THE FUNDING FRAMEWORK

Methodology and User Guides

1

Assessment of the MTPBs

30 September 2015

CONTENTS

1. INTRODUCTION

The funding framework is part of the national planning process for higher education. The funding framework is the tool that is used to estimate the resources to be allocated to each public higher education institution on a transparent and objective basis.

The annual planning process is part of the planning and budget cycle of the Ministry of Education.

The funding framework is to be used within the annual ceilings provided by the Ministry of Finance. The funding of public higher education institutions does not call for additional funds from Government over and above the allocation from Ministry of Finance.

The Budgeting process is based on databases provided annually by public HEIs. The starting point of this process is the assessment of the data and its uploading into the HEMIS. The second step is the discussion and the assessment of the Medium Term Plan and Budget (MTPB) of the public HEIs. This assessment is made with reference to objectives at national level and the recommendations to the Minister of Education, and should be made based on the following criteria:

- priority against national objectives assigned to the higher education sector; and
- the resource envelope assigned to the sector.

Therefore, the public higher education sector and its future expansion can be monitored against targets agreed to by the Ministry of Higher Education Training and Innovation, and the public higher education institutions.

The budget for year T is usually determined in the budget allocation planning process which takes place in year T-1, when the final student enrolment numbers, graduation numbers and research outputs for year T-1 are not yet available. It is proposed that the information used for all the elements of the FF be based on information from year T-2.

The budgeting process starts when Each HEI transmits to the NCHE:

- the Development Plan for the year T; and
- the necessary databases.

These databases consists of:

- The Subjects Database for Year T-2.
- The Students Database for year T-3 and T-2; and
- The Data for Performance Funds for year T-2 ;

One of the main parameters that affects the Estimation of the Total costs for year T, is the expected number of students for that year. That number is an outcome of the MTPB and must be agreed upon by the FF/HEMIS Committee, after discussions between the Secretariat and the HEI.

Higher Education Institutions are free to develop their qualifications and are allowed to increase student intake in certain fields without the explicit approval of the Minister of Education. However, the public funding is limited to the courses/programmes that are approved by the Minister of Higher Education, Technology and Innovation. This approval is based on the MTPB presented by each HEI.

This Document focuses on the methodology and the guidelines for the assessment of the MTPB. The first section presents the content of the MTPB, the second section the methodology and guidelines, and the last one provides a template of the report on the MTPB which is presented at a first stage to the FF/HEMIS Committee.[1]

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[1] Due to the fact that Investments are dependent upon the Development perspectives the assessment of the Investment Proposal that comes in the last section of the MTPB will be part of the Budget Proposal.

2. THE MTPB TEMPLATE

The main content of the MTPB shall include the following sections:

2.1 Environmental Scan and Challenges
2.2 Summary of the Annual Report.
2.3 Summary of the Strategic Plan.
2.4 Development Perspectives.

2.1 ENVIRONMENTAL SCAN AND CHALLENGES

The MTPB constitutes a real planning exercise for the HEI. Any planning process is built on two main bases: the environment in which the institution evolves and the situation of the institution itself.

The first section of the MTPB deals with the Environmental Scan Challenges. This section is to analyse the economic and social situation in all its dimensions, particularly all those that may have an impact on the development and guidance of higher education. So, attention must be paid to the following aspects:

- The evolution and perspectives of lower educational levels especially the Secondary which is the main provider of candidates for Higher Education. The quantity and the quality of the output of the secondary is an important determinant of the future of the HE system.

- The macroeconomic outlook: the prospective growth, the human capital being one of the most important determinants of the latter.

- The evolution of the labor market, the role of universities being to respond adequately to the needs of society for high level skilled manpower.

- An analysis of the latest macroeconomic policy documents (as the NDPs, the Macroeconomic framework…) in order to provide guidance for the main orientations and targets of the HE system and the HEI itself.

The aim of this section is to provide guide to the HEIs in adapting their targets within the national priorities, to the evolution of the social and economic environment.

For the assessment of the content of this section, one must answer the following questions:

    - Is the "Environmental Scan and Challenges" analysis comprehensive and relevant?

    - The impact on HEI targets is it sufficiently assessed?

2.2 ANALYSIS OF THE ANNUAL REPORT

This section shall present and analyse the main aspects of the HEI as in the annual report and its impact on the development of the institution. In addition to the narrative report, historic data must also presented in the format below, with an explanation on what influences the evolution trend.

2.2.1 Enrolment

Based on the figures of enrolment during the last three years, this paragraph should address the main issues related to the enrolment:
- rate of growth and enrolment achievements compared to the objectives;
- enrolment and equity: evolution of the sex-ratio, regional distribution;
- relevance: enrolment by fields of learning, particularly in key human resources fields; and
- any other related issues.

2.2.2 Facilities and Equipment (Year T-2)

Present the situation and the main issues related to the available facilities and equipment and the impact of the future development of the HEI.

