

Annual Performance Plan for the fiscal year 2022/23



10 Brodie Road, House Vincent, 2nd Floor, Wynberg, Cape Town, 7700 | Private Bag X1, Plumstead, Cape Town,
7800

Tel No.: 0800 067 327 | 021 763 3200 | Email: info@nsfas.org.za



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Executive Authority Statement

The Medium-Term Strategic Framework 2019-2024 is the implementation plan and monitoring framework for achieving the NDP 2030 priorities for the sixth administration of government which NSFAS is aligned to. The MTSF 2019-2024 is built on three foundational pillars: a strong and inclusive economy, capable South Africans and a capable developmental state. The framework focuses on the seven priorities and related interventions of the sixth administration of government whilst the integrated monitoring framework focuses on monitoring outcomes, indicators, and targets towards the achievement of the priorities.

The National Student Financial Aid Scheme contributes to priority 3: Education, Skills and Health. The entity also adheres to the call of government to prioritise the issues of women, youth and people with disabilities as a cross cutting focus area of the developmental vision of the 6th administration. Priority is also given to integrated planning, implementation, accountability, and service delivery.

While we are moving with speed under the era of Khawuleza, the economies of the world are experiencing unprecedented challenges from COVID-19 - the Coronavirus pandemic. Lockdowns and travel bans have impacted higher education institutions across the world. The pandemic has impacted human capital, livelihoods, learning and future productivity. This pandemic has exposed the unpreparedness of many higher education institutions in Africa..." (World Economic Forum, 2020). As also noted by UNESCO, as of 30 March 2020, over 166 countries had implemented nationwide closures, impacting over 87% of world's student population, 1.52 billion students. In addition, nearly 60.2 million teachers are no longer in the classroom.

Most governments across the world resorted to a temporary closure of educational institutions to contain the spread of the virus. Students and lecturers, alike, were requested to stay at home or vacate residences and university or college accommodation. The World Economic Forum (2020) argued that these events highlight the fact that "education has experienced a significant shift" and, that leadership and managers of higher education institutions across Africa are now fully aware of the need to empower students to prepare for a future where pandemics such as COVID-19 and other disruptions might become the new norm.

SARS – Cov-2 (COVID-19) outbreak has impacted the country negatively. The National treasury projects the economic growth of 3.3% in 2021 from a low base of -7.2% in 2020. The forecast for the 2022 financial year is currently sitting at 2.2%.

Funds have been re-prioritised towards social grants and health care provision, in light of this pandemic. There have been budget cuts across government Institutions in order to accommodate Personal Protective Equipment (PPE's). Government had to extend the Academic year in Institutions of Higher Learning in response to the pandemic.

Comprehensive measures have also been implemented to avoid the slowdown on economic growth. The emphasis now is on the need to use the situation to forge the new economy in a new global reality.

The 2022/23 Annual Performance Plan of the National Student Financial Aid Scheme (NSFAS) takes into consideration the environmental and the economic challenges within which the institution is operating under and aims to address and manage the situation. This plan seeks to support, improve and strengthen the Post -School Education and Training System (PSET).

The vision of the National Student Financial Aid Scheme is to enable access to public universities and Technical and Vocational Education and Training (TVET) colleges through financial aid to students that are financially and academically eligible.

The Annual Performance Plan defines the Outcomes, Outputs, Key Performance Indicators (KPIs) and targets which will be utilised to measure performance. This document also identifies the funding required to achieve the stated outcomes.

The Annual Performance Plan sets out priorities for NSFAS in a manner that emphasizes the outcomes-orientated monitoring and evaluation approach of the Presidency and has been guided by:

- NSFAS Act (Act 56 of 1999);
- National Skills Development Strategy (NSDS) III;
- White Paper for Post-School Education and Training;
- Continuing Education and Training Act (Act 16 of 2006);
- National Development Plan;
- Mid-Term Strategic Framework; and
- Other relevant legislations, regulations, policies and the changing post-school environment in which NSFAS operates.

This Annual Performance Plan outlines a disciplined approach to supporting the ongoing transformation of NSFAS by continuing to build on the foundation that has been laid over the past years. It is based on the two strategic goals guiding the entity's strategic direction, namely:

Goal 1: An effective, efficient and transparent public entity in providing student financial aid

Goal 2: Increased access to higher education through an improved student financial aid environment to poor and working-class

In delivering the outcomes set out in this plan, NSFAS will be working with relevant stakeholders which share its dedication to providing access to higher education and training.

Dr. Bonginkosi E Nzimande, MP

 (signature)

Minister of Higher Education, Science and Innovation

Accounting Authority Statement

The education sector has experienced a significant shift” and, that leadership and managers of higher education institutions across Africa are now fully aware of the need to empower students to prepare for a future where pandemics such as COVID-19 and other disruptions might become the new norm.

A major implication of the economic impact of COVID 19 has been illustrated by the fact that NSFAS experienced a shortfall on its funding for 2021. The R35 billion budget which was allocated, was utilised to cover the extended academic year of 2020 and the department provided an additional R6.4 billion to address this shortfall. The shortfall, to a large extent was driven by the fact that NSFAS had to continue paying allowances, even though students were not on campus. This formed part of the strategy to facilitate students’ access to multimodal teaching and learning. The conditions of the overall economy at this time surely also have implications for the proportion of individuals that will be eligible for funding and thus we continue to expect even further increases in the demand for NSFAS funding

The educational programmes remain negatively impacted as a result, remote ways of learning and the workforce continue to operate remotely in an effort of containing the spread of the virus.

The National Student Financial Aid Scheme (NSFAS) activated a business continuity plan. The business continuity plan was implemented to facilitate continuous funding to students, resolution of student applications queries, processing of appeals and general assistance to institutions using virtual platforms to administer funding. NSFAS had to liaise with its internal and external stakeholders on virtual platforms.

NSFAS has established an alternative virtual contact-centre for operations to respond to the needs of our stakeholders. The public entity is fully functional and accessible through these platforms to ensure that students inquiries are attended to.

The entity continues to deliver on its mandate with the vision of providing financial aid to all eligible public University and Technical and Vocational Education and Training (TVET) college students from poor and working-class families.

The achievements of NSFAS in terms of providing loans and bursaries are remarkable and represent success in terms of Government’s redress agenda. It is also an example of best practice in promoting the access of previously disadvantaged students into higher education.

The performance of NSFAS in achieving the goal to provide access is remarkable, given the increase of loans and bursaries awarded for poor academically eligible students increasing substantially from R441 million assisting 29 176 students in the 1999 academic year to R41 billion assisting 497,123 TVET college students and 426 268 university students obtaining financial aid in 2020 academic year. The increase in the number of students funded in TVET colleges is in line with the White Paper for Post-School Education and Training, which states that the Department of Higher Education, Science and Technology (DHET) priority is to strengthen and expand the public TVET colleges.

After the fee-free education pronouncement on 16 December 2017, Government has made available significant funding to cater for students coming from the poor and the middle-class families. Government has set aside more than R80 billion for the next three years to ensure that prospective students from poor and working-class families with a combined household income of R350 000 per annum have access to higher education and training. This is a massive investment in student support and an important policy of government to support and transform the higher education and training system and society.

The Board and the Executive officer are turning the corner by steering NSFAS towards good governance in an effort of stabilising the institution and improving audit outcomes. This is evident by an improvement in NSFAS financials as per the outcomes of the Auditor General's report. This is a substantial achievement and a step in the right direction for the entity.

I am confident that the NSFAS will continue to improve and work towards a clean audit in the near future and will reposition itself to provide efficient and effective financial aid to students through the student-centred model.

Mr. Ernest Khosa



..... (signature)

Accounting Authority

Official Sign-Off

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the National Student Financial Aid Scheme under the guidance of Dr. Bonginkosi E Nzimande
- Takes into account all the relevant policies, legislation and other mandates for which National Student Financial Aid Scheme is responsible.
- Accurately reflects the Impact, Outcomes and Outputs which the National Student Financial Aid Scheme will endeavour to achieve over the period 2022/23

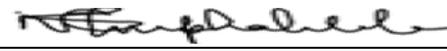
Mr. Modibedi Oliphant

Signature: 
Chief Information Officer

Ms. Sibongile Mncwabe

Signature: 
Chief Corporate Services Officer

Ms. Nthuseng Mphahlele

Signature: 
Chief Operation Officer

Mr. Masile Ramorwesi

Signature: 
Chief Financial Officer

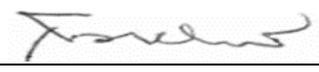
Ms. Nqwenelwa Ncede

Signature: 
Head Official responsible for Planning

Mr. Andile Nongogo

Signature: 
Executive Officer

Mr. Ernest Khosa

Signature: 
Accounting Authority

Approved by:

Dr. Bonginkosi E Nzimande

Signature: 
Executive Authority

PART A: OUR MANDATE

1. CONSTITUTIONAL MANDATE

The Constitution of the Republic of South Africa, 1996

The Bill of Rights of the Constitution of the Republic of South Africa Act (108 of 1996) states in section 29 (1) (a): “Everyone has the right...to a basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible.”

NSFAS contributes to the attainment of the rights described in section 29 by providing financial aid to students from poor and working-class families. NSFAS enables these students to access post-school education, thereby redressing the results of past racially discriminatory laws and practices. The mandate includes the recovery of student loans and raising funds for student loans and bursaries.

The core objectives of the National Student Financial Aid Scheme are based on the following constitutional mandate:

i) The Constitution of the Republic of South Africa, 1996

NSFAS was established according to the National Student Financial Aid Scheme Act (Act 56 of 1999 as amended) and incorporated TEFSA (Tertiary Education Fund of South Africa) from 1993 to 2000, TEFSA was the primary non-profit company in terms of Section 21 of the Companies Act and ceased to operate in July 2000. All existing loans on the TEFSA books were transferred to NSFAS.

The Constitution of the Republic of South Africa, (Act 108 of 1996) also establishes two key bodies that play an oversight role over NSFAS. The Portfolio Committee on Higher Education and Training is established by the rules of the National Assembly as enshrined in Section 57(2) (a). The Committee is therefore an extension of the National Assembly and derives its mandate from Parliament. The Select Committee on Education and Recreation is a Committee of the National Council of Provinces (NCOP). Functions of this committee amongst others are to monitor the financial and non-financial performance of government departments and their entities to ensure that national objectives are met.

ii) NSFAS Act 56 of 1999 as amended; is established to provide the following;

- Provide loans and bursaries to eligible students;
- Develop criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the minister of higher education and training;
- Raise funds;
- Recover loans;
- Maintain and analyse a database and undertake research for the better utilisation of financial resources;
- Advising the minister on matters relating to financial aid for students; and
- Undertaking other functions assigned to it by the NSFAS act 56 of 1999 as amended or by the Minister.

- iii) Following various Ministerial reports and task teams over the past few years, the need for the NSFAS Act to be reviewed has been recognised by the DHET. A task team was put in place to consider the critical changes to the Act that needs to be made. These changes had to be in line with key recommendations from the MTT report and the NSFAS practices, evolved over time and in response to changing needs within the sector and codified through rules produced by NSFAS.

Following the fee-free education announcement, the Minister of Higher Education and Training published regulations in the (Government Gazette Vol. 631, No. 413901) to the NSFAS Act for public comment which confirms NSFAS's mandate, in consultation with the Minister (Government Gazette Vol. 634, No. 415542) in that it may determine and revise:

- criteria for eligibility for financial aid; and
- set different eligibility criteria for different forms of financial aid.

The regulations also expand NSFAS's mandate to include:

- Entering into Public Private Partnerships (PPPs) to enable NSFAS to extend, and/or administer, and/or recover loans granted for financial aid; and
- Making payment of such amount of the loan or bursary as is not payable to the institution, to the borrower or bursar or to the approved service provider for payment to the borrower or bursar.

2. UPDATES TO THE RELEVANT LEGISLATIVE AND POLICY MANDATES

2.1 Legislative mandate

The legislations outlined below make provision for government planning, monitoring of performance, reporting and evaluation.

i) Public Service Regulations, 2016

Chapter 3 of the Public Service Regulations provides requirements for the preparation of Strategic Plans, Annual Reports and the Service Delivery Improvement Plan. Regulation 25 outlines the requirements for the development of Strategic Plans and related reporting systems. Regulation 31 makes provision for the development, tabling and submission of Annual Reports. Regulation 38 provides the requirements of Service Delivery Improvement Plans which must be informed by the Strategic Plans.

ii) The Republic of South Africa (1997) Higher Education Act, No. 101 of 1997 aims to:

- Regulate Higher Education;
- Provide for the establishment, composition and functions of a Council on Higher Education;
- Provide for the establishment, governance and funding of public higher education institutions;
- Provide for the appointment and functions of an independent assessor;

- Provide for the registration of private higher education institutions;
- Provide for quality assurance and quality promotion in higher education; and
- Provide for transitional arrangements and the repeal of certain laws; and to provide for matters connected therewith.

iii) Continuing Education and Training Act, No. 16 of 2006 aims to:

- Enable students to acquire-
 - The necessary knowledge;
 - Practical skills; and
 - Applied vocational and occupational competence; and
- Provide students with the necessary attributes required for-
 - Employment
 - Entry to a particular vocation, occupation or trade; or
 - Entry into a higher education institution.
- The Act applies to all education institutions which have been established or declared a public college or registered as a private college in terms of this Act.

iv) Public Finance Management Act 1 of 1999

As a public entity, NSFAS is also subject to the Public Finance Management Act (PFMA), Act 1 of 1999, in terms of which NSFAS is listed as a Schedule 3A public entity. The NSFAS Act specifies that the board must manage, govern and administer NSFAS. The Act requires the board to establish a five-member board executive committee and a board finance committee. NSFAS is listed as a Schedule 3A national public entity in terms of the PFMA. These entities are extensions of a department with the mandate to fulfil a specific economic or social responsibility of government. Boards of public entities have considerable fiduciary responsibility including the “reasonable protection of the assets and records of the public entity” and prevention of “any prejudice to the financial interests of the state”.

v) Treasury Regulations, 2005

The Treasury Regulations outlines the requirements for the development and submission of Strategic Plans, as well as, related quarterly performance reporting. In addition, National Treasury Note 33 of 2011 regulates the development of Strategic and Annual Performance Plans according to the framework for Strategic Plans and Annual Performance Plans.

vi) Public Audit Act, 2004 (Act 25 of 2004)

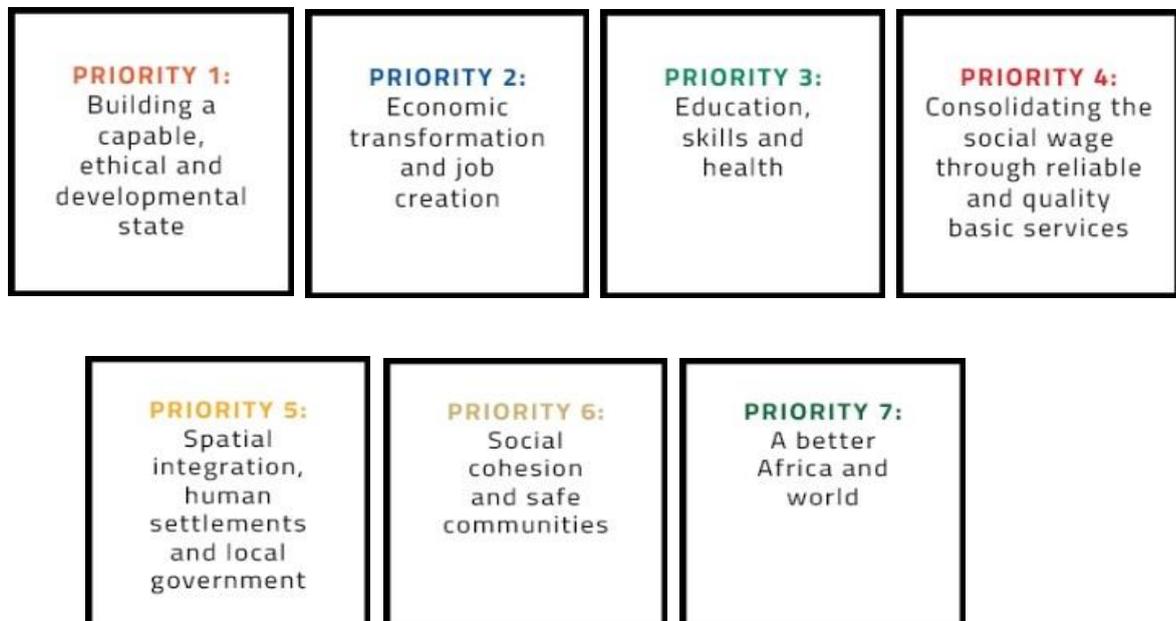
This Act assigns the supreme auditing function to the Auditor-General, which includes the auditing of the administrations of public entities. Audit reports on all entities are tabled in parliament.

vii) National Credit Act (Act 34 of 2005)

NSFAS is subject to the National Credit Act (NCA) (Act 34 of 2005), which requires all credit providers to register with the National Credit Regulator (NCR). The NCA prevails over all other legislation dealing with the provision of credit. NSFAS is registered as a credit provider under registration number NCRP 2655.

