



higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

ENROLMENT PLANNING

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OUTLINE

- Strategic Priorities for the DHET from the outcomes adopted by Cabinet
- National Enrolment Planning perspective
- Possibilities for growth and efficiency as proposed by institutions
- Ministerial priority areas

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STRATEGIC PRIORITIES FOR THE DHET FROM THE OUTCOMES ADOPTED BY CABINET

OUTCOME 5:
A SKILLED AND CAPABLE WORKFORCE TO SUPPORT AN INCLUSIVE GROWTH PATH

OUTPUT 4:
Increase access to high level occupationally-directed programmes in needed areas

OUTPUT 5:
Increase Research, Development and Innovation in human capital for a growing knowledge economy

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GUIDELINES FOR THE PLANNING

Planning of universities forms part of the broader planning within a single post-school system

Focused enrolment and output planning with each institution. Monitoring institutional inefficiencies and strengthen steering mechanism to address these. Identify blockages in the system

Identify possibilities to increase access and participation rates in the university sector within the constraints of available funding and institutional capacity (PQM, infrastructure, staff profile)

Focus remains on improving success rates and graduate output

Differentiated growth targets in line with the institutional capacity and additional resources will be determined

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DISTANCE EDUCATION POLICY

- The policy for the provision of distance education in South African universities in the context of an integrated Post School system was approved by the Minister of Higher Education and Training on the 27th June 2014 (Government Gazette No 37811; 7 July 2014).
- The purpose of the policy is to resolve areas of uncertainty and to provide strong support for the progressive development of South African distance education as an indispensable and integral component of the post school sector.
- The policy focuses primarily on university education.
- While the DHET will require provision based on open learning principles (Section 7 of the White paper for Post-school Education and Training), the focus of this policy is on distance education provision.

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DISTANCE EDUCATION POLICY – POLICY CONTEXT

- Importance of distance education in the university sub-system
 - It has provided extensive opportunity to students who were unable, or wished not, to participate in campus-based and fixed time study, including provision of access for those who experience a range of barriers to learning.
 - It has allowed students at contact institutions to complete their studies without needing to register for a whole semester/year of additional campus-based study.
 - The further development of distance provision needs to be guided with the broad goals of policy such as ongoing transformation of university education, increasing access and success.
- Technological needs and opportunities
 - Recent years have seen extensive development in the availability and affordability of ICT in South Africa. There is now an opportunity to utilise the technology to improve the quality of distance provision,

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DISTANCE EDUCATION POLICY – POLICY CONTEXT

- Technological needs and opportunities

particularly with regard to increasing student engagement and for communication with and support of remote students in particular and to prepare graduates for meaningful participation in the digital world.
- Need for further expansion
 - Given the growing demand for university education, it seems logical to expand distance education provision in an orderly manner in which access and quality issues are at the forefront.
 - The move into distance provision should be a strategic one with appropriate planning and resourcing and not a process of drifting into such provision due to pressures, such as the increasing use of ICTs, in ways that do not provided adequate attention to important quality issues.

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HEMIS DEFINITIONS

• COURSE DELIVERY MODE

The mode of a course describes the method of delivery of teaching/learning:

- **Contact mode:** The course involves personal interaction with institutional teachers or institutional supervisors, through lectures, tutorials, seminars, practicals, supervision, or other forms of required work, and occurs at the institution's premises or a site of the institution.
- **Distance mode:** The interaction with institutional teachers or institutional supervisors is undertaken through "distance education" techniques (eg through the use correspondence, telematics, or the internet).
- **Mixed mode:** the interaction with institutional teachers or institutional supervisors is undertaken through a mixture of contact and distance modes.

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HEMIS DEFINITIONS

Some "distance education" courses involve a student undertaking most of his/her studies through distance mode but he/she is also required to attend intensive short sessions at an [institution's](#) site. Such courses are to be treated as "mixed mode".

Where a course involves mainly a thesis, dissertation, research project, other project or a practicum, the attendance mode relates to the mode through which the student interacts with institutional teachers or supervisors. While a student may be undertaking research work, project work or a practicum away from an institution's premises, and may be given guidance by a person other than his/her institutional teachers or supervisors, this does not in itself mean that the course is being undertaken by distance mode.

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HEMIS REPORTING

- HEMIS has NEVER said that if an institution is offering 50% or more of contact tuition then for reporting this will be reported as contact mode and if less than 50% then report as distance mode.
- Going forward there are concerns over universities getting accreditation for contact mode of tuition in foreign countries. For HEMIS reporting and funding this would be distance mode of tuition as it is not on the university's campus.
- The new revised funding framework gazette will have to address these issues of concern and this will then enable HEMIS to guide the universities in the way they report.