2.2.3 Financial Resources and Expenditures

This section reflects the financial situation of the Institution for the last three financial years. The HEI should analyse and comment about the figures i.e. :
- Are the resources sufficient?
- If not, what were the solutions adopted to ensure financial equilibrium?
- Identify proposals for solving funding issues?

Table 1.1: Financial Income and Expenditures

	Year T-4	Year T-3	Year T-2
Operational Income and Expenditures			
Income			
Government Subsidy			
Tuition Fees			
Hostel Fees			
Other Income (List)			
Expenditure			
Detailed breakdown of expenditure			
Capital Income and Expenditures			
Income			
Government Subsidy			
Other Income (List)			
Expenditure			
List			
Global Surplus /(Deficit)			

2.2.4 Human Resources (T-2)

Based on some main indicators, this paragraph should present the main issues related to the available Human Resources and the impact of the future development of the HEI. The main indicators include:

- The students/academic staff ratio;
- The percentage of academic staff for each level of qualification (Bachelor, master and Phd);
- The gender ratio…

2.2.5 Internal Performance

The internal performance relates to the examination results including the graduation. The internal performance has an impact of the financial side. A high level of repetition results in higher costs per graduate. Thus, it is necessary that the institution keeps an eye on the internal performance indicators. But improving the internal performance should not be at the expense of the quality. Specific actions to improve internal performance (As bridging programmes, and support to specific groups of students) can be undertaken and may have impact on the finance because it require specific funding.

2.2.6 Research and Scientific Production

Present the main activities of Scientific Research and the related issues and the impact of the future development of the HEI.

2.2.7 International Cooperation

Present overview of cooperation with foreign countries or institutions and organisations and the impact of the future development of the HEI.

2.2.8 Cooperation with Industry (Professional bodies, Companies …)

Present overview of cooperation with local Industry (Professional bodies, Companies…) and the impact of the future development of the HEI.

2.3 THE STRATEGIC ORIENTATIONS

2.3.1 Strategic Goals/Objectives

Identifying an organization's aspirations in tangible, achievable, and measurable terms.

2.3.2 Targets

Presenting main targets for the objectives under MTEF period.

2.4 DEVELOPMENT PERSPECTIVES

Proposition of a development plan for the institution to improve its performance and achieve its strategic goals. It should present in particular, but not exclusively:

- Programmes to be developed
- Expected evolution of enrolment

2.4.1 Programmes to be developed

Table 1.2: Qualifications Development Chart

YEAR		T	T+1	T+2
CERTIFICATES				
	Certificate	+	=	x
DIPLOMAS				
BACHELOR'S DEGREES				
PROFESSIONAL DEGREES				
HONOUR'S DEGREES				
MASTER'S DEGREES				
DOCTORATE DEGREES				
TOTAL				

+ represent new programmes   = represents ongoing programmes   x represents discontinued programmes

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2.4.2 Expected evolution of enrolment

Table 1.3: Qualifications Chart and expected number of students

| | Field of Learning | Estimated Number of Students | | | | | | | | | |
| | | Full/Part Time Students | | | | | Distance Students | | | | |
		T-1 Estimate	T	T+1	T+2	TOTAL	T-1 Estimate	T	T+1	T+2	TOTAL
CERTIFICATES											
DIPLOMAS											
BACHELOR'S											
PROFESSIONAL											
HONOUR'S											
MASTER'S											
DOCTORATE											
TOTAL											

2.5 PLANNED INVESTMENTS

Proposition and estimation of the investment needs.

Table 1.4: New Facilities by Space Use Category

Campus	Faculty	Department	Space Use Category	Quantity	Total Assigned Square Meters
New Facilities					
			Classroom Facilities		
			Class/Open Laboratory Facilities		
			Research/ Non-class Laboratory Facilities		
			Office Facilities		
			Study Facilities		
			Special Use, General Use & Supporting Facilities		
			Health Care Facilities		
			Residential Facilities		
Total					

Table 1.5: Facility Upgrading by Space Use Category

Campus	Faculty	Department	Space Use Category (*)	Type of upgrade/ New Space Use Category (*)	Quantity	Total Assigned Square Meters
Facility Upgrading						

(*) Type the code of the Space Use Category:
- 1   Classroom Facilities
- 2   Class/Open Laboratory Facilities
- 3   Research/ Non-class Laboratory Facilities
- 4   Office Facilities
- 5   Study Facilities
- 6   Special Use, General Use & Supporting Facilities
- 7   Health Care Facilities
- 8   Residential Facilities

Table 1.6: Summary of Investments

New/Ongoing	Campus	Faculty/School	Department	Project Number	Project	Estimated Total cost	Estimated costs per Year of implementation				Source of Funds
							T-1	T	T+1	T+2	
New	Windhoek	Med	Dentist	2016/01	Classrooms extension						
			Library								

Table 1.7: Summary of Investments

New/	Campus	Faculty/School	Depart.	Project Number	Project	Estimated Total	Estimated costs per Year of implementation				Source of
							T-1	T	T+1	T+2	

3.1 ENVIRONMENTAL SCAN AND CHALLENGES

The MTPB constitutes a real planning exercise for the HEI. Any planning process is built on two main bases: The environment in which the institution evolves and the situation of the institution itself.