2.2 Policy Mandate

2.2.1 Government priorities as per Mid Term Strategic Framework



2.2.2 National Development Plan – 2030

Outcomes of the NDP which NSFAS directly and indirectly contributes to:

OUTCOME	DESCRIPTION	CONTRIBUTION
Outcome 5	Skilled and capable workforce to support an inclusive growth path.	Indirect contribution
Outcome 2	Further and higher education and training that allows people to fulfil their potential. An expanding higher education sector that boosts incomes and productivity and shifts South Africa towards a knowledge-based economy.	Direct contribution

The National Development Plan (NDP) - 2030 provides the policy framework within which NSFAS has developed its strategic plan. It details the challenges that the country is facing as well as the strategic choices that must be made to create a better life for all South Africans.

The NDP provides extensive detail on the nine challenges facing South Africa, amongst these and of particular importance to NSFAS is the challenge that “**The quality of school education for black people is poor**”. As a response to these challenges, the NDP aims to eliminate poverty and reduce inequality by 2030 by:

- Raising employment through faster economic growth;
- Improving the quality of education, skills development and innovation, and
- Building the capability of the state to play a developmental, transformative role.

On improving education, skills development and innovation, the NDP further provides a broad framework for student financial aid in South Africa:

(i) Funding for qualifying students

“Provide all students who qualify for the National Student Financial Aid Scheme with access to full funding through loans and bursaries to cover the costs of tuition, books, accommodation and other living expenses”.

(ii) Collections

“The National Student Financial Aid Scheme... should be recovered through arrangements with the South African Revenue Service”.

2.2.3 Policy Framework for the Government -Wide Monitoring and Evaluation System (GWME) (2005)

The Framework identifies programme performance information as one of the data terrains under pinning GWME, focusing on information that is collected by government institutions in the course of fulfilling their mandates and implementing the policies of government.

2.2.4 Framework for Managing Programme Performance Information (FMPPI) (2007)

The framework outlines the key concepts in the design and implementation of management systems to define, collect, report and use performance information in the public sector. This framework stipulates that performance information is essential to focus the attention of the public and oversight bodies on whether public institutions are delivering value for money, by comparing their performance against their budgets and service delivery plans and to alert managers to areas where corrective measures are required.

2.2.5 The Medium-Term Strategic Framework

- The Medium-Term Strategic Framework (MTSF) is Government's strategic plan for the 2020-2025 electoral term. It reflects the commitments made in the election manifesto of the governing party, including the commitment to implement the NDP. The MTSF sets out the actions Government will take and targets to be achieved. It also provides a framework for the other plans of national, provincial and local government.
- The MTSF sets targets on the achievement of the NDP goals over its 5-year period for each of the 14 outcomes. Table 1 below shows the three MTSF targets set for the DHET for which NSFAS is responsible for implementing as part of outcome 5 deliverables.

The following tables indicate the DHET MTSF targets which NSFAS is responsible for:

MTSF Outcome Priority 3; Education, Skills and Health

No	Indicator	Baseline	2020/21 Targets	2021/22 Targets	2022/23 Targets	2023/24 Targets	2024/25 Targets
1	Amount of financial Aid raised from new funders for qualifying students per year	R39.9m	—	—	—	—	—
2	Amounts of funds recovered from NSFAS debtors per academic year	R551.3m	R386.8m	R425.5m	R388.5m	R396.3m	R404.2m

Impact indicators

No	Impact Indicator	Baseline	2021/22 Targets	2022/23 Targets	2023/24 Targets	2024/25 Targets
3	Number of TVET college students receiving funding through NSFAS bursaries annually	497 123 per annum NC(V) and Report191 students awarded bursaries in the 2020 academic year	310 900 per annum qualifying NC(V) and Report191 TVET students awarded bursaries by 31 March 2020 (dependent on available funding)	517167 per annum qualifying NC(V) and Report191 TVET students awarded bursaries by 31 March 2021 (dependent on available funding)	556756 per annum qualifying NC(V) and Report191 TVET students awarded bursaries by 31 March 2022 (dependent on available funding)	571240 per annum qualifying NC(V) and Report191 TVET students awarded bursaries by 31 March 2023 (dependent on available funding)
8	Number of university students receiving funding through NSFAS bursaries annually	426 268 (2020 academic year)	427 851 eligible students obtaining financial assistance annually from 2020 academic year	431 412 eligible students obtaining financial assistance annually from 2021 academic year	439 659 eligible students obtaining financial assistance annually from 2022 academic year	450 000 eligible students obtaining financial assistance annually from 2023 academic year

3. UPDATES TO INSTITUTIONAL POLICIES AND STRATEGIES

3.1 NSFAS policies are as follows:

- DPSA - Incentive Policy Framework for employees on salary level 1-12
- DPSA - Determination on leave of absence
- DPSA - Determination on Long Service Recognition
- DPSA - Determination on working time
- NSFAS - Recruitment and Selection Policy
- NSFAS – Remuneration – Travel and Subsistence Allowance
- NSFAS – Employment of staff – Relocation Policy
- NSFAS – Employment of Staff – People with Disabilities
- NSFAS – Staff education, Training and Development Policy
- NSFAS – Employment Relations Policy
- NSFAS – Performance Management Policy
- NSFAS – Employment of Staff – Employment Equity Policy
- NSFAS – Employment of Staff – Employment Relations – Sexual Harassment Policy
- NSFAS - Employee Relations – Employee Assistance Programme Policy
- NSFAS - Employee Relations – Substance Abuse Policy
- NSFAS – Remuneration Policy
- NSFAS – Private work Policy
- NSFAS – Cellphone Allowance Policy
- NSFAS - Supply Chain Management Policy
- NSFAS – Performance Information Management
- NSFAS - Student Funding Policy
- NSFAS - Policy for the funding of students with disabilities
- DHET Bursary Rules and Guidelines for universities
- DHET Bursary Rules and Guidelines for TVETS
- NSFAS Eligibility Criteria
- N+ Rule: University
- N+ Rule: TVET

3.2 Strategies over the five-year period.

Strategic Outcome Oriented Goals	Goal 1	Goal 2
Goal Statement	An effective, efficient and transparent public entity in providing student financial aid	Increased access to higher education and improved student financial aid environment to poor and working-class
Outcomes	To implement effective, efficient and transparent processes and operations to ensure stakeholder objectives are achieved	To increase access to funding for eligible students by raising funds, maximising loan recoveries and creating a student-centred bursaries model through improved communication support for students and a central application process
Strategic objectives	Outcome 6 - Clean governance embedded in all behavior practices Outcome 7 – An optimal organisation that deploys resources efficiently	Outcome 1 - Alternative pool of funding available for eligible students Outcome 2 - A sustainable and improved systems for recoveries Outcome 3 - Fund the right student, correct amount at the right time Outcome 4 - Engaged and informed stakeholders Outcome 5 - Research and knowledge management database for improved decision making and stakeholder needs
Performance Indicator	Strategic objectives 6 - Improve and maintain financial, performance management and IT governance audit outcomes Strategic Objective 7 - A conducive fit for purpose organisation of high performance and productivity	Strategic objectives 1 - Increase in funding (Rand value) raised for financial aid for qualifying students Strategic Objective 2 – Increase the recovery rate from NSFAS debtors Strategic objectives 3. - Improve the efficiency of the application, evaluation, funding of students and payments to institutions and eligible students Strategic objectives 4 - Improve service level to customers and stakeholders through monitoring customer satisfaction and taking corrective action where necessary Strategic objectives 5 - Undertake research for the better utilisation of financial resources
	<ul style="list-style-type: none"> • Audit Opinion of the AGSA • Status level 3 for CGICTAS achieved 	<ul style="list-style-type: none"> • Amount of funds (Rand value) raised from funders • Amount of money recovered (Rand value) from NSFAS debtors

	<ul style="list-style-type: none"> • Improve level of maturity with respect to Cyber Security • Percentage of total procurement value awarded to BBB–EE compliant service providers • Percentage of approved funded positions filled per annum • Approved mentorship and coaching programme for senior managers • Percentage of women employed in management positions 	<ul style="list-style-type: none"> • Percentage of all valid applications received in each academic cycle, where provisional funding decisions are communicated to applicants within 30 days of the closing date of applications • Percentage of continuing students where provisional funding process is completed within 10 days of receipt of academic progression or academic results from Institutions or DHET • Percentage of assistive devices provided to student with disabilities within 30 days of receipt of claims. • Percentage of funded University students for which the instalments of tuition and allowances to institutions are paid on the 25th day of every second month • Percentage of TVET funded students for which the instalment of tuition and allowances (where NSFAS disburses directly to students or Institutions) are paid monthly (30 days). • Percentage of stakeholder engagement survey • Number of research reports produced each financial year • Number of Policy Advisory briefs to the Minister
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4 UPDATES TO RELEVANT COURT RULINGS

4.1 In the matter between Red Coral Investments vs NSFAS & CPUT held at Cape Town High Court: case no: 15314/15

This matter was instituted by Red Coral investments against CPUT and NSFAS in August 2015. Red Coral Investments alleged that CPUT and/or NSFAS are liable for outstanding rental payments owed to Red Coral Investments. The matter / claim was subsequently withdrawn against NSFAS along with a cost order in favour of NSFAS in respect of its legal costs. The withdrawal by Red Coral Investments brought to an end a 30-month long accommodation dispute, which ended favourably for NSFAS. NSFAS' participation in the matter was minimal as CPUT and Red Coral Investments were contesting an exception to Red Coral's particulars of claim. The matter was appealed to the Supreme Court of Appeal. The appeal focused on payment of funds to institutions versus the payment to third parties.

Ruling: The applicant withdrew the case and was ordered to pay the respondent's (NSFAS) legal costs.

4.2 In the matter between Mr Ndlovu vs NSFAS - delays in Mr. Ndlovu's confirmation of registration and funding

Mr. Ndlovu, a prison inmate, was granted an order in the South Gauteng High Court on 4 August 2016 which required NSFAS to make funding available to him. This court order was complied with and tuition was paid for the 2017 academic year. Mr. Ndlovu was however not able to access his sBux allowances and the matter / request was referred to the sBux Servicing Team. The matter was not resolved, and Mr. Ndlovu again approached the South Gauteng High Court for an order to compel NSFAS to pay the sBux allowances. NSFAS could not comply to the court order due to short notice. Mr. Ndlovu once again approached the court for a contempt of court order against NSFAS. The hearing took place on Thursday 24 August 2017, the sBux Servicing Team was able to release the allowances prior to the hearing date. Mr. Ndlovu was then required to complete a Schedule of Particulars on the NSFAS website, was made available to him by Tuesday 30 August 2017. During February 2019 the NSFAS Legal Services Unit was advised that Mr. Ndlovu, who is now a parolee, again approached the South Gauteng High Court as his NSFAS Funding Application for the 2019 Academic Year through UNISA was not captured. NSFAS advised the court the matter was between Mr. Ndlovu and UNISA.

Outcome: The matter was resolved outside of court, Mr. Ndlovu was required to complete a Schedule of Particulars on the NSFAS website, his allowances were paid.

4.3 In the matter between Mr Kent Smith vs NSFAS held at case no: 17006/18: – application in terms of the Promotion of Access to Information Act (PAIA)

NSFAS was served with an urgent High Court Application to appear in the High Court of South Africa: Western Cape Division – Cape Town on Thursday, the 8th August 2019 at 10:00am under Case No: 17006/18. The Applicant in the matter, Mr. Kent Target Smith, an adult male person brought an Application before the Court in terms of Section 82 (b) of PAIA, where NSFAS has been cited as the Third Respondent, along with the University of Stellenbosch (First Respondent) and the Legal Aid Board of South Africa (Second Respondent). Robert Charles Attorneys were appointed through the SCM process and represented NSFAS on the 8th August 2019.

Ruling: On the 17th June 2021, NSFAS was informed that the judgment by Pangarker AJ was released to all parties, and that Mr Smith's application was dismissed with costs.

4.4 In the matter between Thandolwethu Ngxola vs NSFAS and the Minister of Higher Education & Training case no. 18189 / 2019 Western Cape High Court

The Plaintiff, Mr. Thandolwethu Myboy Ngxola, who is represented by Mr. Yongama Dumezweni of Dumezweni Attorneys issued a Letter of Demand upon NSFAS (First Defendant) and the Minister of Higher Education and Training (Second Defendant), per registered mail, on the 5th August 2019, where after NSFAS was served with a Combined Summons and Particulars of Claim on Thursday, 24th October 2019. It is unclear whether the Plaintiff has any merit in his case and therefore the Legal Services Unit drafted and RFQ requesting Legal Representation to respond to the claims by drafting and serving upon the Plaintiff within the prescribed 20 (twenty) court days with the Notice of Intention to Defend and Plea / Exception. From the papers it appears that the Plaintiff, a former UWC Graduate, is claiming “ownership” and therefore intellectual property rights for the idea of using the various banking institutions in South Africa to disburse funds to NSFAS funded students / beneficiaries.

Ruling:

On the 2nd November 2020 CTH provided an update on the matter in that the State Attorney filed an exception to the Plaintiff’s Particulars of Claim (POC). Among many issues raised is that the Plaintiff did not make out any case against the Minister of Higher Education. The exception was heard via a virtual hearing on 26th October 2020. Judge Erasmus handed down an ex-tempore judgment on 28th October 2020 upholding the Second Defendant’s exception. The Plaintiff was directed to file Amended Particular of Claim. The Plaintiff was ordered to pay costs, including the costs of two counsel employed by the Minister to argue the exception.

4.5 In the matter between Sibongile Mani vs Intellimali & Walter Sisulu University Case No: case 20/09/2017

Sibongile Mani is a NSFAS funded student. During June 2017 she received a NSFAS allowance in excess of R14 000 000 (fourteen million Rand). It is alleged by Mr. Jackson, a director at IntelliMali, that Sibongile Mani did not report the error to WSU and spent more than R800 000 (eight hundred thousand Rand) of the erroneous disbursement, including R286 108 (two hundred and eighty-six thousand Rand) on alcohol, cigarettes, electrical appliances, bedding, airtime, gift cards, toys and microwaves.

Dispatch Live reported that Mr. Jackson testified that IntelliMali was responsible for managing WSU's NSFAS allowances in 2017. He suggested that a hacker or a glitch in the IntelliMali disbursement system led to the erroneous disbursement. It is important to note that the IntelliMali officials did not apportion any blame to NSFAS in relation to the erroneous allowance disbursed to the Sibongile Mani. However, Times Live reported that Mr. Jackson, in his testimony, mentioned that in 2017 NSFAS disbursed funds to institutions later than is necessary to allow for the timeous disbursement of NSFAS allowances to students. To ensure that NSFAS allowances are available timeously, IntelliMali did not limit the amount that it disbursed as some students received outstanding NSFAS allowances in a lumpsum payment.

He explained that if the amount to be disbursed to students was limited, the student would not receive the lumpsum when the late disbursement was made to the institution by NSFAS. The Times Live report does not indicate whether Mr. Jackson presented evidence to support the testimony. It is unclear from the reports whether NSFAS has been asked to comment. It is however noteworthy that NSFAS is not a party to the court proceedings. Magistrate Twanett Olivier postponed the matter to 11th November 2019 for further investigation. Matter is ongoing as at 10th December 2020.

Ruling: None

The case was heard on the 24th March 2021 and was subsequently postponed to the 15th July 2021 to allow the State sufficient time to subpoena a new / alternate witness to introduce testimony. Mr. Adam Williams, former NSFAS Senior Manager: Legal Services has been subpoenaed to testify in the criminal proceedings after the State attorney and SAPS were unable to locate the former NSFAS CEO, Mr. Steven Zwane, who was initially called to testify in the matter.

