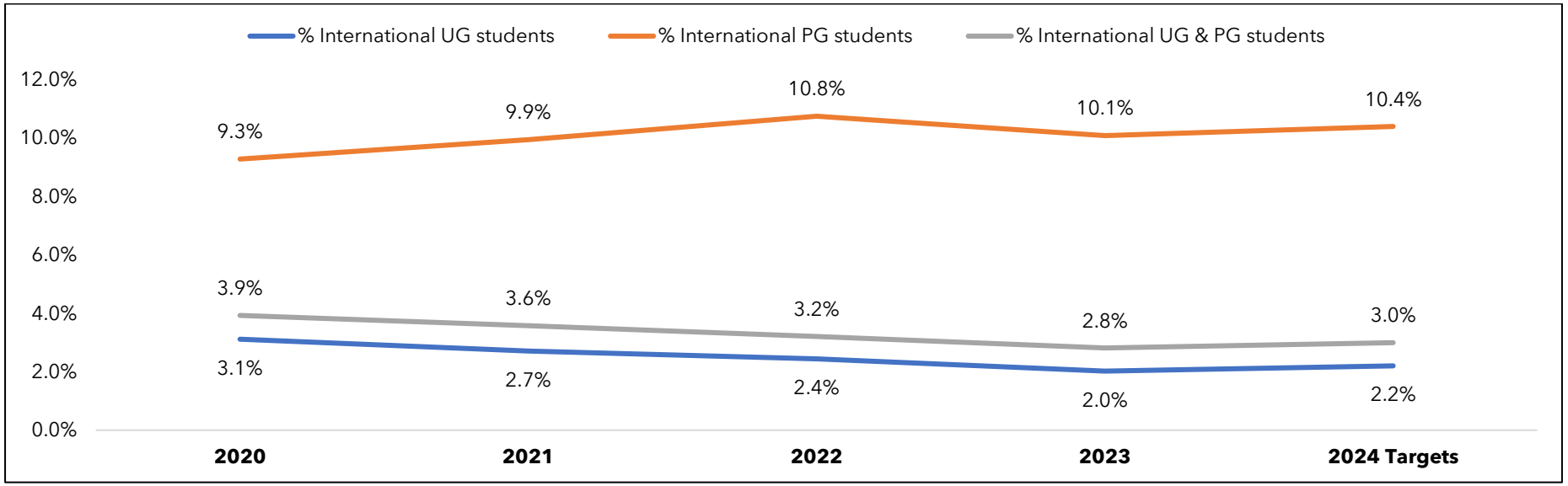
Table 24 below shows that the percentage of undergraduate international students declined from 3.1% in 2020 to 2% in 2023. The target for 2024 is to increase this to 2.2% of total enrolments. International postgraduate enrolments increased from 9.3% of total enrolments in 2020 to 10.1% in 2023. The University aims to increase this percentage to 10.4% of total enrolments in 2024. In total, international student enrolments constituted 3.9% of total enrolments in 2020 but declined to 2.8% of total enrolments in 2023. The target is to increase this to 3% of total enrolments in 2024.

Table 24: Percentage undergraduate and postgraduate international enrolments (SADC, African and international origins), 2020-2023 and 2024 targets

	2020	2021	2022	2023	2024 Targets
% International UG students	3.1%	2.7%	2.4%	2%	2.2%
% International PG students	9.3%	9.9%	10.8%	10.1%	10.4%
% International UG and PG students	3.9%	3.6%	3.2%	2.8%	3.1%

Due to a variety of challenges linked to the pandemic, the international study abroad and exchange students who travel to South Africa and spend a semester at the University declined significantly over the last three years. A programme for reviving the Semester Study Abroad and short learning programmes as important sources of the University's third-stream revenue base is currently being developed. This is being supported by vigorous international marketing, profiling, and visibility initiatives.

Figure 18: Percentage undergraduate and postgraduate international enrolments (SADC, African and international origins), 2020-2023 and 2024 targets



In view of the decline in postgraduate enrolments and graduate outputs, as well as the sharp decline in international enrolments, the University has established a dedicated postgraduate and internationalisation task team under the auspices of the institutional EMC. This task team will focus on analysing trends across the spectrum of postgraduate and international enrolments and factors affecting these, with a view to developing strategies and interventions to reverse these trends. Despite the decline in international student numbers over the last two years, important lessons have been learned, and various strategies identified to counter some of the losses and galvanise the improvement of international student enrolment figures.

The expansion of the global footprint of the University specifically prioritises forging and strengthening South-South linkages and expanding our African footprint. A project initiated by the Vice-Chancellor seeks to advance the recruitment of students from those parts of the African continent previously uncharted by the University, while also revitalising our relationships with countries and regions where we have traditionally drawn the bulk of our students. This will also serve to encourage intra-Africa student and staff mobility initiatives that are key for the international exposure of our postgraduate students and emerging researchers. The IO is reviewing existing membership of international networks and associations to ensure that there is expanded scope to influence research agendas supporting the institutional research themes.

Strategic Focus Area 4: Catalyse dynamic, student-centric approaches and practices that provide life-changing student experiences within and beyond the classroom

Performance Indicator 14: Number of on- and accredited off-campus residence beds and occupancy rate

Research has shown that students who live in student accommodation on campus, even for just one year, achieve better academic outcomes during their degree. This has been attributed to students being closer to classes, faculty and facilities such as the library, which enable them to be more engaged. Furthermore, on-campus housing effectively integrates learning and social development by providing students with the opportunity to form an identity or a sense of community within the institution.

Students who live on campus generally participate in more campus activities, take advantage of campus resources such as academic support services including mentoring, advising, personal and academic counselling, career workshops, faculty mentors, and the like. It has also been found that students living on campus are more involved in leadership experiences.

Access to technology is extremely important for today's students and, in general, high-speed connectivity (including Wi-Fi), computer laboratories, and similar services are more readily available, at a lower cost, to those living on campus. It is thus important that on-campus accommodation be made available to as many students as possible, with a specific focus on first-time entering students to support academic success.

Table 25: Percentage of students living in on- and off-campus student residences in Gqeberha and George, 2022-2023 and 2024 targets

Residences	2022		2023		2024 Targets	
	Total registered students	% Total student numbers in student accommodation	Total registered students	% Total student numbers in student accommodation	Total registered students	% Total student numbers in student accommodation
On-campus beds	3 833	12%	5 063	16%	5 063	16%
Accredited off-campus beds	12 882	39%	15 099	48%	15 400	48%
Total	**16 715**	**51%**	**20 164**	**64%**	**20 463**	**64%**

In 2022, 12% of all students were staying in on-campus student accommodation and a further 39% were in accredited off-campus student accommodation, with a total of 51% of enrolled students housed in student accommodation. With the additional residences that came available in 2023, 16% of all students are staying on-campus and a further 48% in accredited off-campus student accommodation. The target for 2024 is 100% occupancy which will accommodate 64% of all students in on- and off-campus student accommodation.

The occupancy rate is the number of residence registrations as a percentage of the available beds. In 2023, the occupancy rate for on-campus beds was 100% and accredited off-campus beds was 98%. As indicated in Table 26, the target for 2024 is to increase the occupancy rate for on-campus as well as off-campus beds to 100%.

Table 26: Number of on- and accredited off-campus residence beds and occupancy rate, 2022-2023 and 2024 targets

Residences	Gqeberha/ George	2022		2023		2024 Targets	
		Beds	% Occupancy rate	Beds	% Occupancy rate	Beds	% Occupancy rate
On-campus beds	Gqeberha	3 480	98%	4 437	100%	4 437	100%
	George	626		626		626	
	Total	4 106		5 063		5 063	
Accredited off-campus beds	Gqeberha	13 722	99%	14 505	98%	14 505	100%
	George	753		895		895	
	Total	14 475		15 400		15 400	
Total		**18 581**		**20 463**		**20 463**	

Strategic Enabler 2: Foster an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees

Performance indicator 15: Total permanent academic and PASS staff according to gender, population group, disability, and nationality

The current lack of any real term increase in the subsidy allocation may preclude the University from appointing many, if any, new staff. The permanent academic and PASS staff complement increased from 2 528 in 2020 to 2 577 in 2022 but declined to 2 547 in 2022. A target of 2 555 has been set for 2024. Permanent academic staff increased from 683 in 2020 to 721 in 2023. A target of 725 has been set for 2024 as additional appointments will be very limited due to the current financial constraints.

Table 27: Total permanent academic and PASS staff according to gender, population group, disability and nationality, 2020-2023 and 2024 targets

Gender	**2020**	**%**	**2021**	**%**	**2022**	**%**	**2023**	**%**	**2024 Targets**	**%**
Female	1 475	58%	1 494	59%	1 525	59%	1 497	59%	1 533	60%
Male	1 053	42%	1 048	41%	1 052	41%	1 050	41%	1 022	40%
Total	2 528		2 542		2 577		2 547		2 555	
Population group	**2020**	**%**	**2021**	**%**	**2022**	**%**	**2023**	**%**	**2024 Targets**	**%**
African	1 317	52%	1 352	53%	1 402	54%	1 413	56%	1 434	56%
Coloured	450	18%	457	18%	462	18%	458	18%	460	18%
Indian	84	3%	87	3%	89	3%	83	3%	84	3%
White	677	27%	646	25%	624	25%	593	23%	577	23%
Total	2 528		2 542		2 577		2 547		2 555	
Disability	**2020**	**%**	**2021**	**%**	**2022**	**%**	**2023**	**%**	**2024 Targets**	**%**
	66	3%	66	3%	69	3%	79	3%	82	3%
Nationality	**2020**	**%**	**2021**	**%**	**2022**	**%**	**2023**	**%**	**2024 Targets**	**%**
South African	2 473	98%	2 489	98%	2 521	98%	2 489	98%	2 496	98%
International	55	2%	53	2%	56	2%	58	2%	59	2%
Total	**2 528**		**2 542**		**2 577**		**2 547**		**2 555**	

The demographic profile of permanent PASS staff from 2020 to 2023 was as follows:

- Females increased from 58% in 2020 to 59% in 2023, while males decreased from 42% in 2020 to 41% in 2023. The projected female: male ratio for 2024 is 60: 40%.
- Black (African, Coloured, Indian) PASS staff increased from 73% in 2020 to 77% in 2023 while the percentage of White PASS staff declined from 27% in 2020 to 23% in 2023. The targets for 2024 are set to remain at 77% Black and 23% White PASS staff.
- 3% of PASS staff for the years 2020 to 2023 reported a disability and the same percentage is targeted for 2024.
- International PASS staff remained at 2% for the years 2020 to 2023, and the same target has been set for 2024.

Table 28: Permanent academic staff according to gender, population group, disability, and nationality, 2020-2023 and 2024 targets

Gender	**2020**	**%**	**2021**	**%**	**2022**	**%**	**2023**	**%**	**2024 Targets**	**%**
Female	349	51%	366	52%	380	53%	371	51%	373	51%
Male	334	49%	336	48%	339	47%	350	49%	352	49%
Total	**683**		**702**		**719**		**721**		**725**	
Population group	**2020**	**%**	**2021**	**%**	**2022**	**%**	**2023**	**%**	**2024 Targets**	**%**
African	202	30%	224	32%	248	34%	265	37%	275	38%
Coloured	111	16%	120	17%	121	17%	125	17%	126	17%
Indian	35	5%	37	5%	39	6%	35	5%	36	5%
White	335	49%	321	46%	311	43%	296	41%	288	40%
Total	**683**		**702**		**719**		**721**		**725**	
Disability	**2020**	**%**	**2021**	**%**	**2022**	**%**	**2023**	**%**	**2024 Targets**	**%**
	18	3%	19	3%	19	3%	23	3%	23	3%
Nationality	**2020**	**%**	**2021**	**%**	**2022**	**%**	**2023**	**%**	**2024 Targets**	**%**
South African	640	94%	659	94%	676	94%	673	93%	676	93%
International	43	6%	43	6%	43	6%	48	7%	49	7%
Total	**683**		**702**		**719**		**721**		**725**	

As depicted in Table 28, the demographic profile of permanent academic staff from 2020 to 2023 was as follows:

- Females increased from 51% in 2020 to 53% in 2022, but then declined again to 51% while males decreased from 49% in 2020 to 47% in 2022, with an increase to 49% in 2023. The female: male target for 2023 remains at 51: 49.
- Black (African, Coloured, Indian) academic staff increased from 51% in 2020 to 59% in 2022 while the percentage of White academic staff declined from 49% in 2020 to 41% in 2023. Targets of 60% Black and 40% White academic staff have been set for 2024.
- 3% of academic staff for the years 2020 to 2023 reported a disability and the same percentage is targeted for 2024.
- International academic staff remained at 2% for the years 2020 to 2023. The target for 2024 is 2%.

Performance indicator 16: Highest qualification of academic staff

The highest qualification of staff with doctoral degrees is of particular importance since it correlates with the supervisory capacity for postgraduate students, as well as the research outputs of the University. As part of efforts to promote long-term sustainability, the University has leveraged funding from the NRF and DHET to ensure that academic employees receive the support and training needed to attain higher qualifications. There are, however, severe capacity constraints in terms of postgraduate supervisory capacity. To mitigate this risk, all academics with at least a Master's qualification should receive mentoring to equip them to take on supervision. Regular writing retreats continue to be arranged across all faculties to encourage academic writing and boost research outputs.

The University continues to face challenges relating to a small pool of candidates in scarce skills disciplines. Affected faculties have a growing group of early career academics (ECAs) who need to be nurtured and developed to become the next generation of academic leaders. Nelson Mandela University continues to benefit from national initiatives designed to ensure that early career academics receive the support and training needed to attain higher degrees.

The Black Academics Advancement Programme (BAAP) currently funds seven academics, five of whom are women. The total investment amounts to R2.1m and 55 academics have been funded through this programme to date. The DHET-funded New Generation of Academics Programme (nGAP) cohort comprised 17 Black academics in 2022, of whom 10 are women. The cohort includes three nGAP doctoral graduates. In addition to the nGAP, the University has leveraged funding from the NRF and DHET to ensure that academic staff receive the support and training needed to attain higher degrees. We have 17 active Thuthuka grant holders, of whom 82% are Black and 59% are women. These initiatives are critical as significant numbers of senior academic employee members will retire within the next five years.