The first section of the MTPB deals with the Environmental Scan Challenges. This section is to analyse the economic and social situation in all its dimensions, particularly all those that may have an impact on the development and guidance of higher education. So, attention must be paid to the following aspects:

- The evolution and perspectives of lower educational levels especially the Secondary which is the main provider of candidates for Higher Education. The quantity and the quality of the output of the secondary is an important determinant of the future of the HE system.

- The macroeconomic outlook: the prospective growth, the human capital being one of the most important determinants of the latter.

- The evolution of the labor market, the role of universities being to respond adequately to the needs of society for high level skilled manpower.

- An analysis of the latest macroeconomic policy documents (as the NDPs, the Macroeconomic framework…) in order to provide guidance for the main orientations and targets of the HE system and the HEI itself.

The aim of this section is to provide guide to the HEIs in adapting their targets within the national priorities, to the evolution of the social and economic environment.

For the assessment of the content of this section, one must answer the following questions:

- Is the "Environmental Scan and Challenges" analysis comprehensive and relevant?
- The impact on HEI targets is it sufficiently assessed?

3.2 ANALYSIS OF THE ANNUAL REPORT OF THE HEI

Based on main data on enrolment, staff, internal efficiency… This section constitutes a kind of SWOT Analysis for the Institution. As this may provide background for the justification of the level of funding, the evolution of the enrolment must be related to:

- The evolution of the human resources of the Institution;
- The evolution of the expenditures;
- The financial resources : Total Income, Government subsidy and tuition fees;

This section will also provide the data for calculation of some key ratios related to staffing: Students per Staff (both for academic and non- academic), Qualification of academic staff (% of each qualification level of lecturers and non-academic staff)… This can help to assess potential demands for more resources in order to improve the quality of the staffing.

The analysis of the internal performances (examinations results) is also important for funding issues. Internal performance affects directly the costs. High levels of repetition and dropout translate in higher costs per graduate both for the student and the Institution. On another side, specific actions that can improve internal efficiency and reduce costs per graduate (like bridging programs in STEM) can be justified and funded.

The funding of Research is a complex issue that exceeds the purpose of the FF. Many public statements and policy papers refer to basic research as the grounding for leading edge knowledge generation and view the universities and public research organisations as the key providers.

Even if the line between what is called "Basic" and "Applied" research is becoming so blurred. The funding of Applied and dedicated Research requires specific mechanisms and resources.[2]

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[2]Established in terms of section 4 of Research Science and Technology Act, 2004 (Act no 23 of 2004), the National Commission on Research Science and Technology (NCRST) is, in

The FF caters, in principle, for Basic Research through the funding of research at the levels of Masters and Doctorates, a specific weighting is given to credits at these levels. However, additional and specific funding can be justified essentially within capital funding when necessary.

Finally, International Cooperation and Cooperation with Industry are to be highly encouraged. Financially, on one side they generate additional costs. On another side they can be source of funding of some specific (operational or capital) expenditures that must be taken in account.

For the assessment of the content of this section, one must answer the following questions:

- Is the evolution of the enrolment in conformity with the former engagements of the HEI as stated in the past MTPBs?
- is the evolution of resources consistent with the evolution of enrolment?
- Is the level and the quality of the staffing consistent with the evolution of enrolment?
- What specific actions can be undertaken to improve internal efficiency without harming quality?

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principle and as indicated in its founding Act, the Funding Structure for Applied and dedicated Research.. Its objectives as outlined in section 2 of the Act are:

- to ensure the co-ordination, monitoring and supervision of research, science and technology in Namibia;
- to promote and develop research, science and technology in Namibia;
- to promote common ground in research, scientific and technological thinking across all disciplines, including the physical, mathematical and life sciences, as well as human, social and economic sciences;
- to encourage and promote innovative and independent thinking and the optimum development of intellectual capacity of people in research, science and technology;
- to ensure dedicated, prioritised and systematic funding for research, science and technology application and development in Namibia;
- to promote linkages between Namibia and international institutions and bodies on the development of research, science and technology.

- What can be the consequences of all the above analysis on the funding?

3.3 STRATEGIC ORIENTATIONS, GOALS/OBJECTIVES OF THE HEI

The strategic directions of HEI must be defined in the context of, and consistent with the strategic direction of the sector.

Strategic orientations, goals and targets are the reference that is used to assess the development perspectives.