Mr Adam Williams (former NSFAS Senior Manager: Legal Services) and Mr. Morgan Nhiwatiwa (former NSFAS CFO) were present in court on the 15th – 16th July 2021 and 05th August 2021 to give testimony in the matter. (Pending)

4.6 In the matter between the Centre for Child Law obo Mika Kamikazi vs NSFAS and Minister for Higher Education & Training Case No. 63636 / 2020 Gauteng High Court

The LSU received a request by the Centre for Child Law: University of Pretoria Law Faculty on the 12th October 2020 on behalf of the student, Mika Kamikazi, pertaining to the funding of a non-citizen, Mika Kamikazi, permanently residing in RSA after fleeing Burundi and who is currently in Foster Care at the Kids Haven following the death of the child's adoptive parent. She is applying to and has accepted enrolment at the University of Johannesburg for the 2021 Academic Year, but upon her applying online for NSFAS funding was unable to complete the application as her application for a RSA Identity document / number is currently pending at Home Affairs since 23 January 2020. The attorney representing Mika, requires confirmation from NSFAS by the 26th October 2020, that we will consider her funding application on the merits of her circumstances – failing which they will approach the courts based on the infringement of Mika's constitutional rights and the fact that the NSFAS Act and DHET Funding Guidelines do not expressly restrict non-citizens from applying for funding.

The matter was immediately referred to the Operations Department i.e. Nthuseng and Prenika for resolution. On the 22nd October 2020, the Attorneys representing Mika was advised that the request was escalated to DHET on the 14th October 2020 and that they had in turn responded stating that they have sought legal advice in the matter and would revert back with their recommendation upon receiving such advice. To date we are still awaiting DHET's recommendation in this matter.

NSFAS was then served with an Urgent High Court Application in the Gauteng Division of the High Court of RSA, Pretoria under Case No: 63636 / 2020. The Applicants intended to make an application on the 26th January 2021 at 10:00 or as soon thereafter as the matter may be heard.

The First Applicant is Mika Kamikazi and the Second Applicant is the Centre for Child Law based at the University of Pretoria, who is also representing the First Applicant. The Applicants in its Notice of Motion is requesting the following:

1. Reviewing, setting aside and declaring unlawful the decision taken by NSFAS (first respondent) on the 20th November 2020, that the applicant is not eligible to apply for and obtain financial aid on the basis that she is not a South African citizen;
2. Declaring that an applicant for funding does not have to be a South African citizen to be eligible to apply for a loan or bursary from NSFAS (first respondent);
3. Alternatively to paragraph 2 above, declaring that paragraph 5 of the Guidelines for the Department of Higher Education and Training Bursary Scheme for Students at Public Universities, 2020 is unconstitutional and invalid insofar as it dictates that only South African citizens are eligible to apply for a loan or bursary from NSFAS;
4. Reviewing, setting aside and declaring invalid the first respondent's failure to consider the applicants funding application on its merits;
5. Directing the first respondent to consider the applicants funding application on its merits and on the basis that the applicant is eligible to receive funding from it, in tandem with other applications for financial aid; and

6. Directing any respondents that opposes this application to pay the applicant's costs.

This matter has been discussed with DHET and the resolution is that the preclusion of permanent residents is contrary to the Immigration Act.

Ruling: None

On the strength of the Legal Opinion sought by NSFAS from Cheadle Thompson and Haysom Attorneys, NSFAS withdrew its opposition in the matter as there was no reasonable chance of successfully defending the application in court. As a result, the NSFAS eligibility criteria has been updated accordingly, which has had the effect/ impact on NSFAS Operations amending the Financial Eligibility criteria, which now includes permanent residence eligibility for NSFAS Funding as of the 2022 Application Cycle. This also means that the amounts related to students funded as such is not irregular.

PART B: OUR STRATEGIC FOCUS

1. UPDATED SITUATIONAL ANALYSIS

SARS – Cov-2 (COVID-19) has impacted economies across the world and the country negatively.

“The coronavirus pandemic has exposed the unpreparedness of many higher education institutions in Africa...” (World Economic Forum, 2020). As also noted by UNESCO, as of 30 March 2020, over 166 countries had implemented nationwide closures, impacting over 87% of world’s student population, 1.52 billion students. In addition, nearly 60.2 million teachers are no longer in the classroom.

Most governments across the world resorted to a temporary closure of educational institutions to contain the spread of the virus. Students and lecturers, alike, were requested to stay at home or vacate residences and university or college accommodation. The World Economic Forum (2020) argued that these events highlight the fact that “education has experienced a significant shift” and, that leadership and managers of higher education institutions across Africa are now fully aware of the need to empower students to prepare for a future where pandemics such as COVID-19 and other disruptions might become the new norm

Lockdowns and travel bans have impacted higher education institutions across the world. The coronavirus pandemic and resulting lockdowns have also affected all sectors of the global economy. In the higher education sector, students are no longer attending physical classes, staffing have been reduced, and many academics are now working from home. Even as lockdowns ease, campus life will not return to normal. Although domestic applications may remain high, international students will be scarce, while many institutions now intend to do at least some of their teaching online.

The long-term implications of COVID-19 pandemic could be far-reaching. Finances are shaken by this crisis as a result some institutions may no longer be viable, while others will need to rethink their entire business model. Higher education institutions face multiple hits to their income due to the coronavirus and this includes the probable loss of foreign students. As a continent, we are also very aware that our systems in many ways might not be as well prepared as the more developed world and our baseline challenges might be more extreme. As a continent our youth constitutes a much larger proportion of our populations and more worrisome is the growing trend of unemployment in this cohort. The strengthening of education and skills provision to our youth remains critical. Mugo et al (2020) in this regard asserted that “universities are struggling to achieve their core mandate of educating Africa’s youth with only about 6% of young people in sub-Saharan Africa enrolled in higher education institutions” . It is also a reality that for the few who do gain admission into higher education institutions on the continent, numerous challenges are encountered in earning their degrees. The problems can be summarized into three major categories: 1) barriers to entry (including finance and capacity), and 2) barriers to successful completion and for those that manage to complete their first qualification, 3) continued funding or transition into gainful employment.

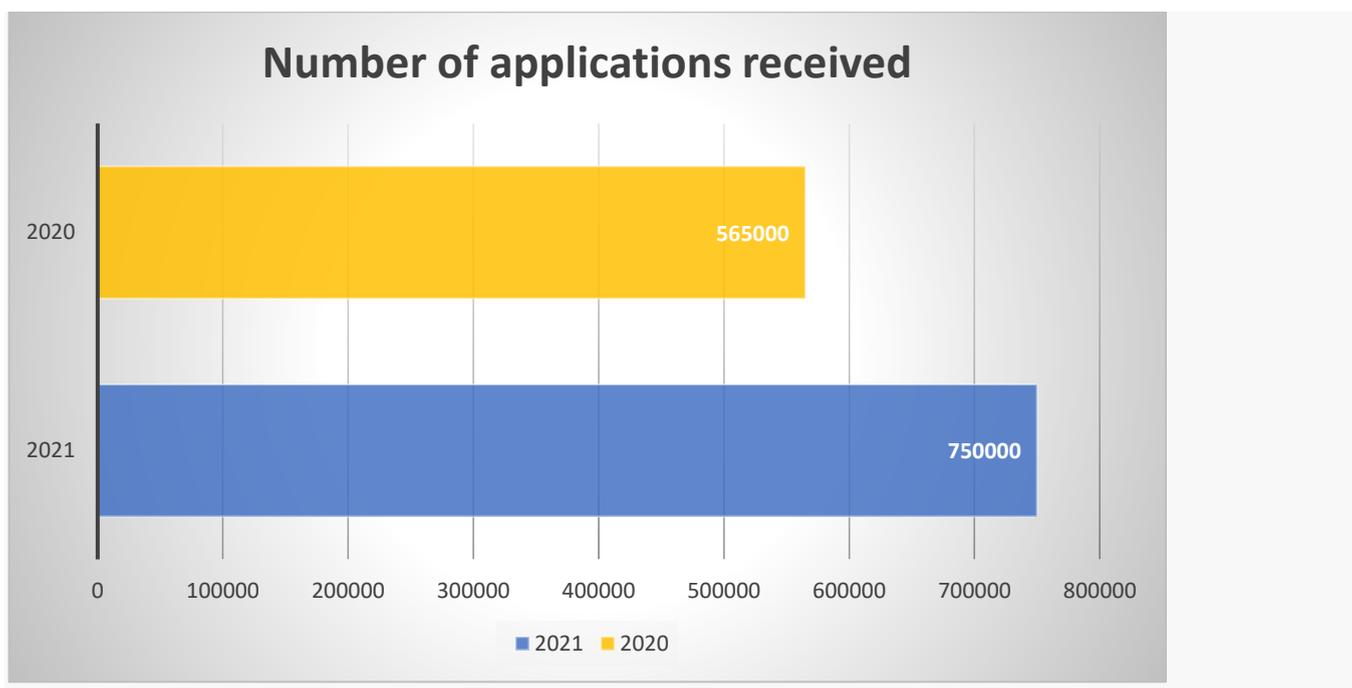
In the South African economy, this has led the National Treasury to increase its budget to accommodate the socio-economic challenges related to this pandemic. The National treasury projects the economic growth of 3.3% in 2021 from a low base of -7.2% in 2020. The forecast for the 2022 financial year is currently sitting at 2.2%.

Due to the negative impact of COVID-19 in society, funds are still prioritised towards social grants and health care provision, in light of this pandemic. Government has also outlined ways to implement measures to avoid the slowdown on economic growth. The emphasis is on the need to use the situation to forge the new economy in a new global reality.

There have been budget cuts across government Institutions in order to accommodate Personal Protective Equipment (PPE's) due to COVID-19 pandemic.

A major implication of the economic impact of COVID 19 has been illustrated by the fact that NSFAS experienced a shortfall on its funding for 2021. The R35 billion budget which was allocated, was utilised to cover the extended academic year of 2020 and the department provided an additional R6.4 billion to address this shortfall. The shortfall, to a large extent was driven by the fact that NSFAS had to continue paying allowances, even though students were not on campus. This formed part of the strategy to facilitate students' access to multimodal teaching and learning.

The conditions of the overall economy at this time surely also have implications for the proportion of individuals that will be eligible for funding and thus we continue to expect even further increases in the demand for NSFAS funding. To this extent, NSFAS recorded over 750 000 applications for the 2021 academic year, which is a significant increase in comparison to the previous year (a 25% growth) on applications for the academic year (see figure below).



This graph demonstrates a high level of demand for funding support and access to higher education and training opportunities. From the 760 000 applications received in 2021 academic year, it is believed that over 460 000 (61%) applicants are SASSA beneficiaries. These applicants were able to apply utilising the online channel, with smaller numbers of students than in previous years utilising the NYDA offices to apply. This is as a direct result of the COVID-19 lockdown regulations.

It is encouraging to note that despite the financial challenges, government remained committed to supporting disadvantaged but deserving students. Further concessions such as the extension of the registration period for first time entering students at universities and the opening of an additional applications window in September 2021, for example, illustrates this strong commitment to providing opportunities to all that qualify.

Due to the impact of this virus, the resuming of full campus-based academic activity has not been fully implemented across the PSET system. Institutions continue to offer training and support to academic staff and students in respect of the necessary technologies and mechanisms required to support teaching and learning online, whilst being aware that the pandemic has created new significant financial pressure on universities.

It is acknowledged that, some TVET college students do not have devices to work online and no access to data, however students have been supported through other initiatives, whilst working on acquiring devices for all NSFAS students.

The 2019-2024 Mid Term Strategic Framework (MTSF) is a five-year strategic plan of government and forms part of the five-year implementation phase of the National Development Plan (NDP). The MTSF is structured around 7 priority outcomes of which the Department of Higher Education and Training, Science and Technology (DHET) is responsible for Priority 3; *Education, skills and health*. NSFAS is key to supporting this outcome by increasing access of students to TVET colleges and higher education institutions to make further education progressively available and accessible, as enshrined by the Constitution.

The National Student Financial Aid Scheme conducts workshops every year in order to develop planning documents of the entity and conducts workshops for the purpose of reviewing and updating the planning documents. Stakeholders are also invited in this process. This is to ensure that NSFAS aligns its processes with the 2019-2024 Mid Term Strategic Framework (MTSF) and relevant legislations of Government guiding the planning process.

While the COVID-19 pandemic has brought particular challenges to how government institutions prioritise in the context of stringent budgets and the need to adapt to new ways of working, some of the challenges to the NSFAS operations are long-standing.

Key organisational risks and constraints remain as the need for:

- Re-architecture of ICT data systems and data management
- Strengthening of the Human Resources Department; and
- Operating model and organisational re-design

The Presidential pronouncement of December 2017 and the unveiling of the findings of the Heher commission remain relevant to this period of reporting. In the Presidential response to the Heher commission findings, there was a commitment to increase higher education funding from 0.68% to 1% of GDP over a 5-year period. The presidential pronouncement also modified the functioning of the scheme in two important ways. Firstly, the former loan and bursary scheme was changed to a fully subsidised bursary scheme with no repayable loan component. Secondly, the financial definition of poor and working-class households was redefined from those with household income of less than R122,000 to ones with household income of up to R350,000 per annum.

This decision had major ramifications for the internal operations of NSFAS and outside of NSFAS, the national fiscus and Treasury. Furthermore, the Minister of Higher Education and Training in his statement on the 2nd of September 2019 announced that the criteria for students with disabilities increased to a threshold of R600 000 family income per annum.

Thus, a set of new principles for the allocation of Department of Higher Education and Technology¹ (DHET) funding, was introduced for new entrants to the post school education and training (PSET) system in South Africa for the academic year 2018, and thereafter. Further refinements were introduced in 2019 as student allowances were standardised across institutions and between Universities and Technical Vocational Education and Training (TVET) colleges. This differs from previous principles in that they provide a complete bursary for full cost of study (fees and university or college residence) plus allowances for food, travel, books and accommodation (if not in university or college residence) for poor and working-class students.

All three changes have considerable implications for the national fiscus, with the NSFAS budget increasing from R11 bn in 2016/17 to R41 bn in 2021/22 and planned to be revised down to R39 bn in 2022/23. The media statement by the Minister of Higher Education, Science and Innovation on the 2nd September 2019, states that government have set aside more than R80 billion for the next three years to support and transform the higher education and training system and society.

This complexity has increased the administrative requirements, the reporting requirements and the volume of applications and funding decisions required. These challenges will continue to impact on NSFAS' operations until such time as the system and the sector have stabilised and the processes optimised so that students are funded on time. This has immensely contributed to the significant regression in NSFAS financial and service delivery performance to such an extent that the organization was put under administration for a period of two years in order to redress the significant challenges faced by NSFAS.

Important milestones towards the improvement of governance, accountability and stability in the organization has been the appointment of the NSFAS CEO (December 2020), as well as the appointment of an NSFAS Board (January 2021). The work of the Ministerial Task Team will also be critical in making long-term recommendations on the future models, structures, systems and business processes necessary for an effective NSFAS.

The remediation strategies towards improving overall organisational performance continue to include reviewing the organisational design and related organisational structure, as well as institutionalising performance management through linking organisational performance with individual performance.

Strengthening the core business operations has been recognised as key to addressing the efficiency of funding support to students. Remediation strategies in this regard include:

- reviewing the student funding guidelines
- reviewing the Fundraising Strategy
- improved collaboration with stakeholders
- improving core business systems and tools

- interfacing with institutional systems
- increased and improved capacity
- reducing and eliminating recurring student queries; and
- implementing the digital strategy

1.1 The Theory of Change in Planning

Given the background analysis, the theory of change in planning will be employed in order to tease out the problems that the entity is faced with, the effects of the problem and the possible solutions. This will assist the entity in identifying the outputs, developing the outcomes and how the theory will impact the entity and the society in the long run.