Table 29: Highest qualification of academic staff by population group and gender, 2020-2023 and 2024 targets

Highest Qualification	2020							
	Female	Male	Total	African	Coloured	Indian	White	Total
Doctoral degree	164	151	**315**	81	41	19	174	**315**
Master's degree	128	123	**251**	84	50	8	109	**251**
Other	57	60	**117**	37	20	8	52	**117**
Total	**349**	**334**	**683**	**202**	**111**	**35**	**335**	**683**
Highest Qualification	**2021**							
	Female	**Male**	**Total**	**African**	**Coloured**	**Indian**	**White**	**Total**
Doctoral degree	175	153	**328**	95	43	20	170	**328**
Master's degree	132	127	**259**	91	53	9	106	**259**
Other	59	56	**115**	38	24	8	45	**115**
Total	**366**	**336**	**702**	**224**	**120**	**37**	**321**	**702**
Highest Qualification	**2022**							
	Female	**Male**	**Total**	**African**	**Coloured**	**Indian**	**White**	**Total**
Doctoral degree	174	152	**326**	101	42	20	163	**326**
Master's degree	143	130	**273**	104	53	10	106	**273**
Other	63	57	**120**	43	26	9	42	**120**
Total	**380**	**339**	**719**	**248**	**121**	**39**	**311**	**719**
Highest Qualification	**2023**							
	Female	**Male**	**Total**	**African**	**Coloured**	**Indian**	**White**	**Total**
Doctoral degree	170	160	**330**	110	44	19	157	**330**
Master's degree	137	129	**266**	107	51	8	100	**266**
Other	64	61	**125**	48	30	8	39	**125**
Total	**371**	**350**	**721**	**265**	**125**	**35**	**296**	**721**

Highest Qualification	2024 Targets							
	Female	Male	Total	African	Coloured	Indian	White	Total
Doctoral degree	172	162	**334**	114	44	20	152	**330**
Master's degree	137	129	**266**	111	51	8	97	**267**
Other	64	61	**125**	51	30	8	39	**128**
Total	**373**	**352**	**725**	**276**	**125**	**36**	**288**	**725**

Table 30: Highest qualification of academic staff by population group and gender (%), 2020-2023 and 2024 targets

Highest Qualification	2020							
	Female	Male	Total	African	Coloured	Indian	White	Total
Doctoral degree	47%	45%	46%	40%	37%	54%	52%	46%
Master's degree	37%	37%	37%	42%	45%	23%	33%	37%
Other	16%	18%	17%	18%	18%	23%	15%	17%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Highest Qualification	**2021**							
	Female	**Male**	**Total**	**African**	**Coloured**	**Indian**	**White**	**Total**
Doctoral degree	48%	45%	47%	42%	36%	54%	53%	47%
Master's degree	36%	38%	37%	41%	44%	24%	33%	37%
Other	16%	17%	16%	17%	20%	22%	14%	16%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Highest Qualification	**2022**							
	Female	**Male**	**Total**	**African**	**Coloured**	**Indian**	**White**	**Total**
Doctoral degree	46%	45%	45%	41%	35%	51%	52%	45%
Master's degree	38%	38%	38%	42%	44%	26%	34%	38%
Other	16%	17%	17%	17%	21%	23%	14%	17%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

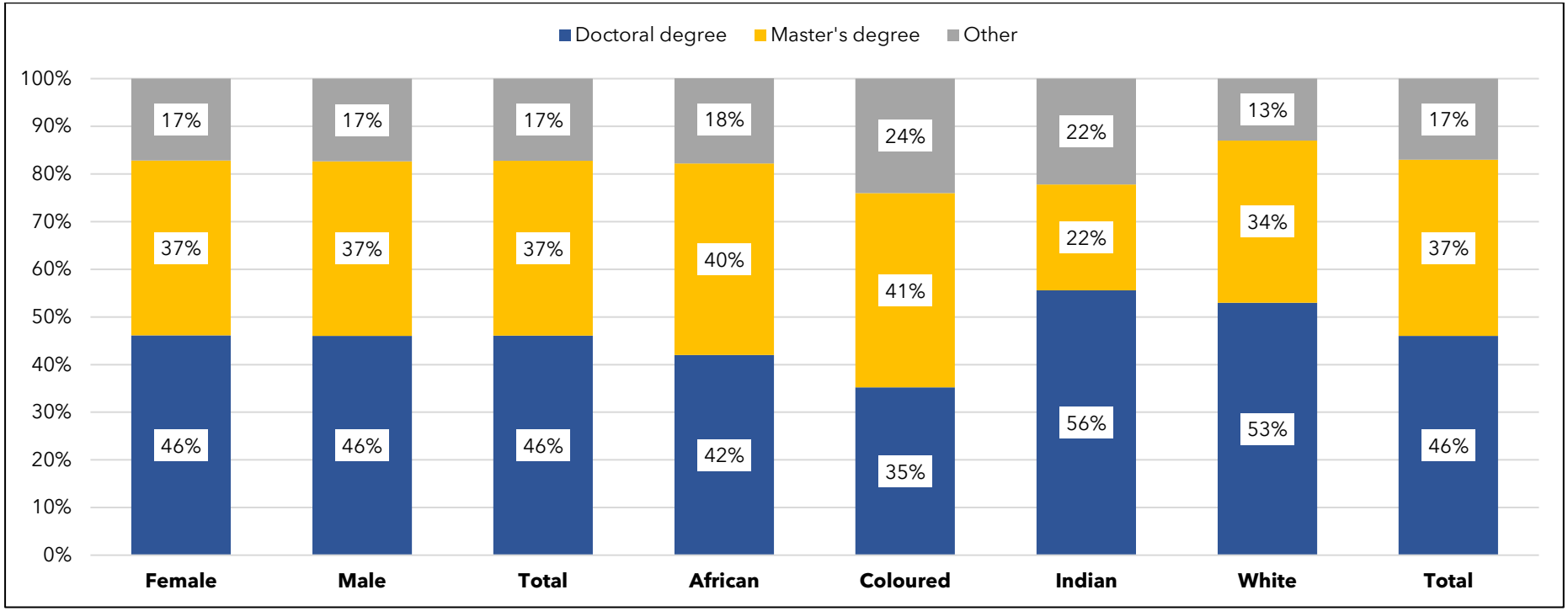
Highest Qualification	2023							
	Female	Male	Total	African	Coloured	Indian	White	Total
Doctoral degree	46%	46%	46%	42%	35%	54%	53%	46%
Master's degree	37%	37%	37%	40%	41%	23%	34%	37%
Other	17%	17%	17%	18%	24%	23%	13%	17%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Highest Qualification	**2024 Targets**							
	Female	**Male**	**Total**	**African**	**Coloured**	**Indian**	**White**	**Total**
Doctoral degree	46%	46%	46%	42%	35%	56%	53%	46%
Master's degree	37%	37%	37%	40%	41%	22%	34%	37%
Other	17%	17%	17%	18%	24%	22%	13%	17%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

The percentage of female academic staff with doctoral degrees decreased from 47% in 2020 to 46% in 2023, and the same target (46%) has been set for 2024. The percentage of male staff with doctoral degrees increased from 45% in 2020 to 46% in 2023, and the target remains at 46% for 2024. Changes in the qualification profile of academic staff are not expected as limited new appointments are envisaged.

Changes in academic staff with doctoral degrees by population group from 2020 to 2023 are as follows:

- African staff with a doctoral degree increased from 40% in 2020 to 42% in 2023. The target for 2024 remains at 42%.
- Coloured staff with a doctoral degree declined from 37% in 2020 to 35% in 2023. The target for 2023 remains at 35%.
- Indian staff with a doctoral degree remained at 54% over the period but the target for 2024 is 56% due to anticipated appointments of higher qualified staff and improvements in the qualifications of staff.
- White staff with doctoral degrees increased from 52% in 2020 to 53% in 2023. The 2024 target remains at 53%.
- The overall percentage of academic staff with doctoral degrees is expected to remain at 46%.

Figure 19: Percentage highest qualification of academic staff, 2024 targets



Performance indicator 17: Research chairs and NRF-rated researchers

As a comprehensive institution, the University seeks to promote the convergence of inter- and transdisciplinary "blue sky" and applied research. This includes concerted efforts to revitalise the humanities while consolidating our strengths in science, engineering, and technology to foreground the scholarly contributions of all disciplines and fields of study.

Table 31: Number of research chairs and NRF-rated academic staff, 2020-2023 and 2024 targets

	2020	2021	2022	2023	2024 targets
Research Chairs	13	16	16	17	19
NRF Rated Researchers	90	85	92	95	95

The University's Research and Innovation Strategy has set a target of six new research chairs between 2020 and 2024. 67% of this target had been achieved by 2023. The number of research chairs increased from 13 in 2020 to 17 in 2023 and it is estimated to reach 19 in 2024. Three of the most recently appointed chairs have been Black, with two contributing to the revitalisation of the humanities, and the third linked to the Medical School. Future endeavours will focus on growing the pool of research chairs with an emphasis on those who are funded externally or by industry.

Nelson Mandela University hosts 17 research chairs, and the demographic profile of the chairs is disaggregated in Table 32 below.

Table 32: Demographic profile of research chairs, 2022-2023 and 2024 targets

Demographic profile of research chairs	2022		2023		2024 Targets	
	Number	%	Number	%	Number	%
Black (A, C, I) female	4	25%	4	24%	4	21%
Black (A, C, I) male	4	25%	4	24%	5	21%
White female	3	19%	3	18%	4	26%
White male	5	31%	6	34%	6	32%
Total	**16**	**100%**	**17**	**100%**	**19**	**100%**

The University currently has 92 NRF rated researchers. The rating system remains one of the key indicators of research stature in the SA national system of innovation. The University also benefits from the scholarly contributions of 465 research associates and 136 HEAVA professors.

There are 22 research entities, consisting of three institutional entities, 12 centres based in faculties, one faculty-based institute and six research units, also based in faculties. These entities attract external research income which contributes significantly to the University's research outputs and postgraduate training, as well as to the strategic enabler of financial sustainability. Their work is well aligned with the UN sustainable development goals, as well as the University's Vision 2030 strategic focus areas and six institutional research themes.

Performance indicator 18: Staff turnover by population group and gender

A further important strategic enabler is fostering an inclusive, values-driven institutional culture to position the University as an employer of choice for talented and empowered employees. Staff turnover can be used as an indicator of the competitiveness of the University as an employer of choice. The 2023 turnover numbers are reported as of 15 September 2023 and may still increase before the end of 2023.

Table 33: Turnover of academic staff (excluding retirements) by population group, 2020-2023 and 2024 projections

Academic staff total	**2020**	683	**2021**	702	**2022**	719	**2023**	721	**2024**	725
Academic staff exits	**2020 Exits**	**Turnover %**	**2021 Exits**	**Turnover %**	**2022 Exits**	**Turnover %**	**2023 Exits***	**Turnover %**	**Projected 2024 Exits**	**Turnover %**
African	11	1.6%	10	1.4%	18	2.5%	12	1.7%	13	1.8%
Coloured	4	0.6%	4	0.6%	5	0.7%		0.0%	2	0.3%
Indian					3	0.4%	3	0.4%	1	0.1%
White	12	1.8%	9	1.3%	9	1.3%	12	1.7%	10	1.4%
Total exits	**27**	**4.0%**	**23**	**3.3%**	**35**	**4.9%**	**27**	**3.8%**	**26**	**3.6%**

**Note: Data for 2023 exits as of 15 September 2023*

Academic staff turnover (excluding retirements) declined from 4% in 2020 to 3.8% in 2023 (the 2023 figure may still increase). An academic staff turnover of 3.6% for 2024 has been projected. It is important that the University examines why staff leave, as this will inform strategies to retain talented employees. It is also important to monitor remuneration and conditions of service regularly in comparison with other universities, to remain competitive as an employer of choice. In 2020, White academic staff had the highest turnover (1.8%), but in 2023 Black (African, Coloured, Indian) academic staff had the highest turnover (2.1%) thus far, which is of concern as it relates to diversifying the demographic profile of academic staff.

The turnover rate for PASS staff from 2020 to 2021 was much higher than that of academic staff over the same period. In 2020, the percentage turnover of PASS staff was 4.4%, increasing to 5% in 2022, with the current 2023 turnover rate at 3.7%. The projected turnover rate for PASS staff for 2024 is 3.6%. The percentage turnover for Black PASS staff was 2.3% in 2020 compared to the White PASS staff turnover of 2.1%. In 2022, the Black PASS staff turnover rate was 3.5% compared to 1.5% for White PASS staff. Thus far for 2023, the Black PASS staff turnover rate is 2.8% and the White PASS staff turnover rate is 0.9%. Again, this trend is important to monitor since it influences attaining employment equity targets.

As indicated in Table 34 below, the projected Black PASS staff turnover rate is 2.7% for 2024. For White PASS staff, the projected turnover rate is 0.9% for 2024.

Table 34: Turnover of PASS staff (excluding retirements) by population group, 2020-2023 and 2024 projections

PASS staff total	**2020**	1 845	**2021**	1 840	**2022**	1 858	**2023**	1 826	**2024**	1 830
PASS staff exits	**2020 Exits**	**Turnover %**	**2021 Exits**	**Turnover %**	**2022 Exits**	**Turnover %**	**2023 Exits***	**Turnover %**	**Projected 2024 Exits**	**Turnover %**
African	32	1.7%	35	1.9%	49	2.6%	43	2.4%	42	2.3%
Coloured	7	0.4%	13	0.7%	15	0.8%	5	0.3%	6	0.3%
Indian	3	0.2%	7	0.4%	2	0.1%	1	0.1%	1	0.1%
White	38	2.1%	32	1.7%	27	1.5%	16	0.9%	16	0.9%
Total exits	**80**	**4.4%**	**87**	**4.7%**	**93**	**5.0%**	**65**	**3.7%**	**65**	**3.6%**

**Note: Data for 2023 exits as of 15 September 2023*

Analysing the percentage of academic staff turnover by gender depicted in Table 35 shows that, in 2020, more male (2.5%) than female (1.5%) staff left the University. However, for 2022, a slightly higher percentage of females (2.6%) left the University compared to males (2.2%). So far for 2023, 1.2% females have left the University compared to 2.5% males. The projected female turnover is 1.2% in 2024 and the male turnover 2.3%, with a total projected turnover of 3.5% for permanent academic staff.

Table 35: Turnover of academic staff (excluding retirements) by gender, 2020-2023 and 2024 projections

Academic staff total	**2020**	683	**2021**	702	**2022**	719	**2023**	721	**2024**	725
Academic staff exits	**2020**	**Turnover %**	**2021**	**Turnover %**	**2022 Exits**	**Turnover %**	**2023 Exits**	**Turnover %**	**Projected 2024 Exits**	**Turnover %**
Female	10	1.5%	14	2.0%	19	2.6%	9	1.2%	9	1.2%
Male	17	2.5%	9	1.3%	16	2.2%	18	2.5%	17	2.3%
Total exits	**27**	**4.0%**	**23**	**3.3%**	**35**	**4.8%**	**27**	**3.7%**	**26**	**3.5%**

As can be seen in Table 36, the percentage turnover for female PASS staff was 1.9% in 2020, increasing to 2.5% in 2022, with the current 2023 turnover rate at 1.8%. The percentage turnover of male PASS staff increased slightly from 2.4% in 2020 to 2.5% in 2022, with the current 2023 turnover rate at 1.8%. The projected percentage turnover for female and male PASS staff is 1.8% and 1.7% respectively for 2024 with a total projected turnover rate of 3.5%.

Table 36: Turnover of PASS staff (excluding retirements) by gender, 2020-2023 and 2024 projections

PASS staff total	**2020**	1 845	**2021**	1 840	**2022**	1 858	**2023**	1 826	**2024**	1 830
PASS staff exits	**2020**	**Turnover %**	**2021**	**Turnover %**	**2022 Exits**	**Turnover %**	**2023 Exits**	**Turnover %**	**Projected 2024 Exits**	**Turnover %**
Female	35	1.9%	41	2.2%	46	2.5%	33	1.8%	33	1.8%
Male	45	2.4%	46	2.5%	47	2.5%	32	1.8%	32	1.7%
Total exits	**80**	**4.3%**	**87**	**4.7%**	**93**	**5.0%**	**65**	**3.6%**	**65**	**3.5%**

It is important to monitor and project retirements (based on staff records) to ensure vacancies left are filled. Staff who retire, particularly highly qualified academic staff, leave an impact on faculty supervisory capacity in their fields of study. In 2022, 0.4% of Black academic staff members retired compared to 1.4% of White academic staff members. Based on staff records in 2023, 0.4% of Black academic staff and 1.1% of White academic staff is due for retirement. The projections for 2024 are based on the retirement dates of current employees. It is projected that 0.3% of Black academic staff members will retire in 2024, and 1.2% of White academic staff members. The projected retirement rate for both 2023 and 2024 is 1.5%.

