



**NSFAS**

National Student Financial Aid Scheme

**STRATEGIC PLAN**

**2015/16– 2019/20**

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## Official Sign-off

It is hereby certified that this Strategic Plan:

- was developed by the management of the National Student Financial Aid Scheme (NSFAS) under the guidance of its Board;
- takes into account all the relevant legislation, regulation and policies;
- accurately reflects the strategic outcome-orientated goals and objectives that NSFAS will endeavour to achieve in the year 2019/20.

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## Abbreviations

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

## INTRODUCTION

This document sets out the Strategic Plan of the National Student Financial Scheme (NSFAS) for the fiscal year 2019/2020 in accordance with national imperatives and represents the aspirations of NSFAS to deliver on its mandate. This Strategic Plan is a revision of the 2015/2016 to 2019/2020 plan.

The Strategic Plan defines the strategic objectives, targets and key performance indicators (KPIs) which will be utilised to measure performance. The Strategic Plan also identifies the funding required to achieve the stated strategic objectives.

This document sets out priorities for NSFAS in a manner that emphasises the outcomes-orientated monitoring and evaluation approach of the Presidency and has been guided by:

- National Development Plan 2030
- Medium Term Strategic Framework 2014-2019
- NSFAS Act (Act 56 of 1999 as amended);
- Ministerial Review of NSFAS, 2009;
- White Paper for Post-School Education and Training;
- Other relevant legislation, regulation, policies and the changing post-school environment in which NSFAS operates.

This Strategic 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 three years. It is based on the two strategic goals guiding the entity's strategic direction, namely:

**Goal 1:** An efficient and effective public entity in student financial aid;

**Goal 2:** Access to higher education and improved student financial aid environment.

In delivering the objectives set out in this plan, NSFAS will be working with many other organisations which share its dedication to providing access to higher education and training.

## **PART A: STRATEGIC OVERVIEW**

### **1. VISION**

A model public entity that provides financial aid to all eligible public University and Technical and Vocational Education and Training (TVET) college students from poor and working-class families.

### **2. MISSION**

To transform NSFAS into an efficient and effective provider of financial aid to students from poor and working-class families in a sustainable manner that promotes access to, and success in, higher and further education and training, in pursuit of South Africa's national and human resource development goals.

The mission statement is made up of three distinct elements which describe why NSFAS exists, what we do, and the impact on our constituency:

- NSFAS exists to provide financial aid to eligible students at public TVET colleges and public Universities;
- NSFAS identifies eligible students, provides loans and bursaries and collects student loan repayments to replenish the funds available for future generations of students; and,
- NSFAS supports access to, and success in, higher education and training for students from poor and working-class families who would otherwise not be able to afford to study.

### **3. VALUES**

- **Accessibility** – NSFAS will create an environment that allows efficient, effective and direct access to funding for eligible students.
- **Transparency** – NSFAS will be open and honest with all students and stakeholders.
- **Integrity** – NSFAS will act with integrity towards all stakeholders
- **Accountability** – NSFAS will take responsibility for our actions
- **Respect** – NSFAS will treat our staff members, institutions and all stakeholders with respect and fairness.

## 4. LEGISLATIVE AND OTHER MANDATES

### 4.1 Constitutional mandates

#### **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”.**

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

- (I)** 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
- 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. Through a process initiated by the DHET, a task team has been put into place to consider the critical changes to the Act that need to be made. These changes will be in line with key recommendations from the MTT report and the current NSFAS practices, evolved over time and in response to changing needs within the sector and codified through rules that have been produced by NSFAS.

Following the fee-free education announcement, the Minister of Higher Education and Training has published regulations (Government Gazette Vol. 631, No. 41390<sup>1</sup>) to the NSFAS Act for public comment which confirms NSFAS's mandate, in consultation with the Minister (Government Gazette Vol. 634, No. 41554<sup>2</sup>) 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
- 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.

## 4.2 Legislative mandates

- (I) 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;

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<sup>1</sup> Also known as the Regulations on Additional Functions Assigned to NSFAS, 2017

<sup>2</sup> Also known as the Regulations on Additional Functions Assigned to NSFAS, 2018

- Provide for transitional arrangements and the repeal of certain laws; and to provide for matters connected therewith.

**(II) Public Finance Management Act**

As a public entity, NSFAS is also subject to the Public Finance Management Act (PFMA), Act 1 of 1999 as amended, in terms of which NSFAS is listed as a Schedule 3A 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”.

**(III) 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.

**(IV) National Credit Act**

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.

**(V) Government Gazette Vol 638 No 41851 dated 21 August 2018**

The Administrator will take over the Governance, Management and Administration of NSFAS for a period of one year from the date of this Gazette. The general and specific terms of the Administrator during this period will be to:

- Ensure the effective close out of the 2017 and 2018 student funding cycles. This involves resolving data integration challenges as a matter of urgency, finalising all necessary funding decisions, ensuring reconciliation of funding data between agreements are in place and

that students are accurately funded and recorded, and making sure that all NSFAS qualifying students receive funding.