PROBLEM STATEMENT	
Strategic Outcome-Orientated Goal 1:	Strategic Outcome-Orientated Goal 2:
An effective, efficient and transparent public entity in providing student financial aid	Increased access to higher education and improve student financial aid environment to poor and working-class
Problems	
Regression in the audit Opinion of the AGSA	ICT Challenges (system to system integration)
Poor overall organisational performance	Application automatically retracted from the system
Low status level of the Corporate Governance of Information Communication Technology (CGITAS)	Communication barriers between the Contact-Centre and operations in terms of resolving student queries
Compromised policy environment	Poor system integration between NSFAS and institutions of higher learning. (corrupted data received from institutions and delays in receiving registration data from institutions)
Low staff morale	Missing supporting documentation during the application process
Hight turnover rate	Funding incorrect students
Irregular Expenditure as a result of contracts not being signed by students	Over disbursements to students
	Failure to recover monies owed by institutions due to upfront payments for registration of students

SOLUTION STATEMENT	
Strategic Outcome-Orientated Goal 1:	Strategic Outcome- Orientated Goal 2:
An effective, efficient and transparent public entity in providing student financial aid	Increased access to higher education and improve student financial aid environment to poor and working-class
Solutions	
To improve the financial environment	To improve ICT systems
To implement strategy in order to improve the overall performance of the organisation	To have an integrated ICT system
To improve internal controls and mitigate risk	To integrate system between the Contact-Centre and Operations to minimize risk to our external stakeholders
To have efficient and effective ICT systems in order to improve the performance of the institution	To have weekly meetings between Contact-Centre and operations
To develop and implement employee engagement programmes	Virtual Contact-Centre is in place
To conduct job satisfaction survey	Contact-Centre to consider and implement the call back option
To recruit employees who are fit for purpose	To have an integrated system between NSFAS and the institutions of higher learning
To create a conducive environment, adopt employee retention programme and make NSFAS the best place to work for	MyNSFAS for updating student particulars is in place
To improve policy environment, develop polices in line with the DPSA guidelines	Develop and implement strategies to recover funds owed by institutions
To improve the status level of Corporate governance of Information Communications Technology to be in line with the department of Communication and Technology and DPSA	
To be in line with MPAT (Management Performance Assessment Tool)	

2. EXTERNAL ENVIRONMENT ANALYSIS

2.1 The Impact of Covid-19 and recession in the South African Economy

According to recent statistics revealed by the Department of Economic Development and Tourism, the South African economy will only reach levels prior to Covid-19 levels in 2023/24. This means, the employment levels and the ability of the local economy to create jobs and minimise the high levels of unemployed is negligible. South Africa borrowed almost R70 Billion, indicating that we will be indebted to international banks for the foreseeable future.

Manufacturing production has plunged by 32.4% in May, following its steep 49.3% year on year decline in April 2020. Many businesses have closed, retrenching employees or cutting down wages in order to keep the businesses afloat. Government has responded by making money available to small and medium size businesses in order to pay salaries.

The travel and tourism sector have also fallen apart, and government has announced that this sector will take two to three years to get back to pre-Covid-19 conditions.

There have been budget cuts across government Institutions in order to accommodate Personal Protective Equipment (PPE's) due to COVID-19 pandemic. Government has also extended the academic year in Institutions of Higher Learning.

The Department of Public Service and Administration did not implement the last leg of salary increments of government officials, citing the economic slowdown and non-affordability of the public sector wage bill. Government is citing that government officials are highly compensated and a massive budget in the public sector caters for the Compensation of employees. Salary freeze was done in order to avoid a full-blown debt crisis.

The South African economy has faced further economic challenges due to a downward spiral. The rating agencies like Moody's has downgraded the country's economic status to junk status impeding economic development. Recent declines in the rate of the GDP have further exasperated the problem of economic recovery in the country.

2.2 Recoveries

NSFAS continues to recover loans from debtors. The fee- free education is impacting negatively on the recoveries. NSFAS has developed and implemented the recoveries strategy which includes obtaining payroll deduction agreements from public sector employees and debit order mandates from Private sector debtors via the engagement of external debt collectors. The entity has continued engagement with the long and short-term insurance companies and have onboarded a service provider to provide a platform for the integration between the entity and the insurance companies for payroll deductions.

Collections from the public sector which is the key driver on recoveries continues to stagnate, despite a number of efforts made to increase collections. There has been a decline on recoveries target for the past three financial years 2018/19, 2019/20 and 2020/21. The historic debt settlement announcement by the Department of Higher Education, Science and Technology towards the end of the 2019/20 financial year has also contributed to unpaid debit orders by NSFAS debtors. Collections from the public sector, which were the key driver of performance in this area, stagnated despite several efforts made to increase collections. It should be noted that, the announcement of the historic debt settlement has contributed to unpaid debit orders as NSFAS debtors were under the impression that their debts will be written off. Furthermore, the high unemployment rate due to the impact of COVID-19 pandemic has contributed to a low debt recovery rate.

The following strategies will be used to strengthen debt collection:

- The entity will continue to work with SARS in order to determine our current debtors that are in the employ of both private and public sector.
- NSFAS will engage with the public sector for all new employees (NSFAS debtors) to sign a consent form for NSFAS salary deductions.
- The entity will engage with the private sector in order to assist on identifying NSFAS debtors in order to collect monies that are still owed to the entity.
- NSFAS will engage with the broader community on different platforms to create awareness and encourage its debtors to pay to improve funding for first time entrants.

2.2 Fundraising

NSFAS continues to receive funding from government and the private sector in order to overcome the imbalances of the past by providing grants to individuals coming from poor and middle-class families. Government continues to provide support and make calls to the private sector to assist in providing access to education as one of the enshrined rights as embedded in the Constitution of the Republic.

In light of the Presidential Pronouncement on Fee-Free Education, NSFAS annual budget continues to expand from R11.8 billion in 2017/18 to R20.1 billion in 2018/19, R37 billion in 2019/20 and R41 billion in 2020/21 and 2021/22 financial years. The change in policy has a direct bearing on the sustainability of the scheme. Due to the increased burden on the pool of funding and an increase in FTENS' (first time entrants), the organisation continues to incorporate fundraising strategies into its mandate.

Efforts are made by NSFAS to raise funds from the public and private sector in South Africa. NSFAS continues to build internal fundraising capability. This will allow the organisation to fully implement the fundraising strategy which is based on the following pillars:

- Raising funds from the private sector;
- Generating income through the student-centred model merchant commission;
- Increasing the amount of funding obtained from SETAs;
- Increasing the amount of funding obtained from other government departments; and,
- Entering into Public Private Partnerships (PPPs) with a variety of entities in the private or public sectors.

2.3 Stakeholder engagement

NSFAS has played a pivotal role in strengthening relations with its stakeholders by being pro-active, improve service level and customer satisfaction. The entity has worked closely with DHET and its funder community, the university sector through Universities South Africa (USAf), the TVET college sector through the South African College Principals Organization (SACPO), the student movements such as South African Union of students (SAUS) and South African Further Education and Training Students Association (SAFETSA). This initiative was to ensure common understanding of the key issues, alignment on strategies to monitor, implement and communicate our responsiveness.

NSFAS developed a framework for stakeholder engagement to be a central coordinating mechanism for identified stakeholder groupings. With the support of the DHET, two coordinating structures in the university and TVET Colleges were established. Dedicated servicing team for the university and TVET sector has been operationalised. A need for a stakeholder engagement unit that will be responsible for the coordination and management of the organisations stakeholder programmes has been identified. This is to ensure that stakeholder needs are met.

These teams play a pivotal role in ensuring that synergy is created between NSFAS and Institutions by providing high quality support and service for all pre and post funding queries in a timely manner. A lot of effort has been put in place to ensure that all queries are resolved within the parameters of service level agreements.

The NSFAS Contact Centre is also playing an important role in the operational aspect of NSFAS. Creating a positive student experience continues to be a major goal for the organisation.

NSFAS continues to engage and attempts to strengthen relationships with core PSET stakeholders, such as the Portfolio Committee on Higher Education and Training (PCHET), the DHET, Funder community, student and institution bodies. These relationships are key to improving the entity's service delivery.

3. INTERNAL ENVIRONMENT ANALYSIS

3.1 A black swan event, Covid-19 hit the world and changed our normal ways of operations. This has impacted on the educational programme and the delivery thereof. Remote ways of learning had to be adopted due to challenges related to COVID-19 pandemic which had negatively impacted face to face ways of learning. Further to that, workplaces could not presume, and massive gatherings were not allowed due to the lockdown restrictions and a reduced number of the workforce enforced by National Government.

- **NSFAS on student allowances during COVID-19 Coronavirus lockdown**

Following the announcement by the President on the national lockdown in response to Covid-19 pandemic; the National Student Financial Aid Scheme (NSFAS) activated a business continuity plan. The business continuity plan was implemented to facilitate continuous funding to students, resolution of student applications queries, processing of appeals and general assistance to institutions using virtual platforms to administer funding. NSFAS had to liaise with its internal and external stakeholders on virtual platforms.

Through an establishment of a virtual contact-centre for operations during the lockdown; NSFAS has processed a large number of inquiries on a daily basis. The public entity remained fully functional and accessible through these platforms to ensure that students inquiries are attended to.

Due to the extension of the academic year, NSFAS received an additional allocation amounting to R4.6 billion which was later revised to R2.5 Billion. This revision was due to the Department of Higher Education, Science and Technology revised plans and registrations.

3.2 ICT system challenges

Systems were negatively impacted as they were not capacitated to deal with huge application numbers. Technological challenges, data integrity and integration between disparate ICT systems (primarily Phoenix and Cordys) resulted in data, system and process deficiencies being carried forward to the 2018/2019, 2019/20 and 2020/21 financial years. Another contributing factor is the leadership instability in the ICT environment. This contributes to the significant regression in the NSFAS financials and compromises the service delivery performance. NSFAS must ensure the wrap-up and conclusion of the previous academic year backlogs, preparation and execution of the funding cycle for the 2022 academic year.

The ICT systems supporting the core operations of the entity are not fit-for-purpose. This is indicated by:

- Insufficient user interfaces and accurate operational reporting that allows operational staff to execute and manage business process. This results in a continued and extensive reliance on ICT for the day-to-day running of operational business processes and creates avenues for business process and control deviations,

The data redundancy in the database designs means that maintaining data quality is compromised and requires extensive effort and exception reporting,

- The systems are expensive to maintain. Support teams are based internationally and foreign exchange differences impact on the cost of ICT support to the entity. Local skills are also hard to procure and recruit,
- As a result of the scarce available skills in the local market, key dependencies have been formed; creating significant people related risks within the entity, and
- The systems lack agility to adapt to policy changes. Any policy change, even if minor, often requires extensive ICT system development and testing which, in turn, pressurises the delivery schedule for funding and disbursements.

NSFAS ICT OBJECTIVES

To review, design, procure and implement ICT solutions, leveraging all the advantages of modern technology to seamlessly deliver on the NSFAS mandate.

TACTICAL – Short Term Objectives

1. Maintain system stability and availability
2. Reduce dependency by business operations on ICT for the running of business processes through the development of increased user interfaces, process automation and improved business intelligence and management reporting
3. Continuously enhance integration with institutions
4. Improve data integrity
 - Develop and implement a Master Data Management strategy
 - Define and implement Data Governance model
5. Reduce risk
 - Improve maturity on information and cybersecurity
 - Improve ICT Compliance to governance standards and policies
6. Improve ICT capabilities and capacity to support the business
7. Develop and retain a motivated and skilled ICT workforce

STRATEGIC – Long Term Objectives

1. Develop Enterprise Architecture (Business led)
 - Develop ICT Architecture Target State and Standards
2. Standardise and simplify the IT Operating model and governance
3. Implement a fit for purpose ICT core operational systems, as well as supporting ICT infrastructure that will:
 - Enable the business to service TVETs and Universities seamlessly
 - Allow for the management of multiple products, i.e. both loans and bursaries with ease
 - Lower the Total Cost of Ownership (TCO)
 - Eliminate the need for manual interventions
 - Enable full audit trails and accountability
 - Improves the ease with which students and institutions are served
4. Attract, develop and retain a highly motivated and skilled ICT workforce that has been right-sized and organised to deliver according to business requirements
5. Continuous and sustainable data integrity improvement that:
 - Enables a consistent NSFAS-wide view of financial and operational performance with ease
 - Provides front-line staff with an integrated view of students and institutions

3.4 Funding decisions

A high volume of applications resulted in delays in the finalisation of funding decisions as the entity needed to reconfigure processes and the funding criteria to align with the presidential pronouncement. The entity is currently operating under two categories: namely the loans and bursaries. First-time entrants in 2018 are receiving bursaries and financial eligibility is assessed against a household income threshold of R350 000 per annum. Continuing students, that registered before the Presidential Pronouncement are still assessed against a household income threshold of R122 000 per annum. The criteria for students with disability has increased to a threshold of R600 000 family income per annum.

3.5 Human Resource capacity

NSFAS will be compelled to increase the technical staff component in order to address the severe poverty of systems functionality, integration and data integrity. Furthermore, NSFAS should employ right people for the right jobs, with clear roles and responsibilities in a fit for purpose organisational structure. This will create a conducive working environment which will enhance the staff morale and increase productivity and service delivery. There is a broadscale recognition that training is necessary at all levels in the organisation to create a capable workforce reflective of the demographics of South Africa and be responsive to the human capacity initiatives stemming from our National Development Plan (NDP).

It remains important to ensure that the resources in the organisation are optimally engaged and deployed to further the achievement of organisational objectives. In this regard, we need to optimise progressive human resource policies, career laddering for young entrants and career development opportunities, processes and practices in the organisation.

Consistent policy development and alignment with the Department of Public Service and Administration (DPSA) frameworks is ongoing and critical to improving human resource capacity in the entity. This work will be supplemented by the skills audit which will be the step towards ensuring that the right people are employed and capacitated in the right jobs and to identify opportunities to transfer skills and knowledge.

One significant area within the scope of managing and optimising the organisation's human capacity is the work towards creating and maintaining a conducive working environment under the notion of making NSFAS one of the best public sector employers to work for.

3.6 Financial capacity

NSFAS is funded by the government to give grants to the poor academically deserving students to attend Universities and TVET Colleges. The fee-free education pronouncement has seen government allocating additional funding of R41 billion for the 2021 MTEF period. The budget was increased based on the modelling carried out by the DHET. Government has committed to increasing spending on universities at a percentage of the Gross Domestic Product (GDP) from 0.68 percent to 1 percent over the following five years. Government has thus made a significant commitment to funding all financially and academically eligible students.

3.7 Governance and Risk Management

Various internal audit reports have indicated the lack of governance, policies, standards and operating procedures. The internal auditors have assessed the effectiveness of the NSFAS lines of defense as poor and characterised by compromised risk management and controls. Basic controls such as reconciliations and compliance to key legislative prescripts were compromised.

The internal auditors recommended that all lines of defense be strengthened, including that of internal audit and governance oversight. Various forensic investigations have been launched with some cases handed over to the authorities. Governance initiatives are ongoing to improve risk management and internal control of NSFAS.

4. THE CAPACITY OF NSFAS TO DELIVER ON ITS MANDATE

Strategic Objective 1	Internal Environment	
Increase in funding (Rand value) raised for financial aid for qualifying students	Strength	Weaknesses
	<ul style="list-style-type: none"> • Fundraising Strategy to recruit new funders is in place. • NSFAS continues to receive funding from government and the private sector 	<ul style="list-style-type: none"> • Lack of internal fundraising capability. • Poor system capacity to support funder reporting and student account reconciliation requirements
	External Environment	
	Opportunities	Threats
<ul style="list-style-type: none"> • Entering into Public Private Partnerships (PPPs) with a variety of entities in the private or public sectors 	<ul style="list-style-type: none"> • The change in funding model has a direct bearing on the sustainability of the scheme (fee free education). • Increased number of eligible students due to loss of income in 2020 as a result of the COVID-19 pandemic puts a burden on the pool of funding available 	

Strategic Objective 2	Internal Environment	
Increase the recovery rate from NSFAS debtors	Strength	Weaknesses
	<ul style="list-style-type: none"> Recoveries Strategy to recover loans from debtors is in place A service provider has been onboarded to provide a platform for the integration between the entity and the insurance companies for payroll deductions. 	<ul style="list-style-type: none"> The fee-free education is impacting negatively on recoveries Decline on recoveries target for the past three financial years 2017/18, 2018/19 and 2019/20.
	External Environment	
	Opportunities	Threats
<ul style="list-style-type: none"> Working with SARS in order to determine our current debtors. Engagements with the public sector for all new employees (NSFAS debtors) to sign a consent form for NSFAS salary deductions Working with private sector in terms of identifying NSFAS debtors for recoveries. To engage with the broader community to create awareness and encourage its debtors to pay. 	<ul style="list-style-type: none"> Stagnation of recoveries from debtors due to high unemployment rate in the country and reversals of debit orders during the December holidays. The historic debt settlement announcement by the DHEST in 2018 contributed to unpaid debit orders by NSFAS debtors Fee Free Higher Education impacts negatively the recovery rate from debtors 	
Strategic Objective 3	Internal Environment	
Improve the efficiency of the application, evaluation, funding of students and payments to institutions and eligible students	Strength	Weaknesses
	<ul style="list-style-type: none"> Funding policy is in place Business Rules for funding eligibility NSFAS created different platforms of communication to increase awareness on NSFAS funding NSFAS has different channels for submission of application 	<ul style="list-style-type: none"> Delays in the finalization of funding decisions Poor technological systems to support business processes. Delays in processing of funds Centralised functions (the limited footprint of NSFAS has a negative impact on access)

	<ul style="list-style-type: none"> • Direct payments of allowances to students through the NSFAS wallet • Increased support to institutions through Serving Teams 	
	External Environment	
	Opportunities	Threats
	<ul style="list-style-type: none"> • To strengthen stakeholder relations and partnerships • Stakeholder buy-in • To fund according to the critical and skills and the Human Resources Development Strategy • Reconsider loan funding • Reconsider ranking and funding implemented by NSFAs in prior years 	<ul style="list-style-type: none"> • A high volume of applications received which compromises systems, processes and data integrity • Inability of NSFAS to fund eligible students • Delays of registration templates from institutions
Strategic Objective 4	Internal Environment	
Improve service level to customers and stakeholders through monitoring customer satisfaction and taking corrective action where necessary.	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Stakeholder engagement framework developed • Established business units for the University and TVET Colleges. • Teams for the university and TVET sector have been operationalized • Contact-Centre has been established to respond to queries 	<ul style="list-style-type: none"> • Inadequate, incorrect information provided to stakeholders • Delays in resolving queries from stakeholders • Lack of integrated system to provide the right information to stakeholders. • Unclear roles and responsibilities within the entity
	External Environment	
	Opportunities	Threats
	<ul style="list-style-type: none"> • Strengthening relations with its stakeholders 	<ul style="list-style-type: none"> • Stakeholder dissatisfaction due to unmet expectations of NSFAS service delivery
Strategic Objective 5	Internal Environment	
Undertake research for the better utilisation of financial resources	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Research unit of NSFAS is in place 	<ul style="list-style-type: none"> • Inability to provide research reports to meet the required standards.