For the assessment of the content of this section, one must answer the following questions:

- Do the Strategic orientations of the Institution conform to those of the Sector?
- Do the goals and targets translate these orientations?

3.4 DEVELOPMENT PERSPECTIVES

The Development perspectives are the main input for the budgeting process. They constitute concrete orientations of the HEI on the training side to improve its performance and achieve its strategic goals. It presents:
- The Programmes to be developed;
- The Expected evolution of enrolment for each programme.

The following table (As example) provides all the qualifications and indicates those that will be newly introduced and the ones that will be phased out during the MTEF period. It is necessary to check if this evolution is the translation of the strategic orientations of the HEI.

Table 2.1: Expected Evolution of Qualifications

Qualification	Field of Learning	Qualification name	NQF Level	Year		
				T	T+1	T+2
Certificate		CERTIFICATE IN ACCOUNTING AND AUDITING	5	=	=	=
		CERTIFICATE IN HIV/AIDS COUNSELLLING	5	=	=	=

Qualification	Field of Learning	Qualification name	NQF Level	Year		
				T	T+1	T+2
		CERTIFICATE IN MANAGEMENT AND TAXATION	5	=	=	=
		POST GRADUATE CERT. PHARMACOTHERAPY	7	=	=	=
Diploma		EXECUTIVE DIPLOMA FOR NEW MANAGERS	5		+	=
		EXECUTIVE DIPLOMA IN PROJECT MANAGEMENT	5	+	=	=
		EXECUTIVE DIPLOMA FOR MIDDLE MANAGERS	6		+	=
		HIGHER DIPLOMA IN MEDIA STUDIES	6		+	=
		FURTHER DIPLOMA IN MEDIA STUDIES	6		+	=
		HIGHER DIPLOMA IN RECORDS AND ARCHIVES	6		+	=
		FURTHER DIPLOMA IN RECORDS AND ARCHIVES	6		+	=
Professional degree		BACHELOR OF ORAL HEALTH AND DENTAL SURGERY	8		+	=
		BACHELOR OF OCCUPATIONAL THERAPY	8		+	=
		BACHELOR OF PHYSIOTHERAPY	8			+
		B ED (HONS) ACCOUNTING & BUSINESS	8	=	=	=
		B ED (HONS) ARTS AND AFRIKAANS	8	=	=	=
		BACHELOR OF PHARMACY (HONOURS) (BPHARM)	8	=	=	=
		BACHELOR OF VETERINARY MEDICINE	8	=	=	=
		BSC ENVIRONMENTAL BIOLOGY (HONOURS)	8	=	=	=
Honour's degree		BACHELOR OF ARTS IN ENGLISH (HONS)	8	+	=	=

Qualification	Field of Learning	Qualification name	NQF Level	Year		
				T	T+1	T+2
		BACHELOR OF ARTS IN MEDIA STUDIES (HONS)	8		+	=
		BACHELOR OF ARTS IN RECORDS AND ARCHIVES	8		+	=
		BACHELOR OF ARTS IN LIBRARY AND INFORMATION SCIENCE	8		+	=
		BACHELOR OF SCIENCE IN PUBLIC HEALTH	8		+	=
Masters		MASTER OF ARTS IN DEVELOPMENT STUDIES	9		+	=
		MASTER OF PHARMACY	9	+	=	=
		MA IN SECURITY & STRATEGIC STUDIES	9	=	=	=
		MASTER OF ARTS	9	=	=	=
Doctorate		DOCTOR OF BUSINESS ADMINISTRATION	10	=	=	=
		DOCTOR OF NURSING SCIENCE	10	=	=	=
		DOCTOR OF PHIL IN ED (SCHOOL GUID & COUN	10	=	=	=
		DOCTOR OF PHIL IN EDUC (CURR,INSTR & ASS	10	=	=	=
		DOCTOR OF PHIL IN EDUC (INCLUSIVE EDUC)	10	=	=	=
		DOCTOR OF PHIL IN EDUCATION (MATHS EDUC)	10	=	=	=

+ represent new programmes   **=** represents ongoing programmes   **x** represents discontinued programmes

From the table 2.1, one can build synthetic information[3] that is used to assess if the evolution of the Qualifications is in adequacy with:

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[3] Technically, the table 2.1 is put on Excel and all columns are codified (Qualification Type, Field of Learning, Continuing codified 1, New codified 2 and discontinued codified 3). The Database properties of Excel allow to build the table 2.2 using Pivotal table functionality.

- The mission of the HEI;
- The strategic orientations, objectives and goals of the HEI;
- The National priorities.

This synthetic information is presented in the tables below.