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NEW ENROLMENT PLANNING CYCLE

- The new enrolment planning cycle for the 2020 to 2025 academic year has commenced.
- The tables have been sent to all institutions with a covering letter indicating the process for this new cycle.
- Plans (narrative and tables) are to be submitted to the Department by the end of September.
- The Department will consolidate the tables from all institutions analyse the consolidated data and engage with the narrative provided.

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NEW ENROLMENT PLANNING CYCLE

- In November a workshop will be held with all the universities to discuss and engage on the national plan, national initiatives, issues within the sector.
- Thereafter the Department will hold engagements with each university on their individual plan. Probably meet two institutions a day, one in the morning and one in the afternoon.
- Universities will then be given a chance to revise their initial enrolment plans and these will need to be submitted to the Department at the end of February 2019. The date will have to be determined according to the Council sittings.

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NEW ENROLMENT PLANNING CYCLE

- The Department will then finalise a consolidated table and may need further engagements with specific universities if there are particular issues that need to be addressed.
- Once the consolidated tables have been finalized, teaching input units calculated a new Ministerial enrolment planning statement will be prepared for submission to the Minister.
- The process is expected to be finalized in July 2019 thereby providing sufficient time for the universities to have their approved numbers before the start of the 2020 academic year.

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NEW ENROLMENT PLANNING CYCLE

- Changes implemented to the enrolment planning tables.
- The fte tables have been amended to include the level.
- The fte tables have been removed from the scarce skills tables
- The foundation provision table includes first time entering students and all the programmes have been removed. Universities must update with all their approved programmes and should also include future possible programmes.

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NEW ENROLMENT PLANNING CYCLE

Universities must stay within 2% of their approved targets.

DHET signalled that in the Ministerial statement on university funding that in 2018 they would be looking at the over-enrolment but specifically at the intake of the first time entering.

Still looking at a methodology for this penalisation. Possibly starting at 5% over enrolment.

Under-enrolment will also be penalised as has been the case over the last few years. Starting from 5% now down to 2% under-enrolment

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COMMUNIQUÉ TO VCS

In December 2017 a communiqué was sent to all Vice Chancellors and TVET college principals in regards to the former President's announcement in response to the Heher Commission of Inquiry.

The response covered the funding of universities and university students, and TVET colleges and TVET college students.

The Minister of finance confirmed the funding in his budget vote statement in February 2018.

Sustainability of the new funding arrangements is important. Allocations will be based on agreed enrolment targets.

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COMMUNIQUÉ TO VCS

It was signalled in this communiqué that institutions will be required to manage their enrolments in line with funded targets to ensure the delivery of quality university education, and long-term sustainability.

The communiqué signalled to the universities the policy decisions and the implementation of the new funding arrangements in Section A for universities.

The communiqué specifically stated that there were 208 000 places available for 2018. These numbers were agreed to in the 2014-2015 enrolment plan between the universities and the Minister. Funding was calculated on these numbers. **All universities must ensure that they manage FTEN enrolments in terms of their agreed upon targets.**

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COMMUNIQUÉ TO VCS

The new policy decision by Government is being phased in over the five year Medium Term Strategic Framework (MTEF) from 2018/19 to 2022/23. Each year the funding arrangements will include students funded in the 2018 academic year on the new programme and the new FTEN students coming into the university system in subsequent years, one year at a time.

Students already in the system and funded through NSFAS under current criteria will continue to be funded.

Students who had not applied to institutions and looking for space in PSET system should not go to the institutions but rather contact CACH for assistance. All institutions were requested to refer students to CACH.

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FREQUENTLY ASKED QUESTIONS

- In addition to the communiqué a document titled frequently asked questions was also released.
- It covered various aspects of the bursary scheme as well as conditions.
- In addition it asked the question **What is a first time entrant (FTEN) into the university system?** Was clarified. – A FTEN is a person who has never been registered at any university in the system before, and is entering the university at an undergraduate level for the first time and for their first undergraduate qualification.

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FREQUENTLY ASKED QUESTIONS

- There is no age restriction on being an FTEN student. Anyone with the required academic background who is admitted to study in a public higher education institution and meets the criteria for financial assistance will receive funding.
- Note that a firm offer of a place to study, which requires an application to a public university, is a critical prior condition for qualifying for funding. Only students with firm offers can be considered for bursaries.

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