		<ul style="list-style-type: none"> • Inability to advise the Minister on matters pertaining to the financial aid • Poor quality data to inform research on targeted audience. • Research agenda not aligned to business practice
	External Environment	
	Opportunities	Threats
	<ul style="list-style-type: none"> • Research opportunities available to provide reliable data for policy reviews and decision making • Research forums available to conduct more research. • Publishing and engaging on the NSFAS Research products 	<ul style="list-style-type: none"> • NSFAS data IP may be overtaken by competitors
Strategic Objective 6	Internal Environment	
Improve and maintain financial, performance management and IT governance audit outcome.	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Funding is available to give grants to poor and working class, academically deserving students • The planning, finance, internal audit and risk units are in place. • Reasonable ICT facilities • Accessibility 	<ul style="list-style-type: none"> • Organisational structure not aligned to functions • Qualified audit outcomes • Non-compliance with Corporate Governance of ICT • ICT system challenges • Syndicated fraud • Information and Cyber threat • Poor organizational performance culture
	External Environment	
	Opportunities	Threats
	<ul style="list-style-type: none"> • Strengthening partnerships with organisations that can assist the NSFAS to deliver on its mandate • Development of a new system aligned to the business value chain 	<ul style="list-style-type: none"> • Reputational risk due to non-delivery of key services • Non-compliance with governance imperatives • NSFAS not attractive to staff high level ICT skills

Strategic Objective 7	Internal Environment	
To improve organizational culture by improving capability and employee engagement	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Trainings are being conducted to build a fit for purpose organisation • Change Manager appointed to deal with culture and change management in the organisation • Staff engagement sessions are regularised • Staff communication through internal media platforms 	<ul style="list-style-type: none"> • Lack of accountability • poor integration and flow of information across departments and within business units • Lack of appropriate skills to deliver on the mandate. • Poor policy environment • Pension fund and benefits system misaligned
	Internal Environment	
	Opportunities	Threats
<ul style="list-style-type: none"> • Leveraging the NSFAS Brand • Attracting talent to the NSFAS • Communicating success stories and profiling of beneficiaries 	<ul style="list-style-type: none"> • Brand reputation damage due to poor service delivery 	

PART C: MEASURING OUR PERFORMANCE

1. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

1.1. Programme 1: Administration

1.1.1. Purpose: To implement effective and efficient processes and operations to ensure stakeholder objectives are achieved.

1.2 Programme 2: Student Centered Model

1.2.1 Purpose: To increase access of funding for eligible students by raising funds, maximizing loan recoveries and creating a student- centered loans and bursaries model through improved communication support for students and central application process

2. PROGRAMME1: OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS AND TARGETS

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2018/19	2019/20	2020/21	2021/22	2022/23 Planned target	2023/24	2024/25
Clean governance embedded in all behavior practices	Audit Report generated and obtained by NSFAS	6.1 Audit opinion of the AGSA	Qualified Audit	Qualified Audit	Unqualified with findings	Unqualified audit opinion	Unqualified audit opinion	Unqualified audit opinion	Unqualified audit opinion
	Third party report on CGICTAS	6.2 Status level 3 for CGICTAS achieved	CGICTAS level 1	CGICTAS level 1	Achieve CGICTAS Level 1	Achieve CGICTAS Level 2	Achieve CGICTAS Level 3	Achieve CGICTAS Level 4	Achieve CGICTAS Level 4
	Report on the level of maturity obtained	6.3 Improve level of maturity with respect to Cyber Security	-	-	Level 0	Achieve Level 3	To determine a baseline on level of maturity with respect to Cyber security	Improve level of maturity by level 1 based on 2022/23 actual achievement	Improve level of maturity by level 1 based on 2023/24 actual achievement
	Total procurement value awarded to BBB–EE level 1 service providers	6.4 Percentage of total procurement value awarded to BBB–EE level 1 service providers	-	-	-	-	60%	60%	60%
Optimal organisation that deploys resources efficiently	An approved organizational structure	7.1 Percentage of approved funded positions filled per annum	-	-	-	90%	90%	90%	95%
	Mentorship and coaching programme	7.2 Approved mentorship and coaching programme for senior managers	-	-	-	-	60%	60%	60%
	Women (especially Africans) employed in Management positions	7.3 Percentage of women employed in management positions	-	-	-	-	50%	50%	50%

Programme 2: Outcomes, outputs, performance indicators and targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited /Actual Performance			Estimated Performance	MTEF Period		
			2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Alternative pool of funding available for eligible students	Funds raised	1.1 Amount of funds (Rand value) raised from funders	R0.00	R39.9m	-	R43.9m	R48.3m	R53.1m	R58.4m
A sustainable and improved systems for recoveries	Funds recovered from debtors	2.1 Amount of money recovered (Rand value) from NSFAS debtors	R512.8m was recovered from debtors	R628m was recovered from debtors	R386.8m	R425.5m	R388.5m	R396.3m	R404.2m
Fund the right student, correct amount at the right time	Bursaries funded to students	3.1 Percentage of all valid applications received in each academic cycle, where provisional funding decisions are communicated to applicants within 30 days of the closing date of applications	-	-	-	90%	90%	90%	90%
		3.2 Percentage of continuing students where provisional funding process is completed within 10 days of receipt of academic progression or academic results from Institutions or DHET	-	-	-	90%	90%	90%	90%
		3.3. Percentage of assistive devices provided to student with disabilities within 30 days of receipt of claims.	-	-	-	-	90%	90%	90%

	Bursaries funded to students	3.4 Percentage of funded University students for which the instalments of tuition and allowances to institutions are paid on the 25 th day of every second month	-	-	-	90%	90%	90%	90%
		3.5 Percentage of TVET funded students for which the instalment of tuition and allowances (where NSFAS disburses directly to students or Institutions) are paid monthly (30 days)	-	-	-	90%	90%	90%	90%
Engaged and informed stakeholders	Stakeholder engagement surveys conducted	4.1 Percentage of stakeholder engagement survey	Framework not developed	-	-	Framework to be developed and approved	Develop a stakeholder engagement tool and collect a baseline for stakeholders	Utilise the instrument to collect data to monitor stakeholder index	Utilise the instrument to collect data to monitor stakeholder index
Research and knowledge management database for improved decision making and stakeholder needs	Research reports produced	5.1 Number of research reports produced each financial year	No research reports produced	4 research reports produced	-	4	4	4	4
	Policy Advisory briefs produced	5.2 Number of Policy Advisory briefs to the Minister	-	-	-	4	1	1	1

3. OUTPUT INDICATORS: ANNUAL AND QUARTERLY TARGETS

Output Indicators	Annual targets 2022/23	Q1	Q2	Q3	Q4
1.1. Amount of funds (Rand value) raised from funders	R48.3m	R12.3m	R12.0m	R12.0m	R12.0m
2.1 Amount of money recovered (Rand value) from NSFAS debtors.	R388.5m	R97.1m	R97.1m	R97.1m	R97.2m
3.1. Percentage of all valid applications received in each academic cycle, where provisional funding decisions are communicated to applicants within 30 days of the closing date of applications	90%	90%	90%	90%	90%
3.2 Percentage of continuing students where provisional funding process is completed within 10 days of receipt of academic progression or academic results from Institutions or DHET	90%	90%	90%	90%	90%
3.3. Percentage of assistive devices provided to student with disabilities within 30 days of receipt of claims.	90%	-	-	-	90%
3.4 Percentage of funded University students for which the instalments of tuition and allowances to institutions are paid on the 25 th day of every second month	90%	90%	90%	90%	90%
3.5 Percentage of TVET funded students for which the instalment of tuition and allowances (where NSFAS disburses directly to students or Institutions) are paid monthly (30 days)	90%	90%	90%	90%	90%
4.1. Percentage of stakeholder engagement survey	Develop a stakeholder engagement tool and collect a baseline for stakeholders	-	Develop a stakeholder engagement tool	-	Baseline for stakeholders gathered
5.1. Number of research reports produced each financial year	4	-	2	-	2
5.2. Number of Policy Advisory briefs to the Minister	1	-	-	-	1
6.1. Audit Opinion of the AGSA	Unqualified audit opinion	-	Unqualified audit opinion	-	-
6.2. Status level 3 for CGICTAS achieved	Achieve CGICTAS Level 3	-	-	-	Achieve CGICTAS Level 3
6.3 Improve level of maturity with respect to Cyber Security	To determine a baseline on level of maturity with respect to Cyber security	-	-	-	To determine a baseline on level of maturity with respect to Cyber security

6.4 Percentage of total procurement value awarded to BBB–EE level 1 service providers	60%	-	-	-	60%
7.1. Percentage of approved funded positions filled per annum	90%	-	-	-	90%
7.2. Approved mentorship and coaching programme for senior managers	60%	-	-	-	60%
7.3 Percentage of women employed in management positions	50%	-	-	-	50%

4. EXPLANATION OF PLANNED PERFORMANCE OVER THE MEDIUM-TERM PERIOD

Programme 1: Administration

Purpose: To implement effective and efficient processes and operations to ensure stakeholder objectives are achieved.

The aim of this programme is to conduct the overall management, administration, and governance of the entity and to provide efficient and effective support services to sustain the student-centred operating model.

Effective, efficient, and transparent financial management and internal controls. NSFAS will improve on financial and non-financial reporting in order to equip those that are entrusted by government on decision making to ensure that public funds are utilised effectively for the betterment of the institution and country. This will build public confidence as the public resources are used in a transparent and effective manner. As stipulated in the mandate of the institution, NSFAS will continue to raise funds and recover loans from debtors. The entity will also allocate funds where there is a need to redress the imbalances of the past. This is linked to Priority 1 of building a capable, ethical and developmental state.

NSFAS will strive to improve and meet its obligations by complying with corporate governance of Information Communication Technology as per the DPSA Framework. Plans have already been formulated and initiated to achieve the targets set. This will strengthen internal processes such as acquisition, management and use of information technology. This will impact on effective and efficient governance, quality and value for money, trust between government and its citizens which impacts positively on service delivery.

Good governance impacts on Priority 1 of the SONA; a capable, ethical and developmental state and Priority 2 which addresses economic transformation and job creation.

The fit for purpose organisational structure will equip the entity in executing its mandate and enhance it to operate effectively. NSFAS will recruit right people for the right jobs as per the approved staff establishment and ensure fair recruitment and selection processes.

As per the government's call on transformation, representativity and inclusiveness; NSFAS will improve on its gender representation in management positions to address the previously disadvantaged groups such as women and people with disabilities. Women, youth, and people with disabilities are the most vulnerable groups within society. In this regard, the National Student Financial Aid Scheme will ensure that 50% of women are employed in management positions across the organisation. This is in line with the cross-cutting focus area of government over the next five year.

The entity will adhere to the Presidents call during his State of the Nation Address in May 2019, to realign priorities by responding to the needs of women, youth and persons with disabilities. This transformation agenda will have a positive impact on addressing high unemployment rate, improve skills, poverty alleviation and address gender representativity as per the vision of the National Development Plan which is aligned to the targets of the United Nations Sustainable Developmental Goals. This will impact on Priority 2: Economic transformation and job creation and Priority 7: A better Africa and world

Programme 2: Student Centered Model

Purpose: To increase access of funding for eligible students by raising funds, maximising loan recoveries, and creating a student-centered loans and bursaries model through improved communication support for students and central application process

The aim of this programme is to improve the provision of financial aid to an increasing number of eligible students and to improve the efficiency of the application and funding of students.

NSFAS receives funding from government and the private sector to overcome the imbalances of the past by providing grants to individuals from poor and middle-class families.

Section 29 (1) of the Constitution states that “Everyone has the right to basic education, including adult basic education; and to further education which the state, through reasonable measures, must make progressively available and accessible”, Constitution of the Republic of South Africa Act (108 of 1996).

Government provides support and make calls to the private sector to assist in providing access to education as one of the enshrined rights as embedded in the Constitution of the Republic. Increased funding will allow access to education to more students from the poor and working-class families. This will impact positively on the Strategic Outcome 5 of the NDP which is a “Skilled and capable workforce to support an inclusive growth path” as well as Priority 3: Education, skills and health, which NSFAS directly contributes to.

The NSFAS mandate includes recovering of loans from NSFAS debtors. The entity continues to engage with long and short-term insurance companies and have onboarded a service provider to provide a platform for the integration between NSFAS and the insurance companies for payroll deductions.

The following strategies will be used to strengthen debt collection.

- a) The entity will work with SARS in order to determine NSFAS debtors that are in the employ of both private and public sector.
- b) NSFAS will engage with the public sector for all new employees (NSFAS debtors) to sign a consent form for NSFAS salary deductions
- c) The entity will engage with the private sector in order to assist on identifying NSFAS debtors in order to collect monies that are still owed to the entity.
- d) NSFAS will engage with the broader community on different platforms to create awareness and encourage its debtors to pay in order to augment the amount of funding available for bursaries

The mandate further states that NSFAS must:

- Provide funding to eligible students from poor and disadvantaged communities
- Develop criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Higher Education and Training.
- Undertake other functions assigned to it by the NSFAS act 56 of 1999 as amended or by the Minister.

NSFAS will continue providing funding to eligible students as enshrined in the Constitution and in accordance with the Presidential pronouncement on 16 December 2017 to provide fee-free education for the poor. This contributes to Strategic Outcome 5 of the National Development Plan: “Skilled and capable workforce to support an inclusive growth path.” This initiative will continue to improve the quality of education, skills and innovation.

Funding will also be increased for students with disabilities to address skills development in this vulnerable group. The new funding model aims to improve the efficiency of payments to students thereby decreasing the dropout rate in the Higher Education Sector. Having an educated society is equivalent to nation building.

Continuous research will enable the entity, Department of Higher Education, Science and Technology, Parliament and other stakeholders to gain broader understanding and knowledge on how to provide fee-free education to the poor and middle class. This effort will assist on decision making to enhance better utilisation of resources and policy development. This will put the country in a better position on how to utilise funds and state resources effectively as per the National Development Plan, Strategic Outcome 2: “Further and higher education and training that allows people to fulfil their potential. “An expanding higher education sector that boosts incomes and productivity and shifts South Africa towards a knowledge-based economy”.

5. PROGRAMME RECOURSE CONSIDERATIONS

Table: Budget Allocation for programme and sub-programmes.