Table 2.2 : Evolution of the Number of Qualifications by Field of Learning

YEAR	T			T+1			T+2			TOTAL		
Filed of Learning	**Continuing**	**New**	**Total**	**Continuing**	**New**	**Total**	**Continuing**	**New**	**Total**	**Continuing**	**New**	**Total**
1. Agriculture and Nature Conservation	20	0	20	20	0	20	20	0	20	60	0	60
2.Business, Commerce and Management Studies	31	1	32	32	3	35	35	0	35	98	4	102
3.Communication Studies and Language	21	1	22	22	6	28	28	0	28	71	7	78
4.Culture and the Arts	15	0	15	15	2	17	17	0	17	47	2	49
5.Education, Training and Development	84	0	84	84	0	84	84	0	84	252	0	252
6.Manufacturing, Engineering and Technology	13	0	13	13	0	13	13	0	13	39	0	39
7.Human and Social Studies	27	0	27	27	2	29	29	0	29	83	2	85
8.Law, Military Science and Security	16	0	16	16	1	17	17	0	17	49	1	50
9.Health Sciences and Social Services	21	4	25	25	4	29	29	1	30	75	9	84
10. Physical, Mathematical and Computer Sciences	62	0	62	62	0	62	62	0	62	186	0	186
11. Physical Planning and Construction	3	0	3	3	0	3	3	0	3	9	0	9
Total	313	6	319	319	18	337	337	1	338	969	25	994

For purpose of analysis, this table indicates in what specific fields of learning the new creations will occur and whether this evolution translates the goals of the Institution.

Table 2.3: Evolution of the Number of Qualifications by NQF Level

YEAR	T			T+1			T+2			Total		
NQF Level	Continuing	New	Total	Continuing	New	Total	Continuing	New	Total	Continuing	New	Total
5	30	1	31	31	1	32	32	0	32	93	2	95
6	20	0	20	20	8	28	28	0	28	68	8	76
7	17	0	17	17	1	18	18	0	18	52	1	53
8	201	4	205	205	7	212	212	1	213	618	12	630
9	44	1	45	45	1	46	46	0	46	135	2	137
10	22	0	22	22	0	22	22	0	22	66	0	66
Total	**334**	**6**	**340**	**340**	**18**	**358**	**358**	**1**	**359**	**1032**	**25**	**1057**

For purpose of analysis, this table indicates at what NQF levels the new creations will occur and whether this evolution translates the goals of the Institution.

Table 2.4: Evolution of the Number of Qualifications by NQF Qualification Type

YEAR	T			T+1			T+2			TOTAL		
NQF Qualification Type	Continuing	New	Total	Continuing	New	Total	Continuing	New	Total	Continuing	New	Total
Certificate	5	0	5	5	0	5	5	0	5	0		
Diploma	49	4	53	53	11	64	64	0	64	15		
B degree	80	1	81	81	4	85	85	0	85	5		
Honours												
Professional degree	102	0	102	102	2	104	104	1	105	3		
Masters	44	1	45	45	1	46	46	0	46	2		
Doctorate	22	0	22	22	0	22	22	0	22	0		
Research proposal	21	0	21	21	0	21	21	0	21	0		
Other	11	0	11	11	0	11	11	0	11	0		
Total	334	6	340	340	18	358	358	1	359	25		

For purpose of analysis, this table indicates in what specific NQF Qualifications Types the new qualifications will occur and whether this evolution translates the goals of the Institution.

The number of qualifications is not sufficient indicator. It is important to look to the evolution of the enrolment. This evolution is provided by the MTPB (Table below).
The table 2.5(as example) gives the evolution of the enrolment of each single qualification. It is necessary to check if this evolution is the translation of the strategic orientations of the HEI.

Table 2.5: Actual and expected Evolution of the Enrolment

Qualification Type	Qualification name	FOL	NQF Level	Fulltime/Part-time				Distance			
				T-1 Estimate	T	T+1	T+2	T-1 Estimate	T	T+1	T+2
1. Certificate	CERTIFICATE IN ACCOUNTING AND AUDITING	2	5	98	105	112	120	171	183	196	209
	CERTIFICATE IN MID-LEVEL MANAGEMENT	2	5					10	11	11	12
	POST GRADUATE CERT. PHARMACOTHERAPY	9	7	16	17	18	20				
2. Diploma	EXECUTIVE DIPLOMA FOR NEW MANAGERS	2	5			35	41				
	DIPLOMA IN BUSINESS ADMINISTRATION	2	5	152	163	174	186				
	DIPLOMA IN COMPUTER SCIENCE	10	5	119	127	136	146				
	DIPLOMA IN DRAMA	4	5	5	5	6	6				
	DIPLOMA IN HIV/AIDS MANAGEMENT & COUNSEL	9	5					243	260	278	298
3. Bachelor Degree											
4. Professional degree	BACHELOR OF ORAL HEALTH AND DENTAL SURGERY	9	8			30	35				
	BACHELOR OF OCCUPATIONAL THERAPY	9	8			30	35				
	BACHELOR OF PHYSIOTHERAPY	9	8				30				