Table 37: Academic staff retirements by population group, 2020-2023 and 2024 projections

Academic staff total	**2020**	683	**2021**	702	**2022**	719	**2023**	721	**2024**	725
Academic retirements	**2020**	**As a % of total**	**2021**	**As a % of total**	**2022**	**As a % of total**	**2023**	**As a % of total**	**Projected 2024**	**As a % of total**
African	6	0.9%	3	0.4%	2	0.3%	2	0.3%		
Coloured			4	0.6%	1	0.1%	1	0.1%	2	0.3%
Indian										
White	5	0.7%	7	1.0%	10	1.4%	8	1.1%	9	1.2%
Total retirements	**11**	**1.6%**	**14**	**2.0%**	**13**	**1.8%**	**11**	**1.5%**	**11**	**1.5%**

Table 38: PASS staff retirements by population group, 2020-2023 and 2024 projections

PASS staff total	**2020**	1 845	**2021**	1 840	**2022**	1 858	**2023**	1 826	**2024**	1 830
PASS retirements	**2020**	**As a % of total**	**2021**	**As a % of total**	**2022**	**As a % of total**	**2023**	**As a % of total**	**Projected 2024**	**As a % of total**
African	8	0.4%	10	0.5%	10	0.5%	18	1.0%	13	0.7%
Coloured	2	0.1%	2	0.1%	5	0.3%	3	0.2%	9	0.5%
Indian					2	0.1%	1	0.1%		
White	5	0.3%	8	0.4%	11	0.6%	8	0.4%	13	0.7%
Total retirements	**15**	**0.8%**	**20**	**1%**	**28**	**1.5%**	**30**	**1.7%**	**35**	**1.9%**

In 2020, 0.5% Black PASS staff members, and 0.3% White PASS staff members retired. In 2022, the retirement rate for Black PASS staff members was 0.9% and for White PASS staff members 0.6%. The projected retirement rate for Black PASS staff for 2023 is 1.3% and the projected retirement rate for 2024 is 1.2%. It is projected that 0.4% of White PASS staff will retire in 2023 and 0.7% in 2024. The overall projected retirement rate is 1.7% in 2023 which will increase to 1.9% in 2024.

Table 39: Academic staff retirements by gender, 2020-2023 and 2024 projections

Academic staff total	**2020**	683	**2021**	702	**2022**	719	**2023**	721	**2024**	725
Academic retirements	**2020**	**As a % of total**	**2021**	**As a % of total**	**2022**	**As a % of total**	**2023**	**As a % of total**	**Projected 2024**	**As a % of total**
Female	2	0.3%	4	0.6%	6	0.8%	5	0.7%	5	0.7%
Male	9	1.3%	10	1.4%	7	1.0%	6	0.8%	6	0.8%
Grand total	**11**	**1.6%**	**14**	**2%**	**13**	**1.8%**	**11**	**1.5%**	**11**	**1.5%**

The actual and projected retirements of academic staff show that higher percentages of male staff members have retired or will retire over this period. The total retirement rate for academic staff increased from 1.6% in 2020 to 1.8% in 2022 but it is projected to decline to 1.5% in 2023 and 2024.

Table 40: PASS staff retirements by gender, 2020-2023 and 2024 projected

PASS staff total	**2020**	1 845	**2021**	1 840	**2022**	1 858	**2023**	1 826	**2024**	1 830
PASS retirements	**2020**	**As a % of total**	**2021**	**As a % of total**	**2022**	**As a % of total**	**2023**	**As a % of total**	**Projected 2024**	**As a % of total**
Female	7	0.4%	4	0.2%	17	0.9%	20	1.1%	23	1.3%
Male	8	0.4%	16	0.9%	11	0.6%	10	0.5%	12	0.6%
Grand total	**15**	**0.8%**	**20**	**1.1%**	**28**	**1.5%**	**30**	**1.6%**	**35**	**1.9%**

In 2020, equal percentages of female and male PASS staff members retired (0.4%). In 2022 female PASS staff had a higher retirement rate (0.9%) than male PASS staff (0.6%). The projections are that 1.1% of female PASS staff will retire in 2023 and 1.3% in 2024. For male PASS staff, it is projected that 0.5% will retire in 2023 and 0.6% in 2024. The total retirement rate of PASS staff is projected to increase from 0.8% in 2020 to 1.9% in 2024 (this is more than double).

Strategic Enabler 4: Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure

Performance Indicator 19: Support for hybrid, technology-rich and fully online educational delivery

The advent of the pandemic in 2020 fundamentally shifted the higher education landscape through the rapid transition to emergency remote learning and ways of working. Higher education institutions were called upon to critically reflect on the effectiveness of current operating models, systems, and processes and to explore innovative practices that promoted organisational resilience and agility.

In so doing, the University ramped up its digital transformation trajectory to move to improved efficiencies, responsive decision-making, and value-creating service delivery in support of academic excellence and flexible, technology-rich approaches to learning. The University's Digital Transformation (DX) strategy development process, co-convened by the DVCs for Learning and Teaching, and People and Operations, was concluded in October 2021, and will guide future developments towards accelerating the University's DX trajectory.

Various performance indicators are outlined below to provide an indication of progress in digitalisation. Table 41 indicates that, since 2021, all NSFAS-funded students have had access to mobile devices to enable them to participate in flexible modes of educational delivery.

Table 41: Percentage of NSFAS-funded students with access to mobile devices

2021	2022	2023	2024 Target
99.94%	99.96%	99.0%	100.0%

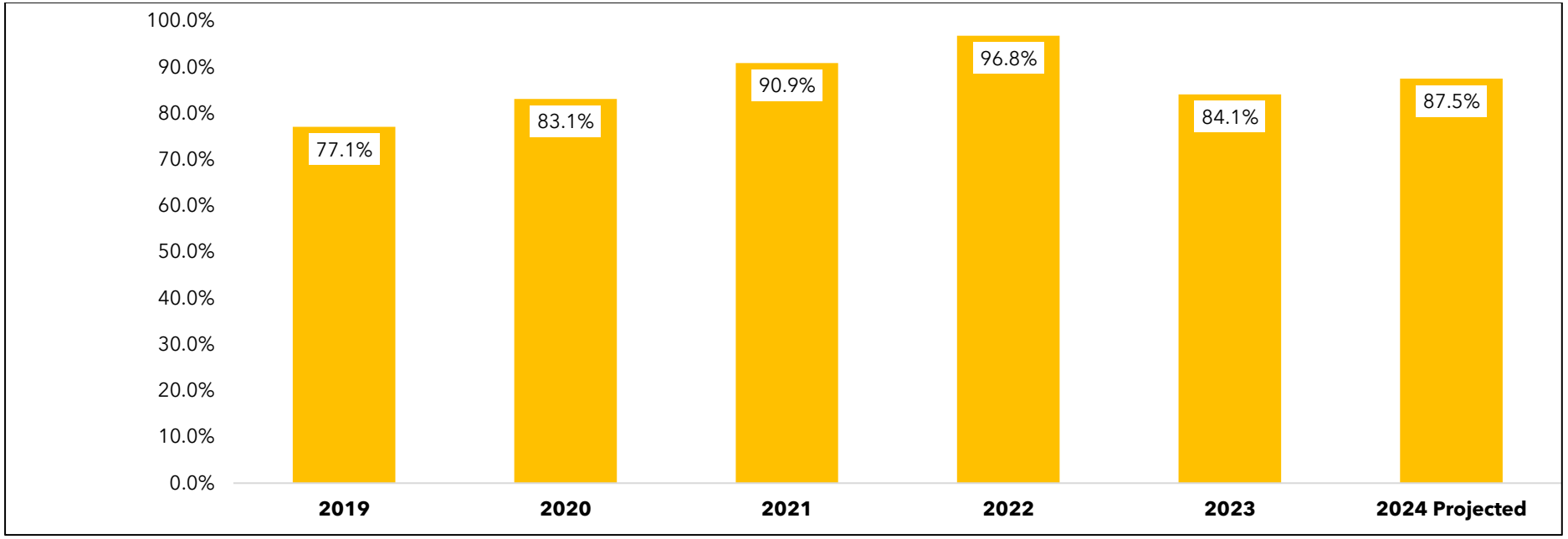
Nelson Mandela University has been using a Learning Management System (LMS) since 2008. In many courses, the University already had a hybrid approach to learning and teaching, but this was accelerated with the onset of the COVID-19 pandemic in 2020. To compare the activity rates of students and academic staff on the LMS, the activity rate was calculated of unique users logged into the Moodle system in February of each year. This was assessed as a percentage of the total number of students and permanent academic staff (see Table 42).

Table 42: Activity rates of students and academic staff on learning management system, 2019-2023, and 2024 target

Number of unique users logged into the Moodle system in March annually	2019	2020	2021	2022	2023	2024 Projected
Users logged in during March each year	23 262	24 914	27 668	32 013	27 250	28 021
Student headcount enrolment	29 490	29 286	29 735	32 320	31 673	32 024
Permanent academic staff	678	683	702	719	721	725
Total students and permanent academic staff	30 168	29 969	30 437	33 039	32 394	32 749
Percentage of users logged in as a percentage of total number of students and permanent academic staff	77.1%	83.1%	90.9%	96.8%	84.1%	87.5%

As can be seen from Table 42 above, the activity rate increased steeply from 2019 to 2022, from 77.1% to 96.8% because of the rapid migration to emergency remote learning during the COVID-19 pandemic. It declined in 2023 to 84.1% because students came back to campus and the demand for online learning and teaching dropped. However, the activity on the learning management system was still high as a percentage of the enrolled students and permanent academic staff. It is projected that the activity rate will increase to 87.5% in 2023.

Figure 20: Percentage of users logged in as percentage of total students and permanent academic staff, 2019-2023 and projected 2024



The steep increase in the use of the LMS is illustrated by the following data that compares interactions in March of each year. Interactions are online learning activities on the LMS such as submitting a quiz or an assignment or responding to a discussion forum. The interactions are projected to increase to 23 million in line with the increase in the activity rate.

Mar-19	5 734 712
Mar-20	5 294 206
Mar-21	7 253 286
Mar-22	24 655 028
Mar-23	22 645 033
Projected Mar-24	23 285 742

Performance Indicator 20: Headcount enrolments per campus

The headcount enrolment trends per campus are an important dimension to monitor since this has a significant impact on the vibrancy of campus life for students and employees. It is pleasing to note that, for the years 2019 to 2024 (projected), the highest expected average annual growth rates will be on Missionvale Campus (11.1%) and George Campus (11%), followed by Second Avenue Campus (5%).

Enrolments on Summerstrand South Campus are projected to grow at a very low rate of 1.2% on average per annum, while enrolments on Summerstrand North Campus are expected to decline by 2% on average per annum over the 2019 to 2024 period. These projections were made based on the average annual growth rates over the 2020 to 2024 period, as well as expected total enrolments in 2024.

Table 43: Headcount enrolments by campus, 2020-2023 and 2024 projected

Campus Name	2020	2021	2022	2023	2024 projected	Average annual growth rate 2020-2024
Summerstrand Campus South	13 871	13 633	14 617	14 390	14 549	1.2%
Summerstrand Campus North	6 891	6 742	6 925	6 298	6 368	-2.0%
George Campus	1 594	1 862	2 211	2 395	2 422	11.0%
Second Avenue Campus	6 041	6 530	7 303	7 252	7 332	5.0%
Missionvale Campus	889	968	1 264	1 338	1 353	11.1%
Grand Total	**29 286**	**29 735**	**32 320**	**31 673**	**32 024**	**2.3%**

Strategic Enabler 5: Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship

South African HEIs continue to function within a disruptive and volatile context where funding remains constrained while societal expectations continue to increase. In this context, HEIs need to exercise judicious resource generation and stewardship. The University established the Sustainability and Institutional Viability Task Team (SIVTT) in 2021 to enhance long-term financial sustainability through innovative resource mobilisation and responsible resource stewardship. The University is gearing itself towards ensuring that, in the medium- to long-term, recurrent cost structures are financed from recurrent revenue streams excluding finance income.

Performance Indicator 21: Expenditure trends

It is apparent from the latest Ministerial Statement on University Funding, as well as the National Assembly DHET Budget Vote Presentation 2023 by the Minister of Higher Education, Science, and Innovation, that the already constrained budget has been reprioritised to cater for the additional funding required for NSFAS for first-time entering students. Together with the capping of fees, this means that the most significant streams of funding will be limited, which requires careful consideration around resource allocation.

The cost of personnel as a percentage of Council-controlled recurrent income declined from 59.82% in 2020 to 57.79% in 2021. It then increased to 58.02% in 2022. According to DHET guidelines, the expected benchmark for total personnel costs as a percentage of total revenue is between 58% and 63%. The 2022 staff cost is still within the DHET benchmark and is projected to increase to 59% in 2023 and 60% in 2024. This is mainly because of the expected below inflation increases, or even no increases, in subsidy due to the current state of the economy.

Table 44: Total cost of personnel (academic and PASS) as a percentage of Council-controlled recurrent income, 2020-2022, and 2023-2024 projections

	2020	2021	2022	Projected 2023	Projected 2024
Total cost of personnel (academic and PASS) as a percentage of Council-controlled recurrent income.	59.82%	57.79%	58.03%	59%	60%

Currently, a higher percentage of salary expenditure (51% for 2020-2022) is spent on PASS staff. The percentage of the salary expenditure on academic staff was 49% for 2020 to 2022. The University is exploring ways to increase academic salary expenditure without negatively impacting the overall financial sustainability of the institution. A ratio of 50% salary on expenditure on academic staff and a 50% expenditure on PASS staff is therefore projected for 2023 and 2024. Prior to insourcing service employees, the academic: PASS ratio was 52: 48, but the ratio has shifted in favour of PASS staff since 2017. This was when the University started to reintegrate previously outsourced employees.

Table 45: Academic: PASS ratio of salary expenditure, 2020-2021 and 2023-2024 projections

	2020	2021	2022	Projected 2023	Projected 2024
Academic: PASS ratio of salary expenditure (per Management Accounts)	49:51	49:51	49:51	50:50	50:50

The student: staff FTE ratio for 2020 and 2021 was 27: 1 but it increased to 29:1 in 2022. This increase in the ratio was caused by the sharp increase in first-time entering student enrolments in 2022. The University set aside additional funding in the academic resource allocation model (RAM) to fill academic vacancies across all faculties. This assisted somewhat to increase academic staff and alleviate high student: staff ratios. Subsequently, the University has built a factor into the RAM, which allocates more funding to faculties with unacceptably high student: staff ratios.

To ensure a more equitable allocation of funding, a percentage of budgets for academic posts allocated to faculties is now based on their variances from national averages for student: staff FTE ratios for contact universities. The rest of the budget is based on the subsidy and fee income generated by faculties and, where necessary, cross-subsidisation is implemented to assist strategically viable faculties which are not breaking even. Preliminary data for 2023 indicates a ratio of 29: 1 and the projected ratio for 2024 is also 29:1. This is based on the current indications of a no, or very low, increase in subsidy in 2024, which will make it difficult if not impossible to appoint additional academic staff.

Table 46: Academic full-time equivalent (FTE) student: staff ratios, 2020-2022 and 2023-2024 targets

	2020	2021	2022	2023 Target	2024 Target
FTE student: staff ratio	27:1	27:1	29:1	29:1	29:1

The University Capacity Development Grant (UCDG) allocated by the DHET has made it possible for the University to appoint additional peer mentors, tutors, and SI leaders to provide students with small group learning opportunities in modules with large class sizes, which enhances student success.

Performance Indicator 22: Sources of revenue

While the financial management of Nelson Mandela University remains responsible, the higher education sector is confronted with shrinking government funding and will need to be innovative in mobilising, allocating and using resources. The future of the higher education funding framework in South Africa has a marked impact on financial planning at an institutional level. There has been a significant increase in funding towards higher education since the implementation of fee-free higher education for the poor in 2018, mainly in contributions to NSFAS funding. This has assisted universities in widening access to academically deserving, financially needy students. However, the capping of tuition fee increases, providing debt relief concessions to academically deserving "missing middle" students, reintegrating service employees, and the effect of the COVID-19 pandemic have had a significant impact on the financial sustainability of higher education institutions.