5.1 Revenue Estimates

	Audited outcomes			Adjusted appropriation 2021/22			Medium-term expenditure estimate		
R thousand	2018/19	2019/20	2020/21	Original Appropriation	Adjustment	Revised Appropriation	2022/23	2023/24	2024/25
Entity Revenue:									
1. Administration Fees	47,847	44,644	42,565	35,106	4,916	40,022	58,654	59,611	60,530
2. Interest	1,367,335	1,643,833	976,133	1,346,493	1,784	1,348,277	1,339,587	1,305,606	1,185,520
3. Unclassified revenue	15,548	2,208	1,607	35,052	35,627	70,679	37,856	40,128	42,134
Total Entity Revenue	1,430,730	1,690,685	1,020,305	1,416,651	42,328	1,458,978	1,436,097	1,405,345	1,288,184
Transfers Received:									
1. DHET Bursaries: Universities	14,901,269	25,785,590	28,731,679	28,509,710	3,040,000	31,549,710	29,411,904	29,524,902	31,001,147
2. DHET Bursaries: TVET Colleges	5,164,002	6,517,926	6,097,589	6,644,063	-	6,644,063	6,854,316	6,880,649	7,224,681
3. DHET Administration Grant	269,120	306,888	337,582	302,782	65,000	367,782	312,562	313,762	327,850
4. Realisation of Deferred Transfers	(297,830)	(601,824)	(341,366)			-			
5. Other Government units	1,324,106	1,337,541	1,300,257	1,404,911	128,029	1,532,940	1,359,589	1,233,827	1,225,772
6. Departmental agencies and accounts	203,997	470,828	390,086	346,656	82,379	429,035	310,456	278,644	265,202
7. Higher education Institutions	78,557	15,420	7,850	14,649	(14,649)	-	7,325	6,958	6,610
8. Local Non-government Donors	13,249	3,507	-	-	2,500	2,500	-	-	-
9. International Donor Organisations	-	-	-	-	-	-	-	-	-
Total Transfers Received	21,656,470	33,835,876	36,523,676	37,222,771	3,303,259	40,526,030	38,256,152	38,238,742	40,051,263
Total Revenue	23,087,200	35,526,561	37,543,981	38,639,422	3,345,587	41,985,008	39,692,249	39,644,087	41,339,447

5.2. Expenditure Estimates

R thousand	Audited outcomes			Adjusted appropriation 2021/22			Medium-term expenditure estimate		
	2018/19	2019/20	2020/21	Original Appropriation	Adjustment	Revised Appropriation	2022/23	2023/24	2024/25
1. Administration	294,691	295,271	239,845	274,393	108,204	382,599	306,236	309,409	320,252
2. Student Centered Financial Aid	24,689,482	26,925,538	37,218,783	37,018,532	3,237,400	40,255,932	38,046,427	38,029,073	39,833,675
<i>2.1 Operations (administration)</i>	96,491	133,222	98,672	100,320	(859)	99,461	102,837	104,093	110,262
<i>2.2 Bursaries</i>	24,592,991	26,792,316	37,120,111	36,918,212	3,238,259	40,156,471	37,943,590	37,924,980	39,723,413
Subtotal	24,984,173	27,220,809	37,458,627	37,292,928	3,345,604	40,638,531	38,352,663	38,338,482	40,153,927
Accounting expenses (depreciation / impairment losses)	3,154,806	5,698,440	(1,096,153)	1,347,773	(6,989)	1,340,784	1,341,660	1,307,068	1,187,992
Total Expenditure	28,138,979	32,919,249	36,362,475	38,640,701	3,338,615	41,979,315	39,694,323	39,645,550	41,341,919
Accounting Surplus/(Deficit)	(5,051,779)	2,607,312	1,181,506	-	-	-	-	-	-
LESS: Payment for Capital Assets	5,827	1,523	308	1,280	4,582	5,863	2,073	1,461	2,471
Surplus for The Year	(5,045,952)	2,608,835	1,181,814	-	-	-	-	-	-

5.3 Expenditure budget detail

R thousand	Audited outcomes			Adjusted appropriation 2021/22			Medium-term expenditure estimate		
	2018/19	2019/20	2020/21	Original Appropriation	Adjustment	Revised Appropriation	2022/23	2023/24	2024/25
Economic Classification									
Current payments									
Compensation of employees	193,537	222,551	216,338	236,317	(42,260)	194,057	237,242	246,567	258,833
Goods and Services	191,818	204,419	121,870	137,119	145,023	282,142	169,757	165,472	169,209
<i>Communications</i>	11,685	16,325	4,060	15,567	6,447	22,014	16,287	17,264	17,568
<i>Consultants, Contractors and Special services</i>	56,009	45,319	33,380	16,501	118,645	135,146	19,915	18,648	18,460
<i>Outside Services, Maintenance</i>	61,618	97,468	46,848	70,513	17,457	87,970	91,132	93,680	94,620
<i>Staff education, training and development</i>	2,350	2,085	746	1,756	897	2,654	2,308	2,446	2,422
<i>Postage, stationery and computer services</i>	27,701	20,194	29,519	23,623	4,293	27,916	30,202	26,407	27,727
<i>Official functions</i>	32,454	23,028	7,316	9,159	(2,715)	6,443	9,913	7,027	8,412
Transfers and subsidies to	24,592,991	26,792,316	37,120,111	36,918,212	3,238,259	40,156,471	37,943,590	37,924,980	39,723,413
<i>Households</i>	24,592,991	26,792,316	37,120,111	36,918,212	3,238,259	40,156,471	37,943,590	37,924,980	39,723,413
Payments for capital assets	5,827	1,523	308	1,280	4,582	5,863	2,073	1,461	1,607
<i>Furniture and office equipment</i>	1,247	699	26	253	250	503	608	326	359
<i>Software and other intangible assets</i>	-	.	201	-	-	-	-	-	-
<i>Computer equipment</i>	4,580	824	81	1,028	4,332	5,359	1,464	1,135	2,112
<i>Vehicles</i>	-	-	-	-	-	-	-	-	-
Total	24,984,173	27,220,809	37,458,627	37,292,928	3,345,605	40,638,534	38,352,662	38,338,480	40,153,926
Accounting expenses (depreciation / impairment losses)	3,154,806	5,698,440	(1,096,153)	1,347,773	(6,989)	1,340,784	1,341,660	1,307,068	1,187,992

5.4 Programme 1: Administration

Programme 1 R thousand	Audited outcomes			Adjusted appropriation 2021/22			Medium-term expenditure estimate		
	2018/19	2019/20	2020/21	Original Appropriation	Adjustment	Revised Appropriation	2022/23	2023/24	2024/25
1. Administration	294,691	295,271	239,845	274,393	108,204	382,599	306,236	309,409	320,252
Subtotal	294,691	295,271	239,845	274,393	108,204	382,599	306,236	309,409	320,252
Current payments									
Compensation of employees	106,644	128,197	130,044	143,273	(34,944)	108,328	144,599	150,025	157,216
Goods and Services	182,220	165,551	109,493	129,843	138,566	268,409	159,564	157,923	160,565
<i>Consultants, Contractors and Special services</i>	56,009	45,319	33,380	16,501	114,591	131,092	19,915	18,648	18,460
<i>Outside Services, Maintenance</i>	61,541	67,620	37,856	70,513	10,654	81,167	88,564	90,958	91,763
<i>Staff education, training and development</i>	2,350	2,085	746	1,756	897	2,654	2,308	2,446	2,422
<i>Postage, stationery and computer services</i>	27,701	20,194	29,519	23,623	4,293	27,916	30,202	26,407	27,727
<i>Official functions</i>	22,933	14,007	3,930	1,882	1,684	3,567	2,287	2,199	2,625
<i>Communications</i>	11,685	16,325	4,060	15,567	6,447	22,014	16,287	17,264	17,568
Payments for capital assets	5,827	1,523	308	1,280	4,582	5,862	2,073	1,461	2,471
<i>Furniture and office equipment</i>	1,247	699	26	253	250	503	608	326	359
<i>Software and other intangible assets</i>	-	-	201	-	-	-	-	-	-
<i>Computer equipment</i>	4,580	824	81	1,028	4,332	5,359	1,464	1,135	2,112
<i>Vehicles</i>	-	-	-	-	-	-	-	-	-
Total	294,691	295,271	239,845	274,393	108,204	382,599	306,236	309,409	320,252
Accounting expenses (depreciation / impairment losses)	14,764	12,963	11,851	9,555	(4,459)	5,095	7,309	5,847	4,386

Performance and expenditure trends

The funding allocated to Programme 1: Administration decreased by 10.4% from R306.3m in 2019/20 to R274.4m in the 2021/22 financial year. The decrease was mainly due to consultants' costs which decreased by 63.5% from R45.3m in 2019/20 to R16.5m in 2021/22.

5.5 Programme 2: Student-Centred Financial Aid

Programme 2 R thousand	Audited outcomes			Adjusted appropriation 2021/22			Medium-term expenditure estimate		
	2018/19	2019/20	2020/21	Original Appropriation	Adjustment	Revised Appropriation	2022/23	2023/24	2024/25
2.1 Student Centered Financial Aid – Operations	96,491	133,222	98,672	100,320	(859)	99,461	102,837	104,093	110,262
2.2 Student Centered Financial Aid - Bursaries	24,592,991	26,792,316	37,120,111	36,918,212	3,238,259	40,156,471	37,943,590	37,924,980	39,723,413
Subtotal	24,689,482	26,925,538	37,218,783	37,018,532	3,237,400	40,255,932	38,046,427	38,029,073	39,833,675
Current payments									
Compensation of employees	86,893	94,354	86,294	93,044	(7,316)	85,728	92,644	96,543	101,617
Goods and Services	9,598	38,868	12,378	7,276	6,457	13,733	10,193	7,550	8,645
<i>Consultants, Contractors and Special services</i>	-	-	-	-	4,054	4,054	-	-	-
<i>Outside Services, Maintenance</i>	77	29,848	8,991	-	6,803	6,803	2,567	2,722	2,858
<i>Staff education, training and development</i>	-	-	-	-	-	-	-	-	-
<i>Postage, stationery and computer services</i>	-	-	-	-	-	-	-	-	-
<i>Official functions</i>	9,521	9,020	3,387	7,276	(4,399)	2,877	7,626	4,828	5,787
<i>Communications</i>	-	-	-	-	-	-	-	-	-
Households	24,592,991	26,792,316	37,120,111	36,918,212	3,238,259	40,156,471	37,943,590	37,924,980	39,723,413
Loan Disbursements	-	-	-	-	-	-	-	-	-
Total	24,689,482	26,925,538	37,218,783	37,018,532	3,237,400	40,255,932	38,046,427	38,029,073	39,833,675
Accounting expenses (depreciation / impairment losses)	3,140,042	5,685,477	(1,108,004)	1,338,218	(2,529)	1,335,689	1,334,350	1,301,220	1,183,606

Performance and expenditure trends

The funding allocated to Programme 2: Student Financial Aid increased by 32.0% from R28.1 billion in 2019/20 to R37.0 billion in the 2021/22 financial year. DHET has significantly increased the funding to NSFAS after the fee-free announcement. The increased funding will allow NSFAS to improve access to higher education for financially eligible students

6. UPDATED KEY RISKS AND MITIGATION FROM THE STRATEGIC PLAN

Outcome	Key Risk	Risk Mitigation
Alternative pool of funding available for eligible students on loans and bursaries	Failure to achieve alternative funding through public and private entities	A funding strategy is in place for fundraising initiatives. NSFAS is also maintaining relations with its funders
A sustainable and improved systems for recoveries	Inability to recover from student debtors	A recoveries strategy is in place for collections. An independent debt collector is collecting on behalf of NSFAS
Fund the right student, correct amount at the right time	Core systems are not fit for purpose and lack of a sustainable operating model	Review of the application life cycle to identify where the system is failing the institution. Review of all business processes to identify system failures, control gaps and control breakdowns with detailed root cause analysis and improvement opportunities
Engaged and informed stakeholders	Failure to collaborate with stakeholders and continuous communication	Legally enforcing Institutions to sign MOU's Timely and accurate communication to stakeholders. Stakeholder engagement schedule
Research and knowledge management database for improved decision making and stakeholder needs	Lack of integrated, accurate, complete and curated datasets, to support the execution of internal research work as well as external collaboration	Enforce a project to establish dataset to enhance strategic and financial decision making.
Clean governance embedded in all behavior practices	Poor internal governance controls	ISO9001 Project in place to ensure process governance and documentation. In addition, continuous improvement initiatives need to be upheld in order to embed Quality Improvement Into the organization with scheduled ISO9001 internal audits Policy renewal project to enforce documentation and conformance to the institutions policies and governing frameworks. Saved in a central repository and access by internal stakeholders

<p>Optimal organisation that deploys resources efficiently</p>	<p>Reactive HR approach with insufficient skills plan, talent and performance management.</p>	<p>Workplace Skills Plan update. Human Resources Information Systems Project. Key person project. Critical and Scarce Skills proposed document. Developmental trainings to be continuously updated and conducted. Effective and collaborative recruitment strategy and processes.</p>
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6. PUBLIC ENTITIES

Name of Public Entity	Mandate	Outcomes
-	-	-

8. INFRASTRUCTURE PROJECTS

No.	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total Estimated cost	Current year Expenditure
-	-	-	-	-	-	-	-	-

8. PUBLIC PRIVATE PARTNERSHIPS

PPP	Purpose	Outputs	Current Value of Agreement (R thousand)	End Date of Agreement
Department of Basic Education	To provide bursaries for students studying towards becoming teachers in the employment of the department of basic education	Administration of payments for tuition and allowances to students and institutions	1,307,918,500	Indefinite Signed 14-12-2018
Department of Agriculture, Forestry and Fisheries	To provide bursaries for students studying qualification related to Agriculture; Forestry & Fisheries	Administration of payments for tuition and allowances to students and institutions	23,336,640	01-11-2022
Department of Justice and Constitutional Development TRC – Presidents Fund	Assistance to Victims in respect of Higher Education and Training: Promotion of National Unity and Reconciliation Act 1995	Administration of payments for tuition and allowances to students and institutions	25,000,000	As per Promotion of National Unity and Reconciliation Act 1995 as Gazetted
Department of Defence and Military Veterans	To provide bursaries for students all types of qualifications at institutions of higher learning	Administration of payments for tuition and allowances to students and institutions	14,000,000	Indefinite
Department of Social Development	To provide bursaries for students studying towards becoming Social Workers in the employment of the department of Social Development	Administration of payments for tuition and allowances to students and institutions	50,968,125	Expired Distributing roll-over funding
Department of Labour (Compensation Fund)	Provides compensation for disablement caused by occupational injuries or diseases sustained or contracted by employees, or for death resulting from injuries or diseases, and provide for matters connected therewith, which include amongst others medical benefits, orthotics and rehabilitation services.	Administration of payments for tuition and allowances to students and institutions	117,418,875	Active 01-01-2021 to 31-12-2025
National Skills Fund	To provide bursaries for students studying 12 top scarce skills as determined by the NSF	Administration of payments for tuition and allowances to students and institutions	404,896,222	Indefinite Signed 08-01-2019
FP & M SETA	To provide bursaries for students studying towards Clothing, Textiles qualifications	Administration of payments for tuition and allowances to students and institutions	19,771,875	Active period not stipulated Valid from 28-10-2019
WR SETA	Skills development needs of the Wholesale and Retail (W&R) Sector through the implementation of learning programmes, disbursement of grants and monitoring of education and training as outlined in the National Skills Development Strategy (NSDS).	Administration of payments for tuition and allowances to students and institutions	7,200,000	Active 01-10-2019 to 30-06-2022

PART D: TECHNICAL INDICATOR DESCRIPTION (TID)

Strategic objective 1: Increase in funding (Rand value) raised for financial aid for eligible students

KPI 1.1 Amount of funds (Rand value) raised from funders

Indicator Title	Amount of funds (Rand value) raised from funders
Definition	<p>This is the amount of money, in South African Rands that is raised by NSFAS from funders. This includes fundraising made for core and non-core funding in line with the objective. A new funding is the money raised from funders who did not contribute financial aid through NSFAS in the year immediately before the year being measured</p> <p>Funding raised will be related to the financial year when it is utilized for that specific purpose. This excludes appropriated funds from DHET</p>
Source of data	<p>Reports from Finance showing funding raised (allocations) from funders</p> <p>Signed MoAs with funders, Letters of commitment from funders</p> <p>Bank statements confirming the receipt of funds.</p>
Method of Calculation / Assessment	The total funding raised from funders per the signed MoAs, letters of commitment from funders or Reports from Finance showing funding raised (allocations) from Funders
Means of verification	<p>Reports from Finance showing funding raised (allocations) from funders</p> <p>Signed MoAs with funders, Letters of commitment from funders</p> <p>Bank statements confirming the receipt of funds.</p>
Assumptions	Funds have been raised from funders
Disaggregation of beneficiaries	Target for youth
Spatial transformation	Addressing the imbalances of the past e.g. access to institutions of higher learning
Calculation type	Cumulative year end
Reporting Cycle	Quarterly
Desired performance	Performance that is higher than the targeted performance

Strategic objective 2: Increase the recovery rate from NSFAS debtors

KPI 2.1 Amount of money recovered (Rand value) from NSFAS debtors.