Qualification Type	Qualification name	FOL	NQF Level	Fulltime/Part-time				Distance			
				T-1 Estimate	T	T+1	T+2	T-1 Estimate	T	T+1	T+2
5. Honour's degree	BACHELOR OF ARTS IN ENGLISH (HONS)	3	8		25	29	34				
	BACHELOR OF ARTS IN MEDIA STUDIES (HONS)	3	8			25	29				
	BSC STATISTICS/ ECONOMICS (HONS)	10	8	5	5	6	6				
6. Masters	MASTER OF ARTS IN DEVELOPMENT STUDIES	7	9			10	12				
	MASTER OF PHARMACY	9	9		10	12	14				
	MA IN SECURITY & STRATEGIC STUDIES	8	9	11	12	13	13				
7.Doctorate	DOCTOR OF BUSINESS ADMINISTRATION	2	10	20	21	23	25				
	DOCTOR OF NURSING SCIENCE	9	10	3	3	3	4				
	DOCTOR OF PHIL IN ED (SCHOOL GUID & COUN	5	10	2	2	2	2				
	…	…	…	…	…	…	…	…	…	…	…
TOTAL				17063	18245	20294	21825	3949	4212	4506	4822

From the table 2.5, one can build synthetic information that is used to assess if the evolution of the Qualifications is in adequacy with:
- The mission of the HEI;
- The strategic orientations, objectives and goals of the HEI;
- The National priorities.

This synthetic information is presented in the tables 2.6 and 2.7 below.

Table 2.6. Actual and Expected Evolution of the Enrolment by Field of Learning

Field of Learning	Enrolment				% By FoL			
	2015	2016	2017	2018	2015	2016	2017	2018
1. Agriculture and Nature Conservation	822	878	939	1007	4.0%	4.0%	3.9%	3.8%
2.Business, Commerce and Management Studies	5268	5673	6173	6624	25.6%	25.7%	25.4%	25.3%
3.Communication Studies and Language	390	443	749	830	1.9%	2.0%	3.1%	3.2%
4.Culture and the Arts	1736	1859	2088	2242	8.5%	8.4%	8.6%	8.6%
5.Education, Training and Development	7148	7640	8177	8750	34.8%	34.7%	33.6%	33.4%
6.Manufacturing, Engineering and Technology	322	343	369	394	1.6%	1.6%	1.5%	1.5%
7.Human and Social Studies	328	350	386	413	1.6%	1.6%	1.6%	1.6%
8.Law, Military Science and Security	966	1035	1157	1241	4.7%	4.7%	4.8%	4.7%
9.Health Sciences and Social Services	1844	1982	2346	2568	9.0%	9.0%	9.6%	9.8%
10. Physical, Mathematical and Computer Sciences	1224	1302	1398	1501	6.0%	5.9%	5.7%	5.7%
11. Physical Planning and Construction	495	529	567	606	2.4%	2.4%	2.3%	2.3%
Total	**20543**	**22034**	**24349**	**26176**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

For purpose of analysis, this table indicates for each NQF Fields of Learning the evolution of the enrolment and whether this evolution translates the goals of the Institution.

Table 2.7. Actual and Expected Evolution of the Enrolment by Qualification Type

Qualification Type	Enrolment				% By Qualification Type			
	2015	2016	2017	2018	2015	2016	2017	2018
Certificate	563	603	644	689	2.7%	2.7%	2.6%	2.6%
Diploma	4631	4992	5934	6410	22.5%	22.7%	24.4%	24.5%
B degree	6381	6820	7436	8002	31.1%	31.0%	30.5%	30.6%
Honours								
Professional degree	8218	8811	9461	10133	40.0%	40.0%	38.9%	38.7%
Masters	663	718	778	838	3.2%	3.3%	3.2%	3.2%
Doctorate	87	90	96	104	0.4%	0.4%	0.4%	0.4%
Total	20543	22034	24349	26176	100.0%	100.0%	100.0%	100.0%

For purpose of analysis, this table indicates for each NQF Qualification Type the evolution of the enrolment and whether this evolution translates the goals of the Institution.

For the assessment of the content of this section, one must answer the following questions:

- *Do the evolution of the qualifications and the enrolment translate the goals of the institution.*
- *What modification should be introduced to the Development Perspectives to conform with funding requirements, both on the level of the qualifications and the level of the enrolment.*

This assessment must come out with an agreed expected evolution of the total enrolment for the three MTEF years, which will constitute one of the main inputs

of the Operational Budget Estimation. This evolution constitute the main recommendations to the governing bodies (FF/HEMIS Committee, EXCO, Council).

4. TEMPLATE OF THE ANALYTICAL REPORT ON THE MTPB

4.1 ANALYSIS OF THE EVOLUTION OF THE MAIN INDICATORS OF THE HEI

This section, must answer the following questions:

1. Is the evolution of the enrolment in conformity with the former engagements of the HEI as stated in the past MTPBs?

The following Table must guide this Analysis.