Through the annual and three-year rolling budget directives, the University strives to optimally resource the academic project, operations, infrastructure, and support services while driving strategic initiatives and growth areas in a sustainable manner. A surplus from Council-controlled recurrent operations, before finance income, is budgeted to grow reserves and seed new strategic initiatives. The university's budget is based on an Institutional Resource Allocation Model that allocates high-level block allocations of resources per funding category and activity, that is, strategic allocations, academic staffing allocations, capital expenditure, bursaries, and other expenses.

The institutional financial indicators for 2022 show that the University has maintained a relatively healthy financial position. The statement of comprehensive income reflects a consolidated surplus of R425m (2021: R505m) before other comprehensive income, of which Council-controlled operations amounted to R349m (2021: R339m) or 12% reserve accumulation, exceeding Council's performance indicator of 5-10%. Management is satisfied that the financial measures taken to date at Nelson Mandela University are adequate to ensure financial sustainability over the next 12 months.

Table 47: Government subsidy as a percentage of total recurrent Council-controlled revenue, 2020–2022 and 2023-2024 projected

	2020	2021	2022	Projected 2023	Projected 2024
Government subsidy as % of total recurrent Council-controlled revenue	52.28%	52.33%	48.16%	51%	53%

State subsidy, which is the University's first stream of income, has not increased significantly in recent years and the trend is expected to continue as DHET experiences budgetary constraints. It declined substantially from 52.33% in 2021 to 48.16% in 2022. Subsidy income is projected to increase to 51% in 2023 and 53% in 2024.

Table 48: Tuition fees as a percentage of total recurrent Council-controlled revenue, 2020-2022 and 2023-2024 projected.

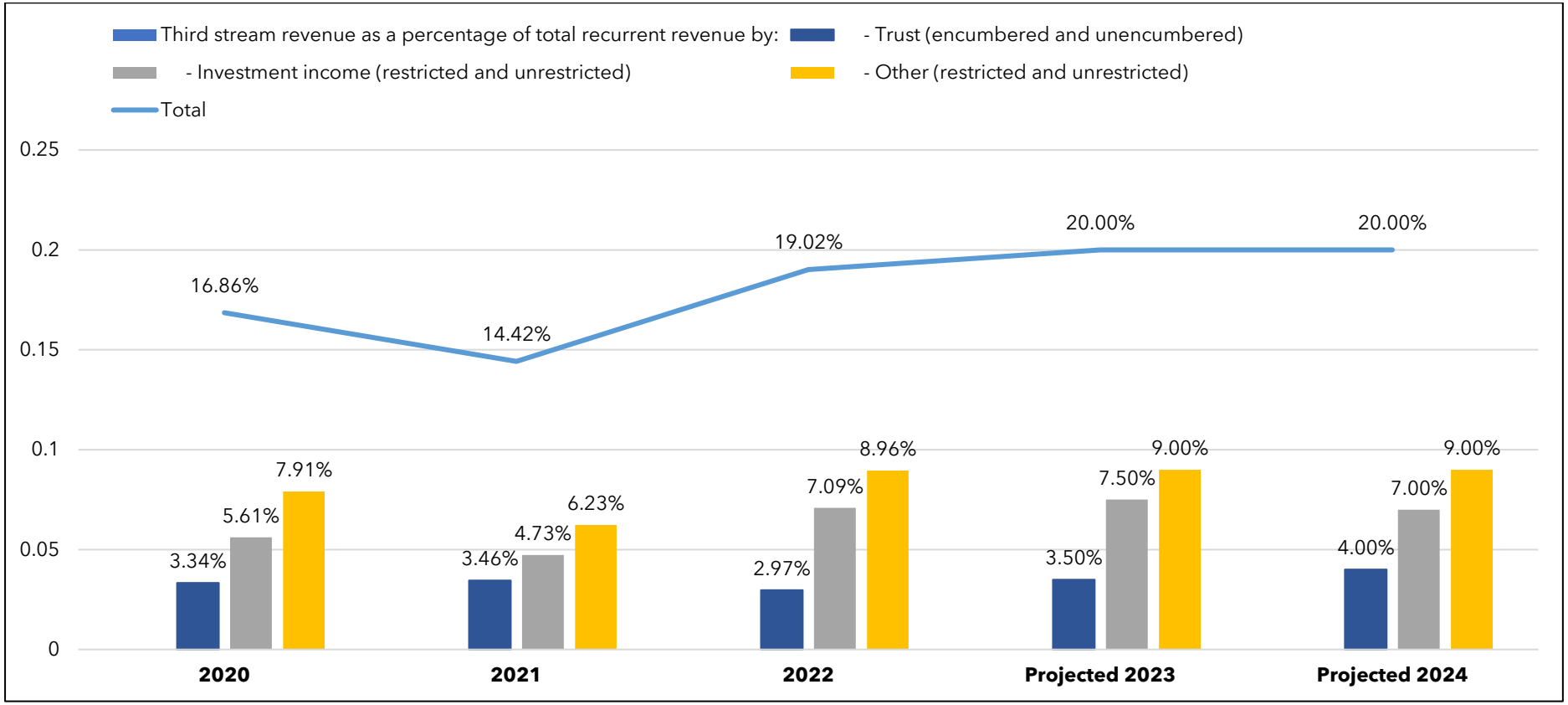
	2020	2021	2022	Projected 2023	Projected 2024
Tuition fees as % of total recurrent Council-controlled revenue	32.24%	35.38%	37%	38%	39%

The increase in tuition fees, by the percentage determined or proposed by DHET, is also a factor in enrolment growth. Tuition fees as a percentage of total recurrent Council-controlled revenue increased from 32.24% in 2020 to 35.38% in 2021, with a further increase to 37% in 2022. It is projected that it will increase to 38% in 2023 and 39% in 2024, since fees increase at a higher rate than the current government subsidy.

Table 49: Third-stream revenue as a percentage of total recurrent revenue, 2020-2022 and 2023-2024 projected

	2020	2021	2022	Projected 2023	Projected 2024
Third-stream revenue as a percentage of total recurrent revenue by:					
- Trust (encumbered and unencumbered)	3.34%	3.46%	2.97%	3.50%	4%
- Investment income (restricted and unrestricted)	5.61%	4.73%	7.09%	7.50%	7%
- Other (restricted and unrestricted)	7.91%	6.23%	8.96%	9%	9%

Figure 21: Third-stream revenue as a percentage of total recurrent revenue, 2020-2022 and 2023-2024 projected



The mobilisation of third-stream income remains a challenge within the University, and it strives to increase third-stream income to improve sustainability. As a percentage of total recurrent revenue, it declined from 16.86% in 2020 to 14.42% in 2021 but increased substantially to 19.02% in 2022. It is projected that it will increase to 20% in 2023 and 2024. The Strategic Resource Mobilisation and Advancement (SRMA) office has reviewed the institutional Resource Mobilisation Strategy and is putting measures in place to mobilise additional income for strategic priorities, including from the Nelson Mandela University Trust and alumni donations (see Table 50).

Table 50: Alumni donations 2020-2022 and 2023-2024 targets

	2020	2021	2022	2023 Target	2024 Target
Alumni donations	R66 829	R28 288	R235 510	R300 000	R550 000

The table above only reflects alumni donations to the Alumni Association Fund and not alumni or individual donations to the University Trust or any other institutional unit. In September 2022, a new institutional online fundraising platform was launched which will allow for better reporting relating to alumni and other donations to institutional projects. Donations via the online platform are deposited into the University Trust bank account which allows for the University Trust to issue qualifying donors with tax certificates.

Bursary funding has been a major focus of alumni donations, but this declined drastically since the introduction of new NSFAS funding criteria. The focus is now on mobilising funding for "missing middle" and postgraduate student bursaries. The University is receiving an almost negligible amount in the form of Alumni donations and needs to increase this exponentially to make any significant impact on the financial sustainability of the University. It increased from R28 288 to R235 510 in 2022, but this could possibly mainly be attributed to the improved reporting system for alumni and other donations as mentioned above. It is projected to increase to R300 000 in 2023 and R550 000 in 2024.

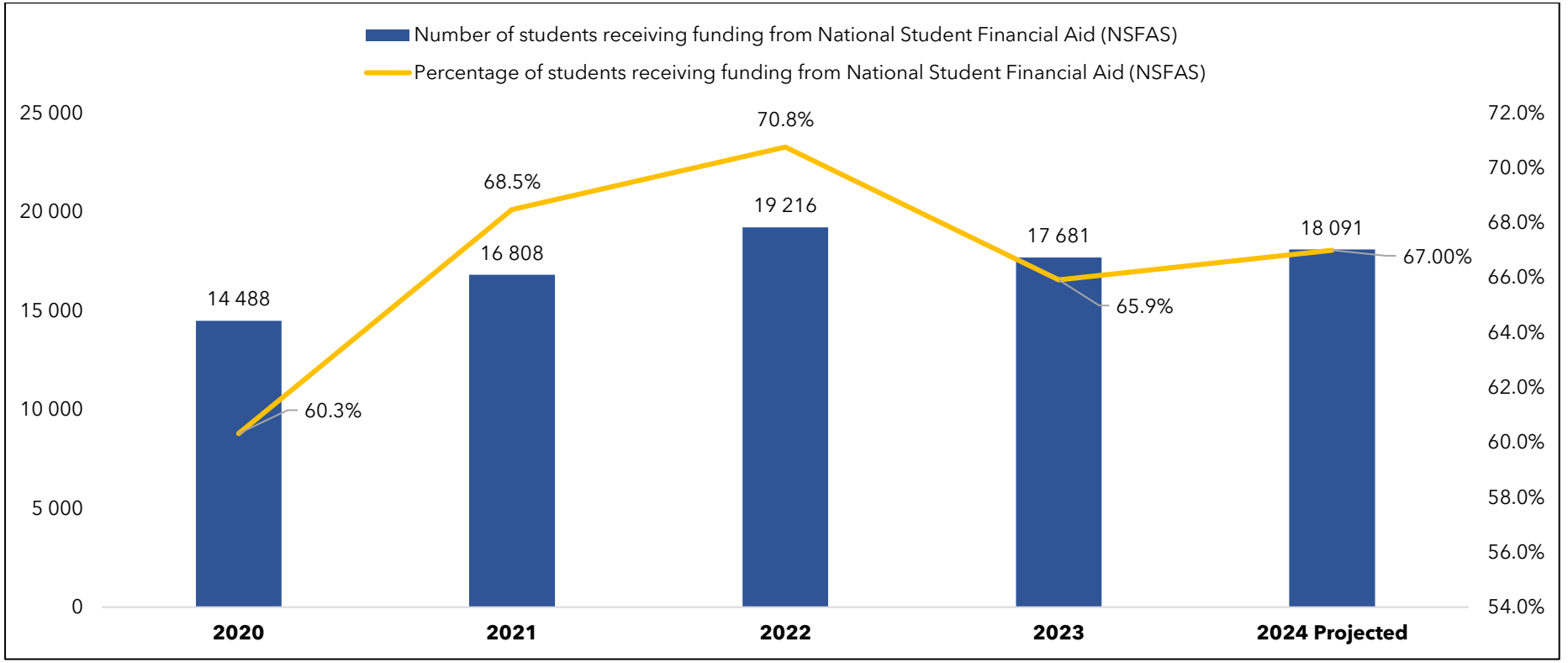
Performance Indicator 23: Financial aid

The number of students funded by NSFAS continues to grow, which the University views positively as the revenue from tuition fees is guaranteed to be recovered from NSFAS. The percentage of NSFAS students is expressed as a percentage of enrolments in higher certificates, undergraduate diplomas, and undergraduate degrees. Advanced diplomas are left out of the calculation since these students do not qualify for NSFAS funding. It is to be expected that the percentage of students receiving NSFAS funding is increasing since the number of students from quintile 1 to 3 schools continue to grow. In 2020, 60.3% of enrolled students received NSFAS funding, increasing to 20.8% in 2022. In 2022 the University had a very large intake of first-time entering undergraduate students (8 555) especially from quintile 1 to 3 schools, which led to a huge increase in NSFAS-funded students. Many of these students dropped-out in 2023 and the number of NSFAS-funded students declined to 17 681. Combined with the much lower intake of first-time entering students in 2023 (6 979), the projected percentage of NSFAS-funded students in 2023 declined to 65.9%. Since our first-time entering student intake has now been capped and is expected to stabilise, a more gradual increase in NSFAS-funded students is expected with the 2024 projected NSFAS-funded students at 67%.

Table 51: Number and percentage of undergraduate students (excluding advanced diplomas) receiving NSFAS funding, 2020-2023, and projected 2024

	2020	2021	2022	2023	2024 Projected
Number of students receiving funding from National Student Financial Aid (NSFAS)	14 488	16 808	19 216	17 681	18 091
Percentage of students receiving funding from National Student Financial Aid (NSFAS)	60.3%	68.5%	70.8%	65.9%	67.00%

Figure 22: Number and percentage of undergraduate students (excluding advanced diplomas) receiving funding from NSFAS, 2020-2023 and projected 2024



Access and success for postgraduate students has been enhanced through funding for scholarships and research capacity development interventions. Overall, 268 Honours, 313 Master's and 233 doctoral scholarships were awarded to date for 2023 with funding from Council, the National Research Foundation (NRF) and other external funders. This represented a total of 814 awards comprising 80% Black (African, Coloured, Indian, and Asian), 62% women and 87% South African citizens and permanent residents. Uptake of the awards is ongoing with 633 (78%) of the 814 scholarships taken up. Of the 814 students who have taken up the awards, 80% are Black, 61% are women and 85% are South African citizens and permanent residents. The number of awards is expected to increase in the fourth quarter, following the implementation of a closed call process which will allow more scholarships to be awarded.

The number of postdoctoral and research fellowships awarded over the review period was 137, of whom 70% are black, 39% are women and 58% are South African citizens and permanent residents. A total of 131 (96%) were taken up by 8 September 2023 and of these 69% are Black, 37% are women and 58% are South African citizens and permanent residents. The projected investment in postdoctoral and research fellowships from various sources for the 2023 academic year is R22m.

Performance Indicator 24: Student debt ratio

As indicated in Table 52, the student debt ratio for the University was 42.22% during the first year of the COVID-19 pandemic, which was extraordinarily high. It declined to 33.02% in 2021, and to 28.92% in 2022 but this is still above the norm. Measures have been put in place to address the issue but, with the current economic conditions, it is projected to increase to 30% in 2023 and 32% in 2024.

Table 52: Student debt ratio to student debt before impairment/total tuition and other fees, 2020-2022 and 2023-2024 projected

	2020	2021	2022	Projected 2023	Projected 2024
Student debt ratio to student debt before impairment/total tuition and other fees (expected norm < 20%)	42.22%	33.02%	28.92%	30.00%	32.00%

Performance Indicator 25: Liquidity and sustainability ratios

The liquidity ratio declined from 6.91 in 2020 to 5.13 in 2021, with a further decline to 4.12 in 2022. This is sound, as it far exceeds the norm of 2:1, which means the University can pay its short-term liabilities as they become due. Since subsidy allocations to universities are currently not increasing in real terms, it is expected that the liquidity ratio will further decline slightly to 4.11 in 2023 and 4 in 2024 (see Table 53 below).

Table 53: Total current assets excluding inventories and receivables/total current liabilities (liquidity ratio), 2020-2022 and 2023-2024 projected

	2020	2021	2022	Projected 2023	Projected 2024
Total current assets excluding inventories and receivables/total current liabilities (liquidity ratio). Expected norm is > 2:1.	6.91	5.13	4.12	4.11	4

The sustainability ratio for Nelson Mandela University showed a positive increase from 0.55 in 2020 to 0.63 in 2021, with a further increase to 0.68 in 2022. The projected ratio for 2023 and 2024 is a slight increase to 0.7 due to the stagnant subsidy income foreseen for these years. This ratio has been increasing but is still below the target of higher than one which has been set by Council (=>1).