- Oversee the opening of the 2019 online applications process, ensure that all necessary partnerships for managing the applications process are in place and can be effectively monitored, and develop and manage a communications plan for the application period.
- Develop, in consultation with the Department, universities and TVET colleges, an effective and realistic plan for the 2019 funding cycle and ensure that all parties understand all the roles and responsibilities, and any necessary implementation support is made available as needed.
- Ensure that the entity pays adequate attention to both TVET colleges and universities in all aspects of its core business processes.
- Put in place the necessary management and governance controls to ensure that all risks of the 2019 student funding cycle are appropriately managed, with the support of the Department and institutions as necessary.
- Ensure that adequate plans are in place to make funding decisions at the earliest possible time of the year as close to the period of registration as possible.
- To manage the day -to -day work of the entity, and steer NSFAS to address its operational challenges fully. This will include the strengthening of structures, systems and policies that will ensure good governance and effective management of the core operational mandate of NSFAS.
- To oversee all necessary forensic and other investigations necessary for the effective operation and management of the entity.
- To work closely with the Ministerial Committee of Inquiry appointed by the Minister to review the business processes of the entity and make long -term recommendations on the future models, structures, systems and business processes necessary for an effective NSFAS.
- To maintain a close and productive working relationship between NSFAS and the universities and TVET colleges, with a view to re- establishing a NSFAS presence on campuses from 2018 onwards.
- The Administrator will report to the Minister of Higher Education and Training or her delegated officials.

## 5. SITUATIONAL ANALYSIS

### 5.1 Introduction

The 2014-2019 MTSF is a five-year strategic plan of government and forms the first five-year implementation phase of the National Development Plan (NDP). The MTSF is structured around 14 priority outcomes of which the Department of Higher Education and Training (DHET) is responsible for Outcome 5: “A skilled and capable workforce to support an inclusive growth path”. 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.

Over the past few years however, NSFAS has been subject to changes within the post-school education and training system broadly, as well as national policy directives. These include: the migration of all public Universities and TVET Colleges into the student-centred model in the 2017 academic year and the release of the Heher commission findings on the 13<sup>th</sup> of November 2017. All these influences impacted on the rules upon which eligibility for funding would be assessed as well as the way in which the organisation would disburse funding. It was also in 2017/18 that the president pronounced the gradual implementation of fee-free education for poor and working class and its implementation commenced in the fourth quarter (January – March 2018) of 2017/18.

The implementation of the policy at universities started with the first year entering students in the 2018 academic year. The policy also makes provision for continuing students who are funded by NSFAS to have their loans converted into grants from 2018 onward. In addition, government committed itself to increasing spending on universities as a percentage of the Gross Domestic Product (GDP) from 0.68 percent to 1 percent over the next five years.

The recent PCHET report (15 November 2018) summarised the main issues facing NSFAS as:

- Recurring IT system inefficiencies
- Stagnation with respect to loan recoveries from former beneficiaries
- Difficulties related to the roll-out of the student-centred model
- Delays by students in signing the LAF/SOPs
- The transfer of NSFAS funds to institutions without remittance
- Poor TVET College capacity to administer NSFAS funding
- Data exchange

These challenges contributed to the significant regression in NSFAS’ financial and service delivery performance. Thus, in the most recent year of review, the entity received a qualified audit opinion where 10 out of the 11 targets related to the Student-Centred Financial Aid, were not achieved.

The entity also recorded an unbudgeted surplus of over R3 billion, which was attributed to delays in the finalisation of funding decisions by NSFAS, challenges experienced with submission of registration data and deficient integration of NSFAS systems with universities and colleges and students not signing contracts timeously. The fact that the large body of students remained unfunded for a period of up to 8 months in 2018 triggered wide spread protest on campuses, threatening the successful conclusion of the 2018 academic year.

In response, the Minister appointed an Administrator, as per the Government Gazette Vol. 638, No. 41851) on the 21<sup>st</sup> of August 2018 for a term of 1 year. The purpose of the Administrator is to take over the governance, management and administration of NSFAS.

The Terms of Reference of the Administrator encapsulates short, medium and long-term imperatives. The short term is defined by the urgent need to clear administration backlogs in order to defuse the incendiary campus environment. Medium Term objectives include the stabilization of NSFAS to ensure the effective delivery of mandate over the next two years. Long term objectives include the envisioning and repositioning of NSFAS to become a centre of excellence for the South African Higher Education. A remodeled NSFAS must improve access to poor and marginalized students, create an enabling environment that will promote consistency and fairness across the Higher Education Sector and an institution that enjoys public trust and credibility. The key enabler for inclusive economic growth remain the promotion of skills amongst youth to eradicate poverty, inequality and social exclusion, a challenge that overall define the relevance of NSFAS.