Table 3.1. Key indicators Gap Analysis

		T-4	T-3	T-2
Total Enrolment	Target Value in the MTPB			
	Observed value			
	Gap			
Enrolment in Key Field of Learning	Target Value in the MTPB			
	Observed value			
	Gap			
Indicator 3	Target Value in the MTPB			
	Observed value			
	Gap			

2. is the evolution of resources consistent with the evolution of enrolment? Table 3.2 gives the main indicators to help answer this question.

Table 3.2. UNAM Evolution of The MAIN Enrolment and Financial Data

	T-7	T-6	T-5	T-4	T-3	T-2	Average growth rate
Nr of Students	10,101	12,496	16,332	16,819	17,536	19,506	14.1%
Operational costs	400,082,633	447,736,000	791,308,000	863,895,000	835,482,000	1,183,723,000	24%
Subsidy	306,130,000	273,926,000	573,783,000	570,489,000	611,090,000	774,630,000	20%
Tuition fees	78,705,975	108,489,000	161,124,000	187,336,000	256,471,000	313,727,000	32%

Annual rate of Growth UNAM

	T-7	T-6	T-5	T-4	T-3	T-2
Nr of Students	21%	24%	31%	3%	4%	11%
Operational costs	20%	12%	77%	9%	-3%	42%
Subsidy	18%	-11%	109%	-1%	7%	27%
Tuition fees	42%	38%	49%	16%	37%	22%

UNAM Data per Student

	T-7	T-6	T-5	T-4	T-3	T-2	Average growth rate
Cost per Student	39608	35830	48451	51364	47644	60685	8.9%
Subsidy/student	30307	21921	35132	33919	34848	39712	5.6%
Fees/student	7792	8682	9866	11138	14625	16084	15.6%
Annual Growth rate Cost per Student		-10%	35%	6%	-7%	27%	
Annual Growth rate Subsidy/student		-28%	60%	-3%	3%	14%	
Annual Growth rate TF/Student		11%	14%	13%	31%	10%	

3. is the level and the quality of the staffing consistent with the evolution of enrolment? The main indicators are given in table 3.3. The level of the ratios can be benchmarked against international and regional levels.

Table 3.3 UNAM Staffing Data

	T-7	T-6	T-5	T-4	T-3	T-2
Number of Academic Staff						
Number of Academic Staff (Level A)						
Number of Non-academic staff						
Ratio Students/Academic Staff						
Ratio Students/Level A Academic Staff						
Ratio Students/Non-Academic Staff						

4. What specific actions can be undertaken to improve internal efficiency without harming quality?

5. What can be the consequences of all the above analysis on the funding?

4.2 ANALYSIS OF THE STRATEGIC ORIENTATIONS/ TARGETS OF THE HEI

This section must answer the following questions:

- Do the Strategic orientations of the Institution conform to those of the Sector?
- Do the goals and targets translate these orientations?

This evolution should be made over the five last years.

4.3 ANALYSIS OF THE DEVELOPMENT PERSPECTIVES

This section, must answer the following questions:

- Do the evolution of the qualifications and the enrolment translate the goals of the institution?
- What modification should be introduced to the Development Perspectives to conform with funding requirements, both on the level of the qualifications and the level of the enrolment?

This assessment must come out with an agreed expected evolution of the total enrolment for the three MTEF years, which will constitute one of the main inputs of the Operational Budget Estimation. This evolution is the main recommendations to the governing bodies (FF/HEMIS Committee, EXCO, Council).

The following tables are established and used to assess if the evolution of the Qualifications is in conformity with:
- The mission of the HEI;
- The strategic orientations, objectives and goals of the HEI;
- The National priorities.
-

Table 4.1: Evolution of the Number of Qualifications by Field of Learning

YEAR	T			T+1			T+2			TOTAL		
Filed of Learning	Continuing	New	Total	Continuing	New	Total	Continuing	New	Total	Continuing	New	Total
1. Agriculture and Nature Conservation	20	0	20	20	0	20	20	0	20	60	0	60
2.Business, Commerce and Management Studies	31	1	32	32	3	35	35	0	35	98	4	102
3.Communication Studies and Language	21	1	22	22	6	28	28	0	28	71	7	78
4.Culture and the Arts	15	0	15	15	2	17	17	0	17	47	2	49
5.Education, Training and Development	84	0	84	84	0	84	84	0	84	252	0	252
6.Manufacturing, Engineering and Technology	13	0	13	13	0	13	13	0	13	39	0	39
7.Human and Social Studies	27	0	27	27	2	29	29	0	29	83	2	85
8.Law, Military Science and Security	16	0	16	16	1	17	17	0	17	49	1	50
9.Health Sciences and Social Services	21	4	25	25	4	29	29	1	30	75	9	84
10. Physical, Mathematical and Computer Sciences	62	0	62	62	0	62	62	0	62	186	0	186
11. Physical Planning and Construction	3	0	3	3	0	3	3	0	3	9	0	9
Total	313	6	319	319	18	337	337	1	338	969	25	994

For purpose of analysis, this table indicates in what specific fields of learning the new creations will occur and whether this evolution translates the goals of the Institution.