Table 54: Total Council-controlled reserves/total Council-controlled annual recurrent expenditure (sustainability ratio), 2020-2022 and 2023-2024 projected

	2020	2021	2022	Projected 2023	Projected 2024
Total Council-controlled reserves/total Council-controlled annual recurrent expenditure (sustainability ratio). Expected norm is =>1 (Council target)	0.55	0.63	0.68	0.7	0.7

Performance Indicator 26: Environmental sustainability

As Nelson Mandela University journeys towards 2030, the drive for sustainability is imperative as the planet is increasingly confronted with climate change, pollution, as well as severe shortages of life-supporting natural resources such as water and energy. In advancing environmental sustainability, the University works with students, staff, and our neighbouring communities to:

- Responsibly integrate campuses within their social, economic, and environmental location
- Equalise resource distribution across all campuses
- Environmentally enhance all campuses
- Ensure buildings and spaces are purposeful, productive, and stimulating environments
- Enable sustainable deployment, use and management of resources and campuses.

The University faces unprecedented challenges with regards to business continuity and the provision of basic services like water and electricity. In both the Nelson Mandela Bay Metro and the surrounding areas of George, we face water restrictions. The recent good rains have alleviated the crisis, but the responsible use of water resources remain a high priority.

The severity of loadshedding has also affected operational and academic activities, especially for students living in on- and off-campus residences. This will require ongoing expenditure on back-up power generation and investments in renewable energy.

A communication campaign aimed at encouraging staff and students to reduce the consumption of water and energy on campus has been activated. In addition, an external communication campaign is using social media and direct communication to reach prospective students, as well as a more general audience through opinion editorials in mainstream media.

Nelson Mandela University is committed to responsible energy management to meet its commitment to reducing CO_2 emissions, increasing energy efficiency, energy conservation, and renewable energy supply. Following the adoption of the renewable energy strategy, the University has approved the installation of solar-photovoltaic (PV) panels on all seven campuses over and above the existing 1 megawatt (MW) solar plant on South Campus, completed in 2019 at a cost of R16.5m. An investment proposal is under consideration to support the installation of solar plants at a total cost of R65m with a potential saving of R583.2m over the 25-year period. High quality imported Tier 1/A-grade panels, which are durable for 20 to 25 years are used.

Table 55: Green energy generated as percentage of total energy consumption, 2022-2023 and projected 2024

Campus	2022 Consumption kWh	2022 Green energy kWh	% Green Energy
Missionvale	15 790 325		
North	8 755 398		
South	9 278 773	1 544 235	17%
2nd Avenue	1 076 694		
George	231 001		
Total	**35 132 191**	**1 544 235**	**4%**
Campus	***2023 Consumption kWh**	**2023 Green energy kWh**	**% Green Energy**
Missionvale	1 641 802		
North	4 561 798		
South	9 058 906	1 561 276	17%
2nd Avenue	1 098 904		
George	466 754		
Total	**16 828 164**	**1 561 276**	**9.28%**
		Projected 2024	14%

** Preliminary for 2023*

In addition, the University has stepped up its energy-saving initiatives considerably, keeping pace with technology changes such as LED lighting, which is 60% more efficient than traditional lighting. Geysers have been replaced with heat pumps in 90% of the residences, contributing an energy saving of 66%. The institution aims to manage energy responsibly to meet its commitment to reducing CO_2 emissions, increase energy efficiency, energy conservation and increase renewable energy supply.

The installation of the solar plant on the South campus led to the use of 17% green energy in 2022 and 2023 but this is projected to decline to 14% of total consumption in 2024. This lowered figure is due to the projected increase of enrolments and activities on campuses as well as the occupation of all the new residences that will require a higher electricity consumption. However, with the development of more solar plants on campuses the percentage of green energy will increase over time.

Table 56: Electrical consumption measured in kWh per total gross m², 2019-2023 and projected 2024

Campus	2019 kWh/m2	2020 kWh/m2	2021 kWh/m2	2022 kWh/m2	*2023 kWh/m2	Projected 2024 kWh/m2
Missionvale	86.7	80.9	79.5	79.3	82.4	
North	146.8	113.2	116.6	138.8	89.7	
South	124.8	98.0	84.9	85.8	83.8	
2nd Ave	93.3	75.2	62.9	64.2	65.6	
George	39.5	29.2	10.4	11.7	23,6	
Total	**117.8**	**93.1**	**85.1**	**91.9**	**78.7**	**116.4**

** Preliminary for 2023*

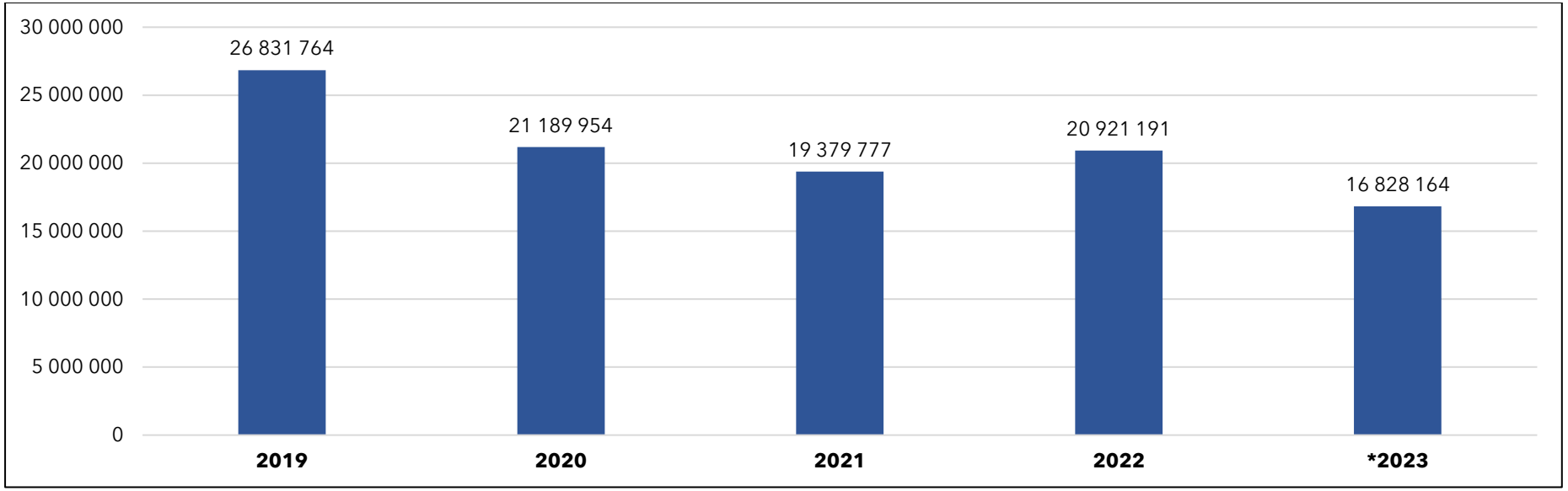
Table 57: Electrical consumption measured in kWh per student

Campus	2019 kWh/ student	2020 kWh/ student	2021kWh/ student	2022 kWh/ student	*2023 kWh/ student	Projected 2024 kWh/ student
Missionvale	1 680	1 568	1 540	1 535	1 596	
North	1 342	1 035	1 066	1 269	820	
South	983	772	669	676	660	
Second Ave	236	190	159	162	166	
George	415	307	109	123	248	
Total	**910**	**724**	**652**	**647**	**559**	**878**

** Preliminary for 2023*

Electrical consumption declined steeply for 2020 and 2021 as remote learning and teaching were implemented during the COVID-19 pandemic but as expected it increased once more in 2023 with students and staff back on campus. It is expected to increase even further to 878 kWh/student to almost pre-pandemic consumption levels in 2024, but lower than in 2019 (910 kWh/ student) due to energy-saving measures that have been implemented. The huge drop in electrical consumption on North Campus from 2022 to 2023 is because of the high electricity use during the construction of the new residences which now has tapered off.

Figure 23: kWh consumed on all campuses, 2019-2023



** Preliminary for 2023*

Towards the end of 2021, the University completed a Greenhouse Gas (GHG) Emissions Study. This study considers the various greenhouse gas emission categories as per the SANS 14064-1. These categories relate to Direct and Indirect Emissions (imported energy, transport, products, and other sources). The University is currently awaiting an update on this data from the consultants.

Table 58 below shows that the pre-COVID-19 years of 2018 and 2019 had higher emission levels per annum than in 2020 and 2021. In 2018, the University emitted 75 196 tons of carbon and in 2019, slightly less, at 74 945 tons. In relation to 40 190 and 49 337 tons of carbon emitted in 2020 and 2021, respectively, this is a clear indication of the effects of COVID-19 which led to decreased activity on campus. In 2021, the emission figures indicate that the University produced 8.5 tons of carbon per staff member, 1.63 tons of carbon per student, and 0.22 tons of carbon per square metre of usable space on campus.

Further carbon emissions studies will generate future comparisons with 2021, and permit benchmarking. Currently the University is waiting for the updated information from the consultants. This also applies to calculating the impact of measures such as the large-scale installation

of PV solar systems on our campuses. In the meantime, as can be seen in Table 58 the University has projected that the carbon footprint will increase from the 2021 values as the university operations return to normal following the pandemic. The carbon footprint measured in tons will increase per total gross m^2 assignable space from 0.22 to 0.27; per staff member from 8.5 to 10.76, and per registered student from 1.63 to 2.06.

Table 58: Carbon footprint measured in metric tons per total gross m² of usable space

GHG Emissions Summary	**Tons of CO_2 Equivalent**										
						2021					
GHG Inventory according to SAS14064-1:2021	Unit	FY18	FY19	FY20	FY21	Staff	Students	m2 Gross Usable Space	tCO2e per Staff member	tCO2e per Student	tCO2e per m2 usable space
Category 1: Direct GHG emissions and removals	tCO2e	5 590	6 644	4 614	5 726	5 804	30 178	227 709	0.99	0.19	0.03
Category 2: Indirect GHG emissions from imported energy	tCO2e	27 148	25 686	18 389	19 099	5 804	30 178	227 709	3.29	0.63	0.08
Category 3: Indirect GHG emissions from transportation	tCO2e	33 914	34 639	12 566	10 152	5 804	30 178	227 709	1.75	0.34	0.04
Category 4: Indirect GHG emissions from products used by an organisation	tCO2e	464	558	396	272	5 804	30 178	227 709	0.05	0.01	0.00
Category 5: Indirect GHG emissions associated with the use of products from the organisation	tCO2e					5 804	30 178	227 709			
Category 6: Indirect GHG emissions from other sources	tCO2e	8 079	7 418	4 225	14 087	5 804	30 178	227 709	2.43	0.47	0.06
Percentage change from previous year			-0.30%	-46%	23%						

Table 59: Projections for various categories of carbon footprint, 2022-2024

	2022	2023 Target	2024 Target
Carbon footprint measured in tons per total gross m^2 assignable space	0.22	0.29	0.27
Carbon footprint measured in tons per staff member	8.5	11.3	10.76
Carbon footprint measured in tons per registered student	1.63	2.17	2.06

Unfortunately, the upward trajectory of waste to landfill seems to have grown in 2022. Major waste contributors include activities around the residences and kitchens. Strategic waste management actions in the future should focus on decreasing the use of single-use elements (such as plastics and food containers) to decrease the amount of waste to landfill to at least 2019 figures in the coming years.

As can be seen from Table 60 the cubic metre waste per square metre of assignable space for 2019, in relation to the 2021 and 2022 figures, is quite low. As expected, in relation to the lack of activity on site, 2020 had extremely low figures. However, 2021 had relatively high figures. The logical conclusion for this could be the reaction to COVID-19, that is, it increased as work conducted on site generated waste due to extra cleaning, types of catering, and ways of operating in residences.

Planning and strategies will have to look at how we decrease waste to landfill to at least 2019 figures over the years 2023 to 2025 and beyond. The University aims to reduce it from 0.193 m^3 in 2023 to 0.175m^3 in 2024.

Table 60: Waste to landfill (m^3) per square metre of assignable space, 2019-2023 and projected 2024

2019	2020	2021	2022	*2023	Projected 2024
0.093	0.053	0.176	0.191	0.193	0.175

** Preliminary for 2023*

The University is doing everything it can to ensure that students and staff continue to enjoy a sustainable water supply, and alternative water sources are being sought to ensure campuses are water secure to the greatest extent possible. Plans to maintain ongoing minimum levels of water supply for drinking, cleaning ablution blocks, and showering in student residences have included several interventions. These include

installing more than 168 water tanks, 152 water meters, 150 flush valves, six boreholes producing approximately 630 000 litres per day, and an RE water management system that helps to reduce the use of potable municipal water for the gardens.

As can be seen from the water usage for 2023 in Tables 61 and 62, campuses with residences housing students tend to use more water, namely our Summerstrand South and North Campuses as well as George Campus. Summerstrand North Campus usage for 2022 is queried, however, due to long-term issues with the replacement of the water meter. The trend on the George Campus of using the most water per square metre of assignable space, and kilolitres per student, will be monitored closely going forward. What is evident is that the current water consumption (2023) in KL/student of 6.7 is much lower than what it was in 2019 (17.2 KL/ student) which is a clear indication that all the water consumption strategies and measurements put in place during the period of severe drought in the Metro have paid off. The University aims to continue these measures in future despite the increase in the dam levels due to good rains in September and October 2023.

Table 61: Annual water usage measured in kilolitres per square metre of assignable space, 2019-2023 and projected 2024

Campus	2019 KL/m²	2020 KL/m²	2021 KL/m²	2022 KL/m²	2023 KL/m²	Projected 2024 KL/m²
Missionvale	0.7	1.8	0.2	0.3	0.2	
North	0.7	0.8	0.1	0.3	0.7	
South	2.7	1.5	1.2	0.7	0.6	
Second Ave	0.1	0.2	0.1	0.2	0.1	
George	1.9	1.7	1.8	2.2	3.0	
Total	**1.7**	**1.2**	**0.7**	**0.6**	**0.7**	**0.8**

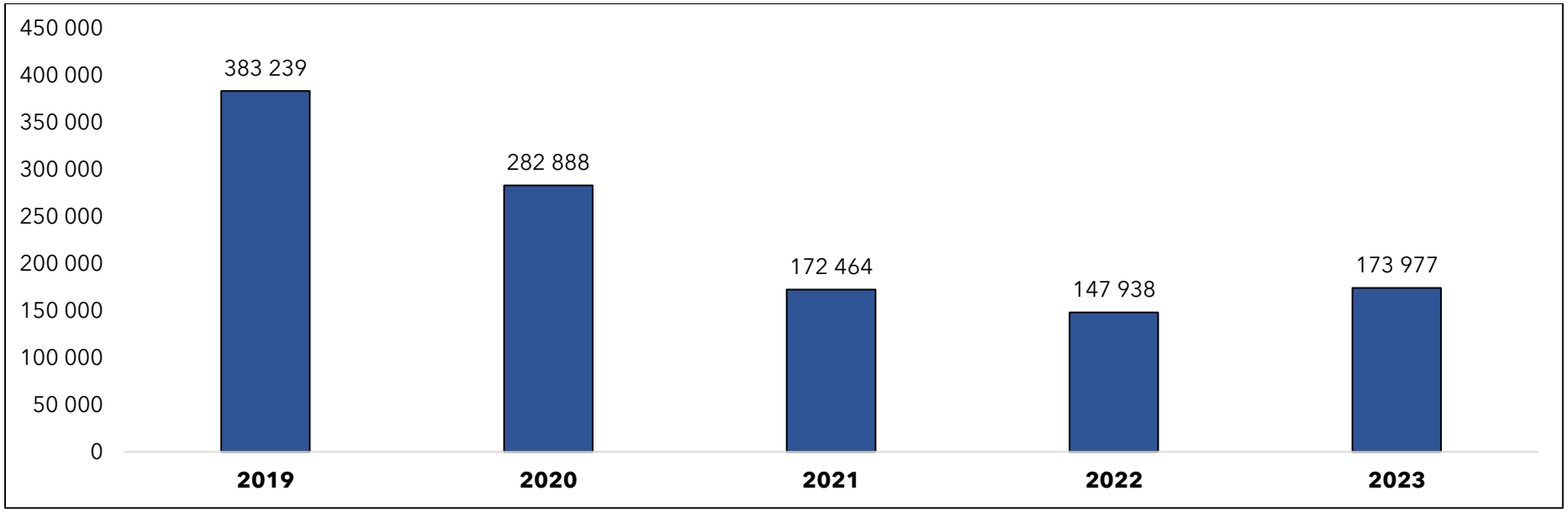
** Preliminary for 2023*

Table 62: Yearly water usage measured in kilolitres per student FTE, 2019-2023 and projected 2024

Campus	2019 KL/student	2020 KL/student	2021 KL/student	2022 KL/student	2023 KL/student	Projected 2024 KL/student
Missionvale	12.7	35.2	4.4	6.0	3.6	
North	6.7	6.9	0.4	3.1	6.5	
South	20.8	11.9	9.2	5.4	4.8	
Second Ave	0.1	0.4	0.3	0.4	0.3	
George	19.7	17.7	19.3	23.1	31.1	
Total	**17.2**	**12.5**	**7.6**	**6.0**	**6.7**	**6.2**

** Preliminary for 2023*

Figure 24: Kilolitres used on all campuses, 2019-2024



In line with the increased volumes of students and staff on campus, Table 62 indicates that the number of paper copies increased by 35% from 2021 to 2022, and by 95% from 2022 to 2023. Although the University has moved onto electronic platforms for many of its functions, the examination process and related operations still require printing, as required by academic accreditation bodies. However, every effort will be made to reduce the volume of reprographics as part of the University's commitment to environmental sustainability. The University aims to reduce the volume of reprographics by 35% from 2023 to 2024.