Indicator Title	Amount of money recovered (Rand value) from NSFAS debtors.
Definition	This is the amount of money, in South African Rands that is collected by NSFAS from debtors per annum
Source of data	Collections Report – Total Rand value of debtors collected for current financial year
Method of Calculation / Assessment	The sum of the amount recovered from debtors per annum. This will be measured in monetary value (Rands) collected from debtors, less credit balances returned from institutions.
Means of verification	Collections Report – Total Rand value of debtors collected for current financial year
Assumptions	Availability data collections report
Disaggregation of beneficiaries	Not applicable
Spatial transformation	Not applicable
Calculation type	Cumulative year end
Reporting Cycle	Quarterly
Desired performance	Performance that is higher than the targeted performance
Indicator Responsibility	Chief Financial Officer

Strategic objective 3: Improve the efficiency of the application, evaluation, funding of students and payments to institutions and eligible students

KPI 3.1 Percentage of all valid applications received in each academic cycle, where provisional funding decisions are communicated to applicants within 30 days of the closing date of applications

Indicator Title	Percentage of all valid applications received in each academic cycle, where provisional funding decisions are communicated to applicants within 30 days of the closing date of applications
Definition	<p>This is the percentage of all valid applications received in each academic cycle, where provisional funding decisions are communicated to applicants within 30 days of the closing date of applications</p> <p>A valid application is where all the required fields on the application form are completed accurately, and all the relevant supporting documents attached.</p> <p>A student is provisionally funded when they have passed the financial and academic eligibility evaluation. The student is notified of the outcome of the application via NSFAS approved communication channels (My NSFAS Portal, SMS, e-mail). The funding process is completed when registration of the student for the academic cycle is confirmed by the institution.</p> <p>Funding is communicated when all academic and financial checks have taken place.</p> <p>Academic cycles:</p> <ul style="list-style-type: none"> • Universities: Annual & Semester 1 and Semester 2 • TVETs: Annual; Semester 1 & 2; Trimester 1-3 as per TVET calendar provided by DHET
Source of data	<p>System generated report of applications received, the date the application cycle closed and the date the provisional funding decision was communicated to the applicant</p> <p>Status update from approved NSFAS communication channels (My NSFAS Portal/ SMS or e-mail communication channels to students).</p>
Method of Calculation / Assessment	<p>The numerator is the total number of all valid applications received in each academic cycle, where provisional funding decisions are communicated to applicants within 30 days of the closing date of applications</p> <p>The denominator is the total number of all valid applications received in each academic cycle.</p> <p>The numerator is divided by the denominator and multiplied by 100 to get a %.</p>
Means of verification	System generated report of applications received, the date the application cycle closed and the date the provisional funding decision was communicated to the applicant.
Assumptions	Performance dependent on receipt of valid applications
Disaggregation of beneficiaries	Target for youth
Spatial transformation	Addressing the imbalances of the past e.g. access to institutions of higher learning
Calculation type	Non-Cumulative
Reporting Cycle	Quarterly
Desired performance	Performance that is higher than the targeted performance
Indicator Responsibility	Chief Operations Officer

KPI 3.2 Percentage of continuing students where provisional funding process is completed within 10 days of receipt of academic progression or academic results from Institutions or DHET

Indicator Title	Percentage of continuing students where provisional funding process is completed within 10 days of receipt of academic progression or academic results from Institutions or DHET
Definition	<p>This is the percentage of continuing students where provisional funding process is completed within 10 days of receipt of academic progression or academic results from Institutions or DHET. Continuing students are defined as students that received funding from NSFAS in the preceding academic cycle. The provisional funding process is defined to be completed when the following conditions are met:</p> <ul style="list-style-type: none"> • Students are migrated to the current academic cycle, • Academic progression or academic results are loaded on the system, linked and • academic eligibility has been evaluated and confirmed. <p>Academic cycles</p> <ul style="list-style-type: none"> • Universities: Annual & Semester 1 and Semester 2 • TVETs: Annual; Semester 1 & 2; Trimester 1-3 as per TVET calendar provided by DHET
Source of data	System generated reports of continuing students where academic progression or academic results have been received, and funding decisions made
Method of Calculation / Assessment	<p>The numerator is the total number of continuing students for which funding decisions have been concluded within 10 days of receipt of academic progression or academic results for each academic cycle.</p> <p>The denominator is the total number of continuing students for which the academic progression or academic results have been received for each academic cycle.</p> <p>The numerator is divided by the denominator and multiplied by 100 to get a %.</p>
Means of verification	System generated reports of continuing students where academic progression or academic results have been received, and funding decisions made
Assumptions	Performance dependent on receipt of academic progression or academic results from institutions or DHET
Disaggregation of beneficiaries	Target for youth
Spatial transformation	Addressing the imbalances of the past e.g. access to institutions of higher learning
Calculation type	Non-Cumulative
Reporting Cycle	Quarterly
Desired performance	Performance that is higher than the targeted performance
Indicator Responsibility	Chief Operations Officer

KPI 3.3 Percentage of assistive devices provided to student with disabilities within 30 days of receipt of claims.

Indicator Title	Percentage of assistive devices provided to student with disabilities within 30 days of receipt of claims
Definition	This is the percentage of assistive devices provided to students with disabilities within 30 days of receiving claims. Assistive devices are provided to students with disabilities to enhance the learning environment.
Source of data	Approved policies and guidelines developed for the provision of support services for persons with disabilities
Method of Calculation / Assessment	<p>Numerator is the total number of assistive devices provided to students with disabilities within 30 days of receiving claim.</p> <p>Denominator is the total number of assistive devices claimed by students with disabilities.</p> <p>The numerator is divided by the denominator and multiplied by 100 to get a %.</p>
Means of verification	Approved policies and guidelines developed for the provision of support services for persons with disabilities
Assumptions	Performance dependent on the availability of funding, students with disabilities and the provision of assistive devices.
Disaggregation of beneficiaries	Target for people with disabilities
Spatial transformation	Addressing the imbalances of the past e.g. access to institutions of higher learning
Calculation type	Non-cumulative
Reporting Cycle	Annually
Desired performance	To reach the target
Indicator Responsibility	Chief Operation Officer

KPI 3.4 Percentage of funded University students for which the instalments of tuition and allowances to institutions are paid on the 25th day of every second month.

Indicator Title	Percentage of funded University students for which the instalments of tuition and allowances to institutions are paid on the 25 th day of every second month.
Definition	<p>This is the percentage of funded University students for which the instalments of tuition and allowances are paid on the 25th day of every second month.</p> <p>The University students are eligible for payment in the academic cycle once a valid registration data is received from Institution, linked and accounts are created. The payment date is considered as the date of disbursement from the system</p> <p>A valid registration data is data that describes the registration of a student on an approved qualification which conforms to academic eligibility.</p> <p>University students are considered eligible when the following conditions are met:</p> <ul style="list-style-type: none"> • Registration data received and linked • Accounts is created
Source of data	System generated report showing the date of receipt of a valid registration data and payment date.
Method of Calculation / Assessment	<p>The numerator is the total number of funded students for which the instalments of tuition and allowances are paid on the 25th day of every second month.</p> <p>The denominator is the total number of university funded students where valid registration data were received from Institutions</p> <p>Registration data is received in the academic cycle.</p> <p>The numerator is divided by the denominator and multiplied by 100 to get a %.</p>
Means of verification	System generated report showing the date of receipt of a valid registration data and payment date.
Assumptions	Performance dependent on availability of a valid registration data from institutions and account creation process completed
Disaggregation of beneficiaries	Target for youth
Spatial transformation	Addressing the imbalances of the past e.g. access to institutions of higher learning
Calculation type	Non-Cumulative
Reporting Cycle	Quarterly
Desired performance	Performance that is higher than the targeted performance
Indicator Responsibility	Chief Operations Officer

KPI 3.5 Percentage of TVET funded students for which the instalment of tuition and allowances (where NSFAS disburses directly to students or Institutions) are paid monthly (30 days)

Indicator Title	Percentage of TVET funded students for which the instalment of tuition and allowances (where NSFAS disburses directly to students or Institutions) are paid monthly (30 days)
Definition	<p>This is the percentage of TVET funded students for which the instalment of tuition and allowances (where NSFAS disburses directly to students or Institutions) are paid monthly (30 days)</p> <p>A funded TVET student is a NSFAS qualifying student where a valid registration data has been received for the academic cycle.</p> <p>A valid registration data is data that describes the registration of a student on an approved qualification which conforms to academic eligibility.</p>
Source of data	System generated report showing the date of receipt of a valid registration data and payment date
Method of Calculation / Assessment	<p>The numerator is the total number of TVET funded students for which the instalments of allowances (where NSFAS disburses directly to students or Institutions) are paid monthly (30 days)</p> <p>The denominator is the total number of TVET funded students for whom a valid registration data is received from Institutions.</p> <p>The numerator is divided by the denominator and multiplied by 100 to get a %.</p>
Means of verification	System generated report showing the date of receipt of a valid registration data and payment date
Assumptions	Performance dependent on availability of a valid registration data from institutions and account creation process completed
Disaggregation of beneficiaries	Target for youth
Spatial transformation	Addressing the imbalances of the past e.g. access to institutions of higher learning
Calculation type	Non-Cumulative
Reporting Cycle	Quarterly
Desired performance	Performance that is higher than the targeted performance
Indicator Responsibility	Chief Operations Officer

Strategic objective 4: Improve service level to customers and stakeholders through monitoring customer satisfaction and taking corrective action where necessary

KPI 4.1: Percentage of stakeholder engagement survey

Indicator Title	Percentage of stakeholder engagement survey											
Definition	<p>The survey is an approach designed to ensure that relevant stakeholders are engaged in the purpose of achieving organisational mandate, vision and strategic objectives. It is not an end in itself, but a means for the organisation to build positive and sustainable relationships with external stakeholders. Organisational competitive edge is also enhanced by sound external stakeholder relationships.</p> <p>An approved professional independent tool will be used to measure stakeholder engagement. An index will be used to denote the percentage of stakeholders engaged.</p>											
Source of data	<p>Report setting out the framework for the measurement of customer (student) and stakeholder satisfaction</p> <p>Minutes of Operations Committee meeting indicating approval of the framework</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Q1</th> <th style="width: 25%;">Q2</th> <th style="width: 25%;">Q3</th> <th style="width: 25%;">Q4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">-</td> <td> <ul style="list-style-type: none"> • Develop a stakeholder engagement tool </td> <td style="text-align: center;">-</td> <td> <ul style="list-style-type: none"> • Baseline for stakeholders gathered </td> </tr> </tbody> </table>				Q1	Q2	Q3	Q4	-	<ul style="list-style-type: none"> • Develop a stakeholder engagement tool 	-	<ul style="list-style-type: none"> • Baseline for stakeholders gathered
Q1	Q2	Q3	Q4									
-	<ul style="list-style-type: none"> • Develop a stakeholder engagement tool 	-	<ul style="list-style-type: none"> • Baseline for stakeholders gathered 									
Method of Calculation / Assessment	<p>A Stakeholder Framework</p> <p>A Stakeholder engagement tool</p> <p>Baseline gathered from stakeholder engagement</p>											
Means of verification	<p>Report setting out the framework for the measurement of customer (student) and stakeholder satisfaction</p> <p>Minutes of Operations Committee meeting indicating approval of the framework</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Q1</th> <th style="width: 25%;">Q2</th> <th style="width: 25%;">Q3</th> <th style="width: 25%;">Q4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">-</td> <td> <ul style="list-style-type: none"> • Develop a stakeholder engagement tool </td> <td style="text-align: center;">-</td> <td> <ul style="list-style-type: none"> • Baseline for stakeholders gathered </td> </tr> </tbody> </table>				Q1	Q2	Q3	Q4	-	<ul style="list-style-type: none"> • Develop a stakeholder engagement tool 	-	<ul style="list-style-type: none"> • Baseline for stakeholders gathered
Q1	Q2	Q3	Q4									
-	<ul style="list-style-type: none"> • Develop a stakeholder engagement tool 	-	<ul style="list-style-type: none"> • Baseline for stakeholders gathered 									
Assumptions	Availability of an instrument tool and stakeholders to gather information											
Disaggregation of beneficiaries	Target for students											
Spatial transformation	Addressing the imbalances of the past e.g. access to institutions of higher learning											
Calculation type	Non - Cumulative											
Reporting Cycle	Bi-annually											
Desired performance	To achieve the target											
Indicator Responsibility	Chief Corporate Services Officer											

Strategic objective 5: Undertake research for the better utilisation of financial resources

KPI 5.1 Number of research reports produced each financial year

Indicator Title	Number of research reports produced each financial year
Definition	The research is conducted according to an approved research plan. A research report is a document prepared to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. It can be commissioned or conducted in-house for use internally or by stakeholders. The report may have "actionable" recommendations. It is approved by the Board.
Source of data	Board approved research reports of research conducted for the period (Bi-annually) where applicable, including meeting documents, supply chain documents, etc. 4 research report approved by the Board, where applicable, including meeting documents, supply chain documents etc.
Method of Calculation / Assessment	Simple count the number of research reports produced and approved
Means of verification	Board approved research reports of research conducted for the period (Bi-annually) where applicable, including meeting documents, supply chain documents, etc. 4 research report approved by the Board, where applicable, including meeting documents, supply chain documents etc.
Assumptions	Availability of staff and research data to produce reports
Disaggregation of beneficiaries	Not applicable
Spatial transformation	Not applicable
Calculation type	Cumulative year end
Reporting Cycle	Bi-annually
Desired performance	Performance that is higher than the targeted performance
Indicator Responsibility	SM: Policy and Research

KPI 5.2 Number of Policy Advisory briefs to the Minister

Indicator Title	Number of Policy Advisory briefs to the Minister
Definition	An advisory brief is a document that considers research evidence and makes policy recommendations to the minister of Higher Education, either generally towards student funding at a national level, or with regards to a particular funding instrument or type of student.
Source of data	<ul style="list-style-type: none"> • Board approved policy advisory brief produced for the period (Annually), including meeting documents, supply chain documents, etc. • 1 Policy Advisory brief approved by the Board. • Approved Board minutes
Method of Calculation / Assessment	Simple count the number of policy briefs produced and approved
Means of verification	<ul style="list-style-type: none"> • Board approved policy advisory brief produced for the period (Annually), including meeting documents, supply chain documents, etc. • 1 Policy Advisory brief approved by the Board. • Approved Board minutes
Assumptions	Availability of staff and research data to produce Policy Advisory briefs
Disaggregation of beneficiaries	Not applicable
Spatial transformation	Not applicable
Calculation type	Cumulative year end
Reporting Cycle	Annually
Desired performance	Performance that is higher than the targeted performance
Indicator Responsibility	SM: Policy and Research

Strategic objective 6: Improve and maintain financial, performance management and IT governance audit outcomes

KPI 6.1 Audit opinion of the AGSA

Indicator Title	Audit opinion of the AGSA
Definition	<ul style="list-style-type: none"> • The Auditor General South Africa Audit Report • Unqualified audit opinion
Source of data	<ul style="list-style-type: none"> • AGSA Audit Report 2021/22.
Method of Calculation / Assessment	<ul style="list-style-type: none"> • AGSA Audit Report 2021/22.
Means of verification	<ul style="list-style-type: none"> • AGSA Audit Report 2021/22.
Assumptions	Audit scope and reliable data available
Disaggregation of beneficiaries	Not applicable
Spatial transformation	Not applicable
Calculation type	Non – cumulative
Reporting Cycle	Annually
Desired performance	To reach the targeted performance
Indicator Responsibility	Chief Financial Officer

KPI 6.2 Status level 3 for CGICTAS achieved

Indicator Title	Status level 3 for CGICTAS achieved
Definition	Third party report on – CGICTAS (Corporate Governance of Information and Communication Technology Assessment Standards)
Source of data	Third party report on CGICTAS
Method of Calculation / Assessment	Third party report on CGICTAS
Means of verification	Third party report on CGICTAS
Assumptions	Dependent on the availability of ICT systems and compliant with CGICTAS
Disaggregation of beneficiaries	Not applicable
Spatial transformation	Not applicable
Calculation type	Non – cumulative
Reporting Cycle	Annually
Desired performance	Performance that is higher than the targeted performance
Indicator Responsibility	Chief Information Officer