Table 4.2: Evolution of the Number of Qualifications by NQF Level

YEAR	T			T+1			T+2			Total		
NQF Level	Continuing	New	Total	Continuing	New	Total	Continuing	New	Total	Continuing	New	Total
5	30	1	31	31	1	32	32	0	32	93	2	95
6	20	0	20	20	8	28	28	0	28	68	8	76
7	17	0	17	17	1	18	18	0	18	52	1	53
8	201	4	205	205	7	212	212	1	213	618	12	630
9	44	1	45	45	1	46	46	0	46	135	2	137
10	22	0	22	22	0	22	22	0	22	66	0	66
Total	**334**	**6**	**340**	**340**	**18**	**358**	**358**	**1**	**359**	**1032**	**25**	**1057**

For purpose of analysis, this table indicates at what NQF levels the new creations will occur and whether this evolution translates the goals of the Institution.

Table 4.3 : Evolution of the Number of Qualifications by NQF Qualification Type

YEAR	T			T+1			T+2			TOTAL		
NQF Qualification Type	Continuing	New	Total	Continuing	New	Total	Continuing	New	Total	Continuing	New	Total
Certificate	5	0	5	5	0	5	5	0	5	15	0	15
Diploma	49	4	53	53	11	64	64	0	64	166	15	181
B degree	80	1	81	81	4	85	85	0	85	246	5	251
Honours										0	0	0
Professional degree	102	0	102	102	2	104	104	1	105	308	3	311
Masters	44	1	45	45	1	46	46	0	46	135	2	137
Doctorate	22	0	22	22	0	22	22	0	22	66	0	66
Research proposal	21	0	21	21	0	21	21	0	21	63	0	63
Other	11	0	11	11	0	11	11	0	11	33	0	33
Total	**334**	**6**	**340**	**340**	**18**	**358**	**358**	**1**	**359**	**1032**	**25**	**1057**

Table 4.4: Actual and Expected Evolution of the Enrolment by Field of Learning

Field of Learning	Enrolment				% By FoL			
	2015	2016	2017	2018	2015	2016	2017	2018
1. Agriculture and Nature Conservation	822	878	939	1007	4.0%	4.0%	3.9%	3.8%
2.Business, Commerce and Management Studies	5268	5673	6173	6624	25.6%	25.7%	25.4%	25.3%
3.Communication Studies and Language	390	443	749	830	1.9%	2.0%	3.1%	3.2%
4.Culture and the Arts	1736	1859	2088	2242	8.5%	8.4%	8.6%	8.6%
5.Education, Training and Development	7148	7640	8177	8750	34.8%	34.7%	33.6%	33.4%
6.Manufacturing, Engineering and Technology	322	343	369	394	1.6%	1.6%	1.5%	1.5%
7.Human and Social Studies	328	350	386	413	1.6%	1.6%	1.6%	1.6%
8.Law, Military Science and Security	966	1035	1157	1241	4.7%	4.7%	4.8%	4.7%
9.Health Sciences and Social Services	1844	1982	2346	2568	9.0%	9.0%	9.6%	9.8%
10. Physical, Mathematical and Computer Sciences	1224	1302	1398	1501	6.0%	5.9%	5.7%	5.7%
11. Physical Planning and Construction	495	529	567	606	2.4%	2.4%	2.3%	2.3%
Total	**20543**	**22034**	**24349**	**26176**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

For purpose of analysis, this table indicates for each NQF Fields of Learning the evolution of the enrolment and whether this evolution translates the goals of the Institution.

Table 4.5. Actual and Expected Evolution of the Enrolment by Qualification Type

Qualification Type	Enrolment				% By Qualification Type			
	2015	2016	2017	2018	2015	2016	2017	2018
Certificate	563	603	644	689	2.7%	2.7%	2.6%	2.6%
Diploma	4631	4992	5934	6410	22.5%	22.7%	24.4%	24.5%
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Masters	663	718	778	838	3.2%	3.3%	3.2%	3.2%
Doctorate	87	90	96	104	0.4%	0.4%	0.4%	0.4%
Total	20543	22034	24349	26176	100.0%	100.0%	100.0%	100.0%

4.4 DEVELOPMENT PROPOSAL

This Section must come with modifications that should be introduced to the Development Perspectives. The modified DP are synthesized within a table indicating the evolution of the main indicators (Starting with the Total enrolment) during the MTEF period.

Table 3.9. Key indicators Target Values

	Target Values		
	T	T+1	T+2
Total Enrolment			
Enrolment in Key Field of Learning			
Indicator 3			
Indicator 4			

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