Table 63: Volume of reprographics generated per annum, 2021-2023 and 2024 projection

Year	Number of copies
2021	2 683 857
2022	3 633 895
*2023	7 087 360
Projected 2024	4 602 933

** Preliminary for 2023*

The intentional drive towards greening our campuses has led to various interventions to reduce our carbon footprint and promote resource sustainability. The University makes a significant contribution to environmental sustainability through its management of the nature reserve and the University's extensive grounds. This includes the Nelson Mandela University Private Nature Reserve which wraps around Summerstrand Campus and extends to the first row of dunes above the ocean's high-water mark. At 640ha, it is the largest nature reserve of all the tertiary institutions in South Africa. The reserve is open to the public which contributes to social sustainability and wellness. As part of its open space management, the University's Maintenance Services partners with a range of sustainable wildlife initiatives. The George Campus is the University's living and learning sustainability hub where systems can be researched and tested before being mainstreamed. On 85ha of unfenced forestry plantations, the campus foregrounds energy and sustainability drives, including rainwater harvesting and recycling organic plant waste for the gardens.

While there has been significant progress in driving environmental sustainability efforts, this commitment needs to continue and be aligned with the achievement of the desired outcomes articulated in Vision 2030.

SECTION D: FINANCE

1. Earmarked grants: 2023/24

		Breakdown of allocation			
Grant	**Earmarked allocation**	**Budget**	**Projects**	**Linkage to performance indicators**	**Mid-year performance indicator**
Clinical Training Grant	**R18 172 000**	R4 010 560.40	Pharmacy	Project plan already submitted to DHET - History shows 100% performance on projects.	40% of budget received to date – 100% expenditure Remaining 60% once received to be spent by 31 March 2024
		R8 858 850.00	Nursing Sciences		
		R1 248 416.40	Biomedical technology		
		R1 188 448.80	Emergency Medical Care		
		R2 127 941.20	Radiography		
		R383 429.20	Dietetics		
		R354 354.00	Biokinetics		
Infrastructure & Efficiency Grants (2017/2018)	**R61 801 582** Efficiency 4	R6 736 365	University Projects - ICT	Increased / upgraded university infrastructure	Complete

		Breakdown of allocation			
Grant	**Earmarked allocation**	**Budget**	**Projects**	**Linkage to performance indicators**	**Mid-year performance indicator**
		R29 565 217	Maintenance CSIR	Increased / upgraded university infrastructure	Budget will be 100% spent by December 2023.
		R25 500 000	Ocean Sciences Building	Increased / upgraded university infrastructure	Not applicable. Complete.
	R50 000 000 *Efficiency 6*	R50 000 000	Student Housing	Increased / upgraded university infrastructure	Complete
Infrastructure & Efficiency Grants (2018/2019)	**R155 550 561** *Efficiency 7*	R155 550 561	Various	Increased / upgraded university infrastructure	Not applicable. Complete.
Infrastructure & Efficiency Grants (2019/2020)	**R53 130 179** *Efficiency 7*	R53 130 179	Various	Increased / upgraded university infrastructure	Budget will be 100% spent by December 2023.
Infrastructure & Efficiency Grants (2020/2021)	**R37 744 345** *Efficiency 7*	R37 744 345	Various	Increased / upgraded university infrastructure	Budget will be 100% spent by December 2023.

		Breakdown of allocation			
Grant	**Earmarked allocation**	**Budget**	**Projects**	**Linkage to performance indicators**	**Mid-year performance indicator**
Infrastructure & Efficiency Grants (Interest Utilised)	**R35 855 925** *Interest utilised*	R4 855 925	Felsted building re-purposes - Bird street	Increased / upgraded university infrastructure	Complete
		R6 000 000	Water reservoir – George	Increased / upgraded university infrastructure	Complete
		R8 000 000	Furntech building – George	Increased / upgraded university infrastructure	Complete
		R10 000 000	Law faculty additions – Embizweni	Increased / upgraded university infrastructure	Complete
		R7 000 000	Reclaimed water scheme – South	Increased / upgraded university infrastructure	100% of budget spend by 30 June 2024
Infrastructure & Efficiency Grants (2018/2019)	**R11 000 000** *Efficiency 7*	R11 000 000	University Projects - ICT	Increased / upgraded university infrastructure	Complete

		Breakdown of allocation			
Grant	**Earmarked allocation**	**Budget**	**Projects**	**Linkage to performance indicators**	**Mid-year performance indicator**
Infrastructure & Efficiency Grants (2019/2020)	**R6 600 000** *Efficiency 7*	R6 600 000	University Projects - ICT	Increased / upgraded university infrastructure	Complete
Infrastructure & Efficiency Grants (2020/2021)	**R4 750 000** *Efficiency 7*	R4 750 000	University Projects - ICT	Increased / upgraded university infrastructure	100% of budget spend by 30 June 2024
Budget Facility for Infrastructure (BFI Funding) for Student Housing 2018/19	**R33 500 000** *Efficiency 8*	R33 500 000	Student Housing	Increased / upgraded university infrastructure	Complete
Budget Facility for Infrastructure (BFI Funding) for Student	**R33 500 000** *Efficiency 9*	R33 500 000	Student Housing	Increased / upgraded university infrastructure	Complete

		Breakdown of allocation			
Grant	**Earmarked allocation**	**Budget**	**Projects**	**Linkage to performance indicators**	**Mid-year performance indicator**
Housing 2019/20					
Infrastructure & Efficiency Grants (6TH IEG CYCLE ALLOCATION)	**R14 000 000** *Efficiency 10*	R14 000 000	eAssessment Centres (North Campus)	Increased / upgraded university infrastructure	30% of budget spend by 30 June 2024
Infrastructure & Efficiency Grants (6TH IEG CYCLE ALLOCATION – Interest Utilised)	**R106 154 830** *Interest Utilised*	R9 500 000	Customer Relationship Management	Increased / upgraded university infrastructure	90% of budget spend by 30 June 2024
		R18 500 000	Cloud Migration Strategy	Increased / upgraded university infrastructure	40% of budget spend by 30 June 2024
		R15 000 000	E-Assessment & Proctoring	Increased / upgraded university infrastructure	40% of budget spend by 30 June 2024

		Breakdown of allocation			
Grant	**Earmarked allocation**	**Budget**	**Projects**	**Linkage to performance indicators**	**Mid-year performance indicator**
		R6 650 000	Software Packages	Increased / upgraded university infrastructure	100% of budget spend by 30 June 2024
		R8 700 000	Connectivity WIFI Expan	Increased / upgraded university infrastructure	90% of budget spend by 30 June 2024
		R2 300 000	Building & Space Opt Aud	Increased / upgraded university infrastructure	30% of budget spend by 30 June 2024
		R11 000 000	Integrated Workspace Man	Increased / upgraded university infrastructure	90% of budget spend by 30 June 2024
		R26 000 000	E-Assessment Centre N/C	Increased / upgraded university infrastructure	30% of budget spend by 30 June 2024
		R3 504 830	Cyber Security Initiatives	Increased / upgraded university infrastructure	90% of budget spend by 30 June 2024
		R5 000 000	Apprenticeships, Internships & Work Integrated Learning	Increased / upgraded university infrastructure	30% of budget spend by 30 June 2024

		Breakdown of allocation			
Grant	**Earmarked allocation**	**Budget**	**Projects**	**Linkage to performance indicators**	**Mid-year performance indicator**
University Capacity Development Grant	**R22 224 251** **[DHET yet to confirm amounts, but indicated to work off similar as 2022/23]**	R4 045 389	Project 1: Learning Development to enhance Student Success	To improve students' academic performance	50% by June 2024 100% by December 2024
		R775 415	Project 2: Student Employability and Entrepreneurship Development (SEED)	To equip Nelson Mandela University students with the necessary skills to develop an entrepreneurial mindset.	50% by June 2024 100% by December 2024
		R1 913 740	Project 3: Enhancing Postgraduate Student Research Development	To increase postgraduate students' research skills	50% by June 2024 100% by December 2024
		R2 747 000	Project 4: Teaching	To enhance the quality of teaching and learning and	50% by June 2024

		Breakdown of allocation			
Grant	**Earmarked allocation**	**Budget**	**Projects**	**Linkage to performance indicators**	**Mid-year performance indicator**
			development for transformative teaching practices and learning experiences	advance reflective teaching practice	100% by December 2024
		R4 432 811	Project 5: Digital transformation of Learning and Teaching	To capacitate staff and students to effectively utilize online technology platforms	50% by June 2024 100% by December 2024
		R5 621 840	Project 6: Supporting and Strengthening Staff Research Development	To improve the effectiveness of research endeavours of currently employed staff	50% by June 2024 100% by December 2024
		R1 629 500	Project 7: Curriculum Development and Mapping	To ensure that the teaching programmes of the university are of high quality and relevance to meet the needs and expectations of its students	50% by June 2024 100% by December 2024

		Breakdown of allocation			
Grant	**Earmarked allocation**	**Budget**	**Projects**	**Linkage to performance indicators**	**Mid-year performance indicator**
		R1 058 556	Project 8: UCDG programme management, monitoring and evaluation	To efficiently and effectively implement, monitor and evaluate the Nelson Mandela University UCDG plan	50% by June 2024 100% by December 2024
Foundation Provision Grant	**R19 666 000**	R1 335 491	Humanities	75% success rate	100% of budget spent by 30 June 2024
		R7 898 670	Business & Economic Sciences	75% success rate	100% of budget spent by 30 June 2024
		R784 390	Engineering, Built Environment & IT	75% success rate	100% of budget spent by 30 June 2024
		R1 063 369	Law	75% success rate	100% of budget spent by 30 June 2024

		Breakdown of allocation			
Grant	**Earmarked allocation**	**Budget**	**Projects**	**Linkage to performance indicators**	**Mid-year performance indicator**
		R6 364 147	Science	75% success rate	100% of budget spent by 30 June 2024
		R2 219 933	Learning & Teaching (academic life skills)	75% success rate	100% of budget spent by 30 June 2024
COVID - 19 Responsiveness Grant (CRG1) **(Existing interest approved by DHET for use)**	**R9 312 257**	R9 312 257	Academic Recovery and Campus Readiness Plans	To recover and complete the 2020 Academic year and ensure readiness of campus in light of COVID-19	Complete
COVID - 19 Responsiveness Grant (CRG2)	**R15 431 000**	R15 431 000	Academic Recovery and Campus Readiness Plans	To recover and complete the 2020 Academic year and ensure readiness of campus in light of COVID-19	Complete

2. Long-term capital expenditure plan and proposed long-term borrowings

Description	Project value	Source of funds			2024	2025	2026
		DHET	Own funding	Borrowings			
Student residences: Development of 2000 beds	R596.6m	R66,6m R75m R50m R33.5m R44.6m Note 1 R33.5m	R17.1m	R302.9m Note 2	R5m		
Development of the initial phase of a Life Rights Retirement Village and capacitation of IC	R94.6m Note 3		R94.6m		R94.6m		
Infrastructure damaged due to #fees must fall (insurance claim)	R5.84m		R5.84m		R5.84m		
Capital maintenance and infrastructure projects as per 5-year plan:							
Residences	R64.14m		R64.14m		R16.18m	R20.02m	R15.74m
Education and General	R278.91m		R278.91m		R31.61m	R84.76m	R44.31m
Generator Installation project	R46m		R46m		R46m		

Description	Project value	Source of funds			2024	2025	2026
		DHET	Own funding	Borrowings			
Photovoltaic Project	R65.7m		R65.7m		R65.7m		
Refurbishment of the Animal Labs in the Zoology department	R14m		R14 m		R14m		
Refurbishment of Chemistry Labs	R6m		R6m		R6m		
Rebuilding of the Cricket clubhouse	R6m		R6m		R6m		

Note – Long-term capital expenditure plan and proposed long term borrowings excludes efficiency funded capital projects except for Student Residences.

Note 1 – Interest earned on DHET allocated I&E Funding. Ministerial approval granted.

Note 2 –Ministerial approval granted.

Note 3 – Funding to capacitate Investment Company and equity investment into the Life Rights project. Ministerial approval to be obtained. Project located in Investment Company.

3. 2024 Budget and three-year financial projections (2024-2026)

Budget process and overview

Nelson Mandela University's Vision 2030 Strategy is an articulation of our strategic intentions and aspirations as we seek to embody the soul of Mandela through life-changing, student-centric educational opportunities, pioneering and impactful research and innovation, and transformative engagement that contribute to a better world. As a centrepiece of Vision 2030, the University strives to reposition engagement to foster a more equal, inclusive, and socially just society by activating equalising partnerships with societal stakeholders that advance the co-creation of African-purposed solutions. In so doing, the University strives to promote the public good through the expansion of human understanding, pushing forward the frontiers of knowledge, and cultivating socially conscious graduates who make a positive impact on society as responsible global citizens and leaders.

The core academic missions are supported and enabled through a values-driven, inclusive institutional culture that liberates the full potential of students, employees, and communities. Further critical strategic enablers that support our intentions include ethical governance and leadership, empowering employees and embracing the future world of work, creating an enabling environment for innovation, accelerating digitalisation, ensuring the optimal utilisation of modernised and flexibly designed infrastructure, and deepening our commitment to long-term sustainability and responsible resource stewardship.

Nationally and globally, universities are increasingly being called upon to respond to the complex and intractable challenges of our time, such as climate change, hunger, poverty, inequality, and the burden of disease. Economic recovery largely depends on enabling regulatory frameworks, skilled workforces, and measures to stimulate job creation, self-employment, and entrepreneurship.

While the national government fiscus remains under pressure, universities are confronted with the challenge of declining government subsidy and tuition fee income, coupled with escalating costs and ever-increasing demands for access to fee-free higher education for the poor. Within this context, the financial sustainability of the South African higher education sector remains a critical priority. This calls for bold responses that draw on the collective creativity of all stakeholders to design forward-looking strategies that promote long-term sustainability.

The University's Vision 2030 Strategy acknowledges the significance of transversal endeavours to advance strategy-aligned resource mobilisation and stewardship as critical enablers of excellence. To this end, executive management established the Sustainability and

Institutional Viability Task Team (SIVTT) to critically reflect on the viability of our core academic missions, while also exploring strategies to improve efficiencies and cost-effectiveness in our institutional operating models, systems, processes, and service delivery.