KPI 6.3 Improve level of maturity with respect to Cyber Security

Indicator Title	Improve level of maturity with respect to Cyber Security
Definition	<p>This is a report that will be generated by ICT unit on the extent to which NSFAS has progressed towards its target cybersecurity maturity level in terms of the NIST maturity level</p> <p>In terms of NSFAS, all domains refer to the Business functions and operations, Applicant Information and Data, Information Systems, Technology, and IT Infrastructure.</p>
Source of data	<p>Report on the level of maturity in terms of the NIST maturity level Framework as issued by the ICT unit by March 31 annually.</p>
Method of Calculation / Assessment	NIST maturity level will be used as a basis for determining the maturity level.
Means of verification	Cyber Security Maturity Assessment Report
Assumptions	The ICT unit will either have the skills in house to perform this assessment, or source the skills externally.
Disaggregation of beneficiaries	Not applicable
Spatial transformation	Not applicable
Calculation type	Non - cumulative
Reporting Cycle	Annually
Desired performance	Higher
Indicator Responsibility	Chief Information Officer

KPI 6.4 Percentage of total procurement value awarded to BBB–EE level 1 service providers

Indicator Title	Percentage of total procurement value awarded to BBB–EE level 1 service providers
Definition	<p>Measurement of the total value of procurement awards to BBB–EE level 1 service providers.</p> <p>The procurement awards are defined as new procurement awards sourced through the following procurement mechanisms:</p> <ul style="list-style-type: none"> • Competitive bids (tenders) • Request for quotations (RFQ) • Procurement deviations
Source of data	<ul style="list-style-type: none"> • Tender register • RFQ register • Procurement deviation register
Method of Calculation / Assessment	Percentage calculation, whereby the numerator is the total value procurement awards to BBB–EE level 1 service providers, and the denominator being the total value of procurement awards for the financial year.
Means of verification	<ul style="list-style-type: none"> • Tender register • RFQ register • Procurement deviation register • Purchase order • BBB–EE Certificate
Assumptions	Not applicable
Disaggregation of beneficiaries	Not applicable
Spatial transformation	Previously disadvantaged designated group
Calculation type	Non-cumulative
Desired performance	To reach the target
Reporting Cycle	Annually
Indicator Responsibility	Chief Financial Officer

Strategic objective 7: To improve the organizational culture by improving capability and employee engagement

KPI 7.1 Percentage of approved funded positions filled per annum

Indicator Title	Percentage of approved funded positions filled per annum
Definition	Filling of approved funded vacancies in terms of the funded organisational structure. A funded organisational structure is when the institution positions are planned and budgeted for.
Source of data	An approved organizational structure, Minutes of the board indicating approval and data from approved HR system
Method of Calculation / Assessment	The numerator is the number of positions filled The denominator is total number of funded positions multiplied by 100.
Means of verification	An approved organizational structure, Minutes of the board indicating approval and data from approved HR system
Assumptions	A fit for purpose organizational structure with the recruitment based on the right people for the right jobs. Dependent on the availability of funded and approved positions
Disaggregation of beneficiaries	Not applicable
Spatial transformation	Not applicable
Calculation type	Non – cumulative
Reporting Cycle	Annually
Desired performance	To reach the target
Indicator Responsibility	GM: Human Resource

KPI 7.2 Approved mentorship and coaching programme for senior managers

Indicator Title	Approved mentorship and coaching programme for senior managers
Definition	The purpose is to have a mentorship and coaching programme that seeks to improve personal development, career development and productivity of senior managers. At least 60% of senior managers must be mentored and coached.
Source of data	Data from the approved HR System
Method of Calculation / Assessment	Not Applicable
Means of verification	Data from the approved HR System
Assumptions	None
Disaggregation of beneficiaries	Target for senior managers
Spatial transformation	Not applicable
Calculation type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Mentorship framework implemented
Indicator Responsibility	GM: Human Resource

KPI 7.3 Percentage of women employed in management positions

Indicator Title	Percentage of women employed in management positions
Definition	Target to be achieved by the public sector (departments and public entities) to ensure that women are represented at management levels in its employ. This is to address the imbalances of the past. To improve the staffing capacity and contribute to the transformation agenda.
Source of data	<ul style="list-style-type: none"> • ESS System • Employment Equity Stats • Signed employment Contracts
Method of Calculation / Assessment	<p>Non-Cumulative</p> <p>The numerator is the number of women employed at MMS and SMS levels.</p> <p>The denominator is the total establishment of MMs and SMS employees.</p> <p>The numerator is divided by the denominator and multiplied by 100 to get a %.</p>
Means of verification	<ul style="list-style-type: none"> • ESS System • Employment Equity Stats • Signed employment Contracts
Assumptions	Dependent on the availability of funded and vacant management positions
Disaggregation of beneficiaries	Target for women
Spatial transformation	Addressing the imbalances of the past where women and especially Africans were discriminated in terms of job opportunities
Calculation type	Non-cumulative
Reporting Cycle	Annually
Desired performance	To reach the target
Indicator Responsibility	GM: Human Resource

ANNEXURE A: Amendments to the Strategic Plan

Revisions to the Approved Strategic plan and reasons for the revisions

Reference to current strategic plan	Revisions to the approved strategic plan	Reasons for the revisions
<p>Strategic Outcome 1</p> <p>Alternative pool of funding available for eligible students</p>	<p>KPI 1.1 Amount of funds (Rand value) raised from new funders ("new" removed)</p>	<p>KPI 1.1 Amount of funds (Rand value) raised from funders (refined)</p> <p>The title name of the indicator has been refined. The technical Indicator description includes funding from core and non-core funders. The wording "new funders" has been removed and replaced by funders</p>
<p>Strategic Outcome 2</p> <p>A sustainable and improved systems for recoveries</p>	<p>KPI 2.1 Amount of money recovered (Rand value) from NSFAS debtors</p> <p>Revised target:</p> <p>2022/23 Targets = R388.5m</p> <p>2023/24 targets = R396.3m</p> <p>2024/25 Targets = R404.2m</p>	<p>The ongoing Covid-19 pandemic has impacted negatively on recoveries. The recovery rate has been stagnant due to slow pace on recoveries and unsuccessful debit orders. The Covid-19 pandemic has contributed to high unemployment rate in South Africa.</p> <p>The recent political unrest in KZN and Gauteng due to political challenges has a potential on economic slowdown in the country.</p>
<p>Strategic Outcome 3</p> <p>Fund the right student, correct amount at the right time</p>	<p>KPI 3.3: Percentage of assistive devices provided to student with disabilities within 30 days of receipt of claims. (new)</p>	<p>Key Performance Indicator removed</p> <p>KPI 3.3: Percentage of first-time entry students where bursary accounts are created within 10 days of receipt of registration data from Institutions.</p> <p>This indicator is removed due to misalignment with the new disbursement model</p> <p>An indicator in respect of students with disabilities has been added</p>

		<p>to replace KPI 3.3. This indicator will reflect support mechanisms provided to students with disabilities.</p> <p>This is to respond to the cross-cutting focus areas of the MTSF 2019-2024</p>
	<p>KPI 3.4 Percentage increase in the number of new applicants with disabilities that are provisionally funded (removed)</p>	<p>The indicator has been removed and replaced with KPI 3.3 that reflect support mechanisms provided to students with disabilities.</p>
	<p>KPI 3.6 Percentage of TVET funded students for which the instalment of tuition and allowances (where NSFAS disburses directly to students or Institutions) are paid monthly (30 days) (payment date amended)</p>	<p>KPI 3.6: Percentage of TVET funded students for which the instalments of tuition and allowance (where NSFAS disburses directly to students or Institutions) are paid on the 25th day of each month (previous payment date).</p> <p>The indicator title has been adjusted to allow a 30-day period to avoid bottlenecks within the disbursement system.</p>
	<p>KPI 3.5: Percentage of funded University students for which the instalments of tuition and allowances to institutions are paid on the 25th day of every second month.</p> <p>KPI 3.6: Percentage of TVET funded students for which the instalment of tuition and allowances (where NSFAS disburses directly to students or</p>	<p>KPI 3.4 (New numbering)</p> <p>KPI 3.5 (New numbering)</p>

	Institutions) are paid monthly (30 days)	
Strategic Outcome 5 Research and knowledge management database for improved decision making and stakeholder needs	KPI 5.2 Number of Policy Advisory briefs to the Minister	The Minister would be advised once per annum on research and policy matters
Strategic Outcome 6 Clean governance embedded in all behaviour practices	KPI 6.1 Audit opinion of the AGSA	“Clean audit - no material findings” has been removed in the indicator definition to only reflect as “unqualified audit opinion”
	KPI 6.3 Baseline level of maturity with respect to Cyber Security (“Baseline” has been removed and replaced by “improve”) Revised target: 2022/23 Targets = To determine a baseline on level of maturity with respect to Cyber security 2023/24 targets = Improve level of maturity by level 1 based on 2022/23 actual achievement 2024/25 Targets = Improve level of maturity by level 1 based on 2023/24 actual achievement	KPI 6.3 Improve level of maturity with respect to Cyber Security (refined) The title name of the indicator has been refined. Baseline has been replaced with improve A baseline of maturity with respect to cyber security is being determined.

	KPI 6.4 Percentage of total procurement value awarded to BBB-EE level 1 service providers	<p>A new indicator for BBB-EE has been added to ensure that the entity complies with BBB-EE requirements.</p> <p>This is to promote access to the previously disadvantaged designated groups</p>
<p>Strategic Outcome 7</p> <p>Optimal organisation that deploys resources efficiently</p>	KPI: 7.2 Approved mentorship and coaching programme for senior managers (new)	<p>KPI 7.2: Percentage of training interventions rolled out according to the human resource training plan (removed)</p> <p>The reason for amendment is to provide training and coaching to senior managers</p>
	KPI 7.3 Percentage of women employed in management positions (new)	<p>A new indicator in respect of the employment of woman in management positions has been added.</p> <p>This is to address the imbalances of the past where women and especially Africans were discriminated in terms of job opportunities.</p> <p>This initiative responds to the cross-cutting focus areas of the MTSF 2019-2024</p>

Annexure B: Conditional Grants

PPP	Purpose	Outputs	Current Value of Agreement (R thousand)	End Date of Agreement
Department of Basic Education	To provide bursaries for students studying towards becoming teachers in the employment of the department of basic education	Administration of payments for tuition and allowances to students and institutions	1,307,918,500	Indefinite Signed 14-12-2018
Department of Agriculture, Forestry and Fisheries	To provide bursaries for students studying qualification related to Agriculture; Forestry & Fisheries	Administration of payments for tuition and allowances to students and institutions	23,336,640	01-11-2022
Department of Justice and constitutional Development TRC – Presidents Fund	Assistance to Victims in respect of Higher Education and Training; Promotion of National Unity and Reconciliation Act 1995	Administration of payments for tuition and allowances to students and institutions	25, 000, 000	As per Promotion of National Unity and Reconciliation Act 1995 as Gazetted
Department of Defence and Military Veterans	To provide bursaries for students all types of qualifications at institutions of higher learning	Administration of payments for tuition and allowances to students and institutions	14,000,000	Indefinite
Department of Social Development	To provide bursaries for students studying towards becoming Social Workers in the employment of the department of Social Development	Administration of payments for tuition and allowances to students and institutions	50,968,125	Expired Distributing roll-over funding
Department of Labour (Compensation Fund)	Provides compensation for disablement caused by occupational injuries or diseases sustained or contracted by employees, or for death resulting from injuries or diseases, and provide for matters connected therewith, which include amongst others medical benefits, orthotics and rehabilitation services.	Administration of payments for tuition and allowances to students and institutions	117, 418, 875	Active 01-01-2021 to 31-12-2025
National Skills Fund	To provide bursaries for students studying 12 top scarce skills as determined by the NSF	Administration of payments for tuition and allowances to students and institutions	404,896,222	Indefinite Signed 08-01-2019
FP & M SETA	To provide bursaries for students studying towards Clothing, Textiles qualifications	Administration of payments for tuition and allowances to students and institutions	19, 771, 875	Active period not stipulated Valid from 28-10-2019
WR SETA	Skills development needs of the Wholesale and Retail (W&R) Sector through the implementation of learning programmes, disbursement of grants and monitoring of education and training as outlined in the National Skills Development Strategy (NSDS).	Administration of payments for tuition and allowances to students and institutions	7, 200, 000	Active 01-10-2019 to 30-06-2022

Annexure C: Consolidated Indicators

Institution	Outputs	Output Indicator	Target	Data Source
National Financial Aid Scheme	Funds raised	1.1. Amount of funds (Rand value) raised from funders	R48.3m	Reports from Finance showing funding raised (allocations) from funders Signed MoAs with funders, Letters of commitment from funders Bank statements confirming the receipt of funds
	Funds recovered from debtors	2.1 Amount of money recovered (Rand value) from NSFAS debtors	R388.5m	Collections Report – Total Rand value of debtors collected for current financial year
	Bursaries funded to students	3.1 Percentage of all valid applications received in each academic cycle, where provisional funding decisions are communicated to applicants within 30 days of the closing date of applications	90%	System generated report of applications received, the date the application cycle closed and the date the provisional funding decision was communicated to the applicant Status update from approved NSFAS communication channels or any means of approved communication channels to students
		3.2 Percentage of continuing students where provisional funding process is completed within 10 days of receipt of academic progression or academic results from Institutions or DHET	90%	System generated reports of continuing students where academic progression or academic results have been received, and funding decisions made
		3.3 Percentage of assistive devices provided to student with disabilities within 30 days of receipt of claims.	90%	Approved policies and guidelines developed for the provision of support services for persons with disabilities
	Bursaries funded to students	3.4 Percentage of funded University students for which the instalments of tuition and allowances to institutions are paid on the 25 th day of every second month.	90%	System generated report showing the date of receipt of registration data and payment date

		3.5 Percentage of TVET funded students for which the instalment of tuition and allowances (where NSFAS disburses directly to students or Institutions) are paid monthly (30 days)	90%	System generated report showing date of receipt of a valid registration data and payment date
A framework has been developed		4.1 Percentage of stakeholder engagement survey	Develop a stakeholder engagement tool and collect a baseline for stakeholders	Report setting out the framework for the measurement of customer (student) and stakeholder satisfaction Minutes of Operations Committee meeting indicating approval of the framework
Research reports produced		5.1 Number of research reports produced each financial year	4	Board approved research reports of research conducted for the period (quarterly) where applicable, including meeting documents, supply chain documents, etc. 4 research report approved by the Board, where applicable, including meeting documents, supply chain documents etc.
Policy Advisory briefs produced		5.2 Number of Policy Advisory briefs to the Minister	1	Board approved policy advisory brief produced for the period (Annually), including meeting documents, supply chain documents, etc. Policy brief approved by the Board. Approved Board minutes
Audit Report generated and obtained by NSFAS		6.1 Audit opinion of the AGSA	Unqualified audit opinion	AGSA Audit Report 2021/22.
Third party report on CGICTAS		6.2 Status level 3 for CGICTAS achieved	Achieve CGICTAS Level 3	Third party report on CGICTAS
Report on the level of maturity obtained		6.3 Improve level of maturity with respect to Cyber Security	To determine a baseline on level of maturity with respect to Cyber security	Report on the level of maturity in terms of the NIST maturity level Framework as issued by the ICT unit by March 31 annually.

	Total procurement value awarded to BBB–EE level 1 service providers	6.4 Percentage of total procurement value awarded to BBB–EE level 1 service providers	60%	<ul style="list-style-type: none"> • Tender register • RFQ register • Procurement deviation register
	An approved organizational structure	7.1 Percentage of approved funded positions filled per annum	90%	An approved organizational structure, Minutes of the board indicating approval and data from approved HR system
	Mentorship and coaching programme	7.2 Approved mentorship and coaching programme for senior managers	60%	Data from the approved HR System
	Women (especially Africans) employed in Management positions	7.3 Percentage of women employed in management positions	50%	<ul style="list-style-type: none"> • ESS System • Employment Equity Stats • Signed employment Contracts

Abbreviations

AGSA	Auditor-General South Africa
CFO	Chief Financial Officer
CIO	Chief Information Officer
COO	Chief Operations Officer
CGICTAS	Corporate Governance of Information and Communication Technology Assessment Standards
DBE	Department of Basic Education
DHESI	Department of Higher Education, Science and Innovation
EO	Executive Officer
MANCOM	Management Committee
FTE	Full Time Equivalent
GM	General Manager
LAFSOP	Loan Agreement Form / Schedule of Particulars
NBA	New Bursary Agreement
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
MTT	Ministerial Task Team
NDP	National Development Plan
NBA	New Bursary agreement
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
PCHET	Portfolio Committee on Higher Education and Training
PPPFA	Preferential Procurement Policy Framework Act
SARS	South African Revenue Service
SETA	Sector Education and Training Authority
SMART	Specific, Measurable, Achievable, Realistic and Time-bound
SONA	State of the Nation Address
SRCs	Student Representative Councils
STUCEM	Student-Centred Model
TVET	Technical and Vocational Education and Training