Under the auspices of SIVTT, the University is embarking on various sustainability interventions to guide resourcing and investment priorities at institutional level as we implement our Vision 2030 Strategy. However, the work of SIVTT is still in process and has not yet reached a stage where its outcomes could fully inform the formulation of the 2023 budget directives. However, through the process of cascading Vision 2030, members of executive management are developing strategic plans which will inform the annual budgeting process and provide the parameters for sustainable and strategy-aligned resource mobilisation and budgeting at institutional level from 2025 onwards.

Through the budget directives, the University strives to optimally resource the Academic Project while driving strategic initiatives and growth areas in a sustainable manner, driving down cost structures through efficiencies and freeing up capital in non-core assets. A surplus from Council controlled recurrent operations, before finance income, is budgeted. Finance income is utilised to grow reserves, seed new initiatives and strategy.

The University's budget is based on an Institutional Resource Allocation Model that allocates high level block allocations of resources to the Academic Project, Professional and Administrative Support Services, Strategic Projects, CAPEX, Bursaries, Overheads and Earmarked Accounts and Other Expenses that are further distributed via budgetary processes and allocation models.
These budgeting processes are performed by various committees that are representative of faculties and directorates within the University to ensure stakeholder inclusivity. These committees allocate funds based on models and processes informed by institutional strategy and Council's performance objectives. The Annual Performance Plan (APP), which includes a three-year cash flow and reserve accumulation plan, supports the annual budget and guides the monitoring of financial sustainability.

As the resourcing envelope is largely dependent on subsidy and fees, any material variances on the current assumptions will have a significant impact on the financial projections. The university was required to implement significant interventions as to balance the 2023 budget, reprioritising and re-setting baseline budgets while prioritising the academic project.

An institutional **Resource Allocation Model (RAM)** informs the total budget and allocation of funding. Within this framework more definitive funding models and processes are employed to distribute block funds across the University.

The institutional RAM process is summarised as follows:

- Estimate revenue resources
- Top-slice for institutional overheads and strategic allocations
- Allocate earmarked income (all earmarked income identified is allocated according to the applicable business plan, contract or agreement i.e. student accommodation, earmarked funding, facilities etc.)
- Allocate salary block funding
    - The salary budget (Council Funded) benchmark was revised during the 2022 budget cycle, considering the organisational redesign, remuneration harmonisation process, revised baseline of the academic block allocation and change in operational subsidy funding in the medium term
    - The resource allocation model and budget directives will determine the block amount available for the salary budget allocation.
        - Academic staff budget
            - An Academic RAM is utilised to allocate funding to faculties
        - Professional Administrative Support Staff (PASS) budget
            - Management Committee of Council (MANCO) members are given a block allocation based on the budget directives
        - Provision is made for a remuneration contingency to fund adjustments of the staffing costs including statutory and condition of services. Any provision made for cost of living adjustments will affordability and sustainability indicators into account.
- Allocate operating block funding

- Operating block allocations are split between Academic block funding and Professional Administrative Support Staff (PASS) block funding.

    - The Academic Block allocation is determined based on the current budget allocation as the baseline adjusted with the inflationary increase and growth in student FTE's prescribed in the budget directives

    - The Academic RAM model is then applied and allocated to faculties who are required to distribute their allocations per school & department

    - The Professional Administrative Support Staff (PASS) operating block allocations are informed by the budget directives for the applicable budgeting cycle. MANCO members will receive operating budget for their core business in two block allocations where applicable:

        - Corporate Overheads/ earmarked allocations as per budget directive and allocated from a zero base
        - MANCO member's operational allocation as per budget directive.

- MANCO members will be requested to distribute operating budget within their directorates

Assumptions used in preparing the budget (2024 – 2026)

- Inflation rate used in estimates: 2024 (5%), 2025 (4.5%) and 2026 (4.5%)

1. Subsidy

- The latest MTEF, Medium Term Budget Policy Statement and correspondence from DHET was used as a basis to inform the calculations
- Net Block Grant Subsidy for operations in 2024 is an estimated baseline equal to 2023 allocation adjusted down by 0.9%; 3.7% 2025 & 4.3% 2026

- Other subsidy sources that are earmarked allocations from the DHET, reflected in central budget are for Foundation Programmes and Interest & Redemption. Other DHET earmarked grants i.e. Clinical Training Grant and University Capacity Development Grant are managed as a ring-fenced funds. Budgets are based on latest MTEF.

2. Fees

- Tuition
  - 1.1% growth in 2024 according to adjusted estimate; 0.5% for 2025 to 2026
  - 4.6% = fee increase scenario (2024); 4.5% (2025 - 2026)
  - Bad debt provision of 8% provided for 2024 – 2026

- Residences
  - Fee increase scenario of 6.6% for 2024; 6.5% (2025 - 2026)
  - Bad debt provision of 3% provided for 2024 – 2026
  - The effect of phased in new student accommodation is included in the assumptions.
  - Off Campus – agency fund therefore only commissions receivable budgeted for. Net position reflected.

3. Other Income

The following activities fall under other income which have their own assumptions

- International Office
  - 2024 budget assumptions on an adjusted baseline + growth of 0.5% applied for 2025 & 2026
  - Levy increase in line with tuition fee increase of 4.6% (2024) and 4.5% for 2025 to 2026

- Facilities
  - Revenue estimated on all facilities for 2024 increasing by 5% for 2025 – 2026

- Sundry Income
  - Forecasts use 2024 adjusted budget as baseline
  - Average increase of 5% for 2025 & 2026

- Trust / Strategic Resource Mobilisation and Advancement Office (SRMA)
  - Bursaries received from Trust – no allocations for 2024 - 2026
  - SRMA operational expenses recouped – the corresponding salary & operating budgets are reflected under the expenditure line items

4. Strategic Allocations

- 2023 baseline used for 2024. 5% increase for 2025 and 2026. This is non-recurrent key institutional projects and includes funding shortfall on new Medical School financial model for which resources are being mobilised.

5. Salaries

- The academic salary block is calculated using the 2023 salary Block allocation (adjusted with approved additions and the discontinued posts – new baseline), adjusted with the effect of the 2023 general salary increase and the net of the 2023 projected enrolment target against the actual target achieved in 2023, then factoring the 2024 planned enrolment target (1.1%). 2024 salary budget of Academic and PASS limited to Council benchmark of 66%. This is increased by average CPI % for 2025 and 2026.

- The PASS salary budget including the International Office is calculated using the 2024 salary budget as a baseline, adjusted with 2023 MANCO approved recurrent additions and or defunding of posts, adjusted with the effect of the 2023 general salary increase. The 2024 salary budget of Academic and PASS is limited to the Council benchmark. A budget adjustment of average CPI % (2025 & 2026) is applied to the baseline taking the Council benchmark into account and business model interventions.

- The Medical School, Residences, Foundation Programme, SRMA, and Facilities budget within their applicable business models and applying the agreed salary increases as resolved. The impact of re-integration of approved previously outsourced service workers has increased the Residences and Facilities baselines. The full earmarked grant for the Foundation Programme is ring fenced and applied. The effect of phased in new student accommodation is included in the assumptions.

- Council has approved staffing structures through the Organisational Redesign process. The implementation of these structures is dependent on affordability within the 65% benchmark of Council, increased to 66% in the medium term (2022 -2024) as to fund mission critical posts and advance Vision 2030.

6. Supplies & Services

The following activities fall under supplies & services which have their own assumptions:

- SRMA – 2024 budget zero based with inflation adjustments for 2025 & 2026
- Operations & Overheads – Controllable Operating costs were considered within the context of the developing a new operating model. MANCO members had the flexibility to nuance the impact between cost line items to achieve the overall required resources for their portfolio. 2024 budget was used as baseline (overheads – zero base, academic project (increased by inflation + enrolment growth adjustment, operations – baselines remained at 2022 levels to support cost abandonment and reprioritisation of support costs. Average increase of inflation for 2025 & 2026 on adjusted baseline.
- Building Capital Maintenance and Infrastructure Projects – funded from earmarked reserves
- International Office – same directives as central budget
- Facilities – 2024 zero based budget used as baseline increasing by 6% thereon for 2025 - 2026
- Residences – zero based budget 2024 increase by inflation +2% % for 2025 to 2026
- Foundation Programme – total earmarked allocation (DHET earmarked grant) + central allocation (Council) minus salary budget
- Bursaries and financial aid allocation baseline of 2024 increased in 2025 – 2026 at same rate as tuition fee increase plus growth of 0.5%

7. Provisions

- Depreciation – 2024 to 2026 budget based on current fixed asset register adjusted for CAPEX movement
- Accumulated leave – 2024 to 2026 budget based on leave balance estimates per staff adjusted by the estimated salary adjustments.

8. Finance Costs

- Forecasts made according to existing and forecast amortization tables considering new student accommodation loan funding.

9. Other operations

- Post-retirement benefits – 2024 budget based on latest actuary evaluations. 2025 & 2026 adjusted by 4.5%.

10. Investment Income

- Investment income based on cash flow / investment forecasts and estimates.

11. Specific Provisions

- Efficiency funding escalation provision – based on latest estimates available.
- Transfer to reserves are budgeted for to build up earmarked reserve funds.

12. **Non-recurrent income & expenditure** represent earmarked funding for capital projects. This budget is based on approved allocations by the DHET (revenue) and the cash flow projections on how the funds will be spent during 2024 and the following years (expenditure). As funds will not necessarily be spent in the year received/ funded/ budgeted, there needs to be transfers from previous years. This budget also includes other non-recurrent project expenditure on deferred maintenance and new capital projects funded from reserves.

13. **Transfer from reserves** reflect the funding of projects from reserves.

14. **Non-council funded income and expenditure** represent activities that include research, engagement, projects etc. that are controlled via funds. It is assumed that all revenue generated is expensed.

NELSON MANDELA UNIVERSITY
CONSOLIDATED INCOME STATEMENT

	2023	2024	2025	2026
	Forecast	**Forecasted Budget**	**Forecasted Budget**	**Forecasted Budget**
INCOME	2 576 419 432	2 617 685 481	2 745 432 237	2 894 835 734
SUBSIDY	1 327 126 479	1 319 103 242	1 373 455 817	1 442 122 177
FEES	1 175 653 962	1 217 301 769	1 286 691 195	1 363 278 267
Teaching	971 560 146	990 999 503	1 045 852 785	1 106 810 561
Residences	204 093 816	226 302 266	240 838 410	256 467 706
OTHER INCOME	73 638 991	81 280 471	85 285 225	89 435 289
EXPENDITURE	2 562 111 245	2 617 641 748	2 740 598 969	2 881 937 298
STRATEGIC ALLOCATIONS	72 929 630	70 901 030	74 446 082	78 168 386
SALARIES	1 596 957 400	1 641 810 370	1 713 661 527	1 800 313 659
SUPPLIES AND SERVICES	716 805 801	710 427 484	750 402 273	793 285 396
PROVISIONS	112 628 410	124 962 574	132 269 776	140 006 836
Depreciation	100 677 431	112 259 079	118 994 624	126 134 301
Accumulative Leave	11 950 979	12 703 495	13 275 153	13 872 535
FINANCE COSTS	45 765 941	51 882 681	51 367 112	50 880 472
OTHER OPERATIONS	17 024 063	17 657 608	18 452 200	19 282 549
Post-retirement benefits	17 024 063	17 657 608	18 452 200	19 282 549
SURPLUS/(DEFICIT) from OPERATIONS	14 308 187	43 733	4 833 267	12 898 436

NELSON MANDELA UNIVERSITY
CONSOLIDATED INCOME STATEMENT

	2023	2024	2025	2026
	Forecast	Forecasted Budget	Forecasted Budget	Forecasted Budget
SURPLUS/(DEFICIT) from OPERATIONS C/F	14 308 187	43 733	4 833 267	12 898 436
INVESTMENT INCOME	211 107 258	217 296 348	211 321 550	207 158 390
LESS : SPECIFIC PROVISIONS	91 677 930	120 491 966	117 737 484	116 972 104
Escalation - Efficiency Funded Projects	11 677 930	10 491 966	7 737 484	6 972 104
Transfer to reserves	80 000 000	110 000 000	110 000 000	110 000 000
SURPLUS/(DEFICIT) from OPERATIONS & INVESTMENT INCOME	133 737 515	96 848 115	98 417 333	103 084 722
NON RECURRENT INCOME	9 800 000	4 200 000	-	-
DHET / Donor Grants - Efficiency funding	9 800 000	4 200 000	-	-
NON RECURRENT EXPENDITURE	376 649 094	443 604 211	137 490 629	78 229 025
Deferred maintenance / projects funded from reserves	180 235 897	294 744 372	104 618 460	78 229 025
Efficiency Funding	196 413 196	148 859 839	32 872 169	-
TRANSFER FROM EFFICIENCY FUNDED RESERVES	186 613 196	144 659 839	32 872 169	-
TRANSFER FROM RESERVES	180 235 897	294 744 372	104 618 460	78 229 025
		-		
SURPLUS/(DEFICIT) (COUNCIL FUNDS)	133 737 515	96 848 115	98 417 333	103 084 722
NON COUNCIL FUNDED SURPLUS / (DEFICIT)	-	-	-	-
Income	718 594 038	718 594 038	754 523 739	792 249 926
Expenditure	718 594 038	718 594 038	754 523 739	792 249 926
		-		
SURPLUS/(DEFICIT) (ALL FUNDS)	133 737 515	96 848 115	98 417 333	103 084 722

4. Cash flow projections of revenue and expenditure for 2024 – 2026

Cash Flow projections of revenue and expenditure for year 2024 – 2026 (3 years)

	2024	2025	2026
Opening Bank balance	**100 391 883**	**100 000 000**	**100 000 000**
Income (A)	**4 397 882 923**	**4 515 050 066**	**4 659 574 472**
Subsidy	1 304 436 000	1 304 436 000	1 320 950 000
Tuition & residence fees	1 528 844 063	1 604 521 844	1 684 747 936
Fee shortfall subsidy			
Earmarked grants			
Investment Income	217 296 348	211 321 550	207 158 390
Other Income	1 347 306 512	1 394 770 672	1 446 718 146
Expenses (B)	**4 313 633 666**	**4 460 548 276**	**4 646 381 559**
Staff Costs	1 726 070 951	1 801 092 989	1 891 147 639
Other Expenses (operational & capital)	2 587 562 715	2 659 455 287	2 755 233 920
Inflow/(Outflow) (A-B)	**84 249 257**	**54 501 789**	**13 192 914**
Bank Balance before transfer from earmarked investments	**184 641 141**	**154 501 789**	**113 192 914**
Transfer from/(to) earmarked investments	**-84 641 141**	**-54 501 789**	**-13 192 914**
Closing Bank balance	**100 000 000**	**100 000 000**	**100 000 000**

SECTION E: REPORT ON RISK EXPOSURE ASSESSMENT AND MANAGEMENT

1. Risk Management Maturity

Nelson Mandela University is committed to a risk-aware culture and conducted a Risk Maturity Assessment in 2022 to confirm areas of risk management which have been embedded as well as those which require further enhancement. This led to the development and implementation of a Risk Management Maturity Improvement Plan in 2023. The annual risk management workshop will be focusing on effective monitoring of identified risks.

2. Institutional Risk Approach

The University's approach to risk management is based on the ISO 31000 Risk Management Standard and aligned to the University's strategic framework (Vision 2030). The University's Risk Management Policy and Procedures defines the Enterprise Risk Management (ERM) Framework as a structured process used to identify potential threats to the University. It also defines the strategy for eliminating or minimising the impact of these risks, as well as the mechanisms to effectively monitor and evaluate this strategy.

An annual risk assessment workshop was conducted during the year to identify key institutional risks. These are refined, responded to, and monitored throughout the year in consultation with academic, professional and support service departments, and relevant governance structures including the Audit and Risk Committee of Council, Management Committee, Risk Management Committee, and Risk Champions. Key institutional risks associated with strategic objectives are summarised below.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
1.	Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure. **Primary Risk Owner:** DVC: People and Operations	Safety and security compromise.	25	23	1.1 To find funds to pay for the Hybrid Security Measures for the new residences.
2.	Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good. **Primary Risk Owner:** DVC: Research, Innovation and Internationalisation	Potential increase in respiratory problems, allergies, and other health related illnesses to students and employees.	25	16	2.1 Consideration of the operable windows or openings through installation of burglar bars or metal sifts. 2.2 Consideration of the installation of ceiling mounted fans for air movement.
3.	Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure. **Primary Risk Owner:** DVC: People and Operations	Inability to efficiently advance, execute and/or support the University's strategic priorities.	12	11	3.1 Enterprise Architecture and Digital Strategy (Dx Strategy) to be approved and will include Key Performance Indicators. 3.2 Engagement with Institutional Strategy Office to consider any other Performance Indicators.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
					3.3 Provide guidance on Generative AI technologies to admin and academic staff to ensure Academic Excellence.
4.	Catalyse dynamic, student centric approaches and practices that provide life-changing student experiences within and beyond the classroom. **Primary Risk Owner:** DVC: Learning and Teaching	Insufficient University support mechanisms to provide enabling psychosocial responses for student success.	12	11	4.1 Expand the counselling services i.e., Appointment of Social Workers, Psychologists and extend working hours unto weekends.
5.	Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure. **Primary Risk Owner:** Registrar	Enrolment target may not be achieved.	12	11	5.1 Conduct root-cause analysis (surveys) for / on rejected offers as to why students did not accept their offers. 5.2 Refine current enrolment processes through the Enrolment Management Committee.
6.	Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship. **Primary Risk Owner:** Executive Dean: Health Sciences	Inability to maintain and expand beyond planned capacity.	16	10	6.1 Develop a MMED curriculum of at least two disciplines by the second semester of the 2022 academic year, following which work would commence in terms of the remaining disciplines.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
					Submissions of programmes have been made. Outcomes are still pending. 6.2 Look at possibility of utilisation of HPTD grant to support undergraduate Medical Education. 6.3 Reviewed Master Plan needed. 6.4 Engage DHET and DOH at a National Level. 6.5 Institutionally work with Infrastructure workstream and Missionvale camps forum. 6.6 Monitor feedback from Department of Higher Education and Training (DHET) regarding the infrastructure and Efficiency Grant applications. 6.7 The plans around the development of 500-bed student accommodation at Missionvale Campus would need to be tabled before the governance structures for consideration and approval, i.e., MANCO, enroute to FFC and

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
					Council, following which a formal application would be submitted to the Department of Higher Education and Training.
7.	Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship. **Primary Risk Owner:** Executive Dean: Health Sciences	A sub-optimal working partnership between clinicians on clinical platform, DOH and University.	16	10	7.1 Platform for University, DOH and HOD's and HCU's meet regularly. 7.2 Ensure Academic Governance Committee (AGC) meetings continue, and establish best composition of who should attend. 7.3 Communication/ feedback sessions with Clinical Platform with both DOH and University involvement
8.	Foster an inclusive, values-driven Institutional culture to position the University as an employer of choice for talented and empowered employees **Primary Risk Owner:** DVC: People and Operations	Compromised employee health and wellbeing	16	10	8.1 Development of the integrated employee health and wellness strategy. 8.2 Conduct wellness risk assessment. 8.3 Introducing a decentralised model to ensure Health and Wellbeing service delivery on every campus.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
					8.4 Conduct continuous Health and Wellness Awareness Sessions to employees and students. 8.5 Continuous monitoring of adherence to policy. 8.6 Creation of safe spaces (Physical, psychological and psycho-social) for affected employees to report incidents. 8.7 Establish partnerships with Eastern Cape Department of Health. 8.8 Maintenance interventions to solve lift problems and continuous emergency services on-site. 8.9 Disability application processes for incapacity to be diligently followed. 8.10 Workplace reasonable accommodation for employees who are differently abled.
9.	Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship.	Possible long term negative effect on sustainability of the Student Funding Model.	16	10	9.1 Engage with scholarship funders to match the new PGRS funding values.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
	Primary Risk Owner: DVC: Research, Innovation and Internationalisation				9.2 Engage ICT Colleagues to assist efficient integrated ICT systems for management of scholarships.
10.	Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship. **Primary Risk Owner:** Executive Dean: Health Sciences	Students who are accepted into the programme do not register.	20	8	10.1 Inclusion of faculty representatives in the various discussions concerning the allocation of scholarships for students as to make the necessary input, where applicable.
11.	Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure. **Primary Risk Owner:** DVC: People and Operations	Energy insecurity.	20	8	11.1 Remote monitoring of generators via Building Management System (SMS). 11.2 Propose a New Generator Installation Plan that will provide seamless electricity during loadshedding. 11.3 Installation of Photovoltaic (PV sun energy) system.
12.	Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self.	Inconsistent adherence to behavioural standards as reflected in the Institutional Code of Ethical Behaviour.	12	8	12.1 To conduct awareness and training on ethics related policies.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
	Primary Risk Owner: DVC: People and Operations & Registrar				
13.	Pursue impactful, pioneering research, innovation and internationalisation to address grand societal challenges and promote sustainable futures. **Primary Risk Owner:** DVC: Research, Innovation and Internationalisation	Deficiencies in capacity and enabling infrastructure to realize Institutional research themes.	12	8	13.1 Strategy Data informed sessions to be held by EMANCO. 13.2 Collaborative engagements with other portfolios. 13.3 Increase Joint-Doctoral Degrees.
14.	Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship. **Primary Risk Owner:** Executive Director: Finance Management	Reduction in existing sources of revenue.	16	6	14.1 Review of all the financial sustainability initiatives undertaken by the University and identify opportunities to optimize various university revenue streams including subsidy, fees and third-stream income as an essential dimension of the wide-ranging sustainability of the University. 14.2 Work of SVITT to inform budget directives going forward.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
15.	Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship. **Primary Risk Owner:** Executive Director: Finance Management	Escalating student debt exposure for missing middle and students who are no longer funded by NSFAS.	16	6	15.1 Ongoing assessment of the debt concessions. 15.2 Mobilizing bursary funding for the missing middle by SRMA. 15.3 Review of the Debt Management Policy.
16.	Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship. **Primary Risk Owner:** Executive Director: Finance Management	Possible negative impact on sustainability of self-funding entities and business units due to the low B-BBEE score of the University.	16	6	16.1 Roll-out and funding of the BBBEE Improvement Strategy.
17.	Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship. **Primary Risk Owner:** Executive Dean: Health Sciences	MBCHB Programme for years 4 to 6 not accredited by HPCSA.	16	6	17.1 Continue with the engaging with other Universities' Medical Schools for curriculum support.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
18.	Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self. **Primary Risk Owner:** DVC: People and Operations	Ineffective attraction and retention of scarce and critical skilled employees.	16	6	18.1 Review the Scarce and Critical Skills Policy. 18.2 Academic lag intervention to move remuneration to midpoint of scale for all academics - this will be obtained in 2024. 18.3 Conversion to total guaranteed package (Academics) is a further intervention that allows offers flexibility that improves candidates take home. 18.4 Remuneration philosophy of midpoint by 2024. 18.5 Improvement on the philosophy to 60th ' - Percentile is subject to funding and governance approval however can be achieved in 2 years 2025-2026. 18.6 Conversion to TGP envisaged to be completed and implemented in 2024 for academics.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
					18.7 Draft Employee Value Proposition (EVP) currently under consultation with the stakeholders.
19.	Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship. **Primary Risk Owner:** Executive Director: Finance Management	Resource allocation and budgeting insufficiently aligned to strategic priorities.	12	5	19.1 Work of SVITT to inform budget directives going forward.
20.	Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship. **Primary Risk Owner:** Executive Dean: Health Sciences	Negative perception of the University by community.	12	5	20.1 Conduct continuous engagement sessions with Human Anatomy Department and Community Forums.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
21.	Promote long-term sustainability through strategy-aligned resource mobilisation and responsible stewardship. **Primary Risk Owner:** Executive Dean: Health Sciences	Failure to manage fiduciary responsibilities.	12	5	21.1 Development of the Faculty Business Hub Model.
22.	Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good. **Primary Risk Owner:** Executive Dean: Health Sciences	Possible violation of the Human Tissue Act.	12	5	22.1 Continuous enforcement of SOPs and Human Tissue Act.
23.	Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good. **Primary Risk Owner:** DVC: Learning and Teaching	Deficiencies in the progress of institutional responses to sustain inclusive and differentiated academic support to students and staff.	12	5	23.1 Ongoing review of the Three-year Learning and Teaching Plans.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
24.	Liberate human potential through humanising, innovative lifelong learning experiences that prepare graduates to be socially conscious, responsible global citizens who serve the public good. **Primary Risk Owner:** DVC: Learning and Teaching	Quality and mix of academic programs are not enhanced to maintain relevant curricular and co-curricular interventions, to improve graduate employability, entrepreneurship, and responsible citizenship.	12	5	24.1 Ongoing reviews and consultations with Faculties on their Academic Plans.
25.	Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure. **Primary Risk Owner:** DVC: People and Operations	Ageing infrastructure.	12	5	25.1 Installation of an IWMS (Archibus) to manage Infrastructure.
26.	Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure. **Primary Risk Owner:** DVC: People and Operations	Potential breach of environmental laws and legislation.	12	5	26.1 Conduct regular compliance audits on environmental laws and legislation. 26.2 Ensure continuous alignment with environmental laws and legislation.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
27.	Embrace ethical governance and leadership approaches and practices that embody the values of the University and seek to promote service before self. **Primary Risk Owner:** DVC: People and Operations & DVC: Engagement and Transformation	Inability to foster a positive Institutional culture.	12	5	27.1 Develop and Implement the Institutional Culture Strategy. 27.2 Strengthen and advance the implementation of the quality related policies. 27.3 Increased awareness of the ICSC.
28.	Pursue impactful, pioneering research, innovation and internationalisation to address grand societal challenges and promote sustainable futures. **Primary Risk Owner:** DVC: Research, Innovation and Internationalisation	Deficiencies in capacity to galvanize strategic partnerships and deepen internationalization.	12	5	28.1 Recommend Internal Audit Review of the Mandela International Office to identify areas improvement.
29.	Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure. **Primary Risk Owner:** DVC: People and Operations	Deficiencies in accessibility for disabled staff and students.	6	4	29.1 Update to accessibility plan for all buildings.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
30.	Engage with all publics in equalising partnerships to co-create transformative, contextually responsive solutions in pursuit of social justice and equality. **Primary Risk Owner:** DVC: Engagement & Transformation	Slow pace of integration of transformation principles across the University.	9	4	30.1 Developing an intellectual culture around engagement and transformation matters. 30.2 Development of Stakeholder Engagement Framework. 30.3 Engagement Forum to review internal coherence stakeholder-community projects. 30.4 Integration of transformation principles into all planned projects of the Institutional. 30.5 Alignment of Faculty Structures with Engagement and Transformation Committee (ETC). 30.6 Develop and implement Engagement and Transformation, Evaluation and Monitoring Tool.

Risk Number	Strategic Focus Area / Enabler	Risk Event	Inherent Risk Rating	Residual Risk Rating	Future Controls / Mitigation Action Plans
31.	Improve efficiencies and value creation through digitalisation, integrated systems, agile service delivery, and modernised infrastructure. **Primary Risk Owner:** DVC: People and Operations	Possible water scarcity.	16	3	31.1 The Water Emergency Task Team continues to meet on a regular basis monitoring the water crisis in the metro and implementation of plans to ensure water supply to the University. 31.2 Finalisation of the alternative water supply projects i.e., boreholes and return effluent scheme.

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Ms Rene Van Wyk
Chairperson: Audit and Risk Committee

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Professor Sibongile Muthwa
Vice-Chancellor

CONCLUSION

The current higher education landscape calls for a considered and nuanced institutional response to complex macro-environmental trends and societal grand challenges. Nelson Mandela University remains committed to ensuring strategic continuity and consolidation at a time when the sector is under sustained fiscal pressure and confronted with ever-increasing fluidity and uncertainty.

We are humbled and honoured to have been granted the opportunity to strategically position the University as a socially embedded institution recognised for its leadership in providing life-changing educational experiences and generating cutting-edge knowledge that contribute to more socially just and sustainable futures. In line with its vision and mission, the University has been systematically increasing access to higher education for first generation students from socio-economically disadvantaged backgrounds, particularly those from schools in quintiles one to three. The University has designed and put into practice various interventions to promote inclusive student access for success.

The 2023 to 2025 Mid-Term Enrolment Plan, the Vision 2030 institutional monitoring, evaluation, reporting and learning (MERL) Framework, and recent data trends have been carefully considered in setting targets for the 2024 academic year. Although the University strives to achieve the goals in the DHET-approved 2023 to 2025 Mid-Term Enrolment Planning Review, some of the targets have been adjusted. Where trends have shown that the enrolment plan target might not be achievable, a revised target has been set in the APP 2024.

The University experienced an unexpected high increase in first-time entering students in 2022 (8 706), which resulted in a concomitant increase in the student: staff ratio from 27:1 in 2021 to 29:1 in 2022. This posed challenges for our transport systems, student accommodation and academic staff workloads. The University has set lower first-time entering undergraduate enrolment targets to ensure that the quality of learning and teaching is not adversely affected by enrolment growth. However, it is projected that undergraduate enrolments will continue to grow at 3% on average per annum for the period 2020-2024.

The higher success rates in 2020 (86%) and 2021 (84%) were a national trend, attributed to the fact that continuous assessment was widely implemented during the COVID-19 pandemic and students were given multiple opportunities to be assessed. In 2022, the success rate declined to 81% when students returned to campus. It is projected that the success rate will increase to 82% in 2023 and 83% in 2024. This is pleasing to note since this should also lead to improved throughput rates and increases in graduate outputs.

Concerning trends that will be closely monitored include the non-achievement of targets in postgraduate enrolments and graduate outputs, which are largely related to the sharp decline in international enrolments, as well as financial constraints for previously NSFAS-funded undergraduate students wishing to pursue postgraduate studies and students with historical debt. However, the University is investing significantly in improving postgraduate and international enrolments through a range of interventions, including increasing the percentage of permanent academic staff with doctoral degrees to increase postgraduate supervisory capacity and research outputs.

Financial indicators for 2022 show that the University has maintained a healthy financial position, although rising student debt needs attention, as does the mobilisation of unencumbered third-stream income. Nationally, the economy will be under significant financial pressure in the foreseeable future, with constrained fiscal resources and budget reprioritisations impacting the higher education sector. A transversal task team has been established by executive management to develop strategies to promote the future sustainability of the University. This will ensure that, in the medium- to long-term, recurrent cost structures are financed from revenue streams excluding finance income. Added to this, the University pursues responsible resource stewardship and greening strategies to enhance environmental sustainability. Various interventions are underway to reduce our carbon footprint, such as the implementation of a renewable energy strategy through solar-photovoltaic installations on campuses, strategies to reduce electricity and water usage, and reducing reprographics and waste to landfill.

This volatile landscape makes our Vision 2030 strategic intentions even more pressing as we seek to contribute to the co-creation of a more socially just and sustainable future for all. To achieve this, the University has implemented wide-ranging and multi-dimensional strategic interventions that enhance student access to life-changing educational opportunities, and increase student success, in alignment with our mission as a comprehensive university in service of society. The University continues to place our shared humanity at the centre of our decisions and actions to ensure that we are optimally positioned to navigate the unpredictability of our immediate and longer-term future as a collective. This will stand us in good stead to meaningfully contribute towards promoting the public good and creating a better world for all.