In order to achieve these goals, NSFAS must;

- invest in a redesign of its data architecture to improve integrity and reliability of data for decision making and policy design.
- stabilize systems to ensure reliability with future design cognizant of the unique nature and challenges of the Higher Education Sector.
- finally ensure the success of its funded students to thereby facilitate a more inclusive South African society.
- invest in the deployment of Human Capital in concert with technology.
- improve corporate culture and ensure efficient change management to create greater levels of accountability, respect and collegiality

## **5.2 Influences within the Post-School Education and Training Environment**

Higher education fees, affordability and growing student debt have continued to remain a catalyst for much student action in the latter part of the 2016 academic year and early in 2017 and so, societal pressure and a range of imminent policy change, as outlined in the recent PCHET report (November 2018) will also have to be taken in to account as the entity seeks to further stabilise its operations and ensure efficiency. NSFAS also seeks to take up a more strategic and thought-leadership role within the South African post-school education

and training space and will have to engage on; the implications deriving from the review of the National Student Financial Aid Scheme (NSFAS) (Act No. 56 of 1999), the central applications service policy as approved by the Minister on 23 May 2017 and the national plan for PSET still having to be completed. Not only will NSFAS be in the unique position of being able to advise the DHET in its endeavours, but it will also need to consider how this centralisation of admissions will impact on the processes in place to manage financial aid applications. There are also other areas of PSET need that NSFAS must consider as it continues to position itself in the system; such as the acknowledged underfunding of the TVET College Continuing Education and Training (CET) Colleges subsystems. For example, within the TVET subsystem particularly, the downward revision of the TVET headcount enrolments from 1.2 million to a capped figure of 710 535, will have relevance to NSFAS funding considerations in the 2018/19 cycle. So too will the underperformance with regards to the number of students enrolled in public higher education studies at universities (995 000, 19 163 lower than targeted) also be of relevance.

### **5.3 NSFAS's mandate within key current policy frameworks**

The Medium-Term Strategic Framework (MTSF 2014-19) which is a five-year strategic plan of government forms the five-year implementation phase of the National Development Plan. The aim of the framework is to ensure policy coherence, alignment and coordination across government plans as well as alignment with budget processes. The National Development Plan (NDP) provides the policy framework within which NSFAS developed its strategic plan, with the understanding that in the expansion of the enrolment in post-school institutions, NSFAS will continue to ensure that all students who qualify for funding will access the required financial support for tuition, accommodation, books and other related costs. As the Department of Higher Education and Training (DHET) finalises the review of their policy framework for NSFAS within higher education, in alignment with both the Education White Paper 3 and the White Paper on Post-School Education and Training, this may necessitate a re-alignment in these goals. The gazetting of additional functions to be assigned to NSFAS through the NSFAS Act, the need to assess and review how NSFAS executes its responsibility may be required. These additional functions provide opportunities for NSFAS to partner with a broader range of stakeholders for functions and services required by students, across the student lifecycle.

The NDP is further realised through the commitments made by government in respect to the Medium-Term Strategic Framework for 2014 – 2019. The Medium-Term Strategic Framework (MTSF) sets targets on the achievement of the NDP goals over its 5-year period for each of the 14 priority outcomes. The Department is responsible for Outcome 5: “A skilled and capable workforce to support an inclusive growth path”. In terms of the implementation of Outcome 5, the following MTSF sub-outcomes have been identified:

- A credible institutional mechanism for labour market and skills planning;
- Increased access and success in programmes leading to intermediate and high-level learning;

- Increased access to and efficiency of high-level occupationally directed programmes in needed areas; and
- Increased access to occupationally directed programmes in needed areas and thereby expanding the availability of intermediate level skills with a special focus on artisan skills.

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

<b>Sub-Outcome 2: Increase access and success in programmes leading to intermediate and high-level learning</b>				
<b>Action</b>	<b>Indicator</b>	<b>Baseline 2017</b>	<b>Targets</b>	<b>Progress up to end September 2018 (unaudited)</b>
1. Provision of support to improve success for students	Number of qualifying TVET students obtaining financial assistance	200 339	200 000 per annum (NCV) and Report 191 students awarded bursaries by 31 March 2019	290 811 students obtained financial assistance for the 2018 academic year

### **Sub-Outcome 3: Increase access to high-level occupationally directed programmes in needed areas**

<b>Action</b>	<b>Indicator</b>	<b>Baseline</b>	<b>Targets</b>
Develop plan for financial collection mechanism from students who were funded through NSFAS	Improved system of collecting funds from those who were funded through NSFAS in order to fund previously disadvantaged students.	25% on growth on 2018/19 actual R628.6m	Target for 2019/20 is R785m

### **Impact indicators (before the fee-free education pronouncement)**

<b>No</b>	<b>Impact Indicator</b>	<b>Baseline</b>	<b>2019/20 Targets</b>	<b>2020/21 Target</b>
<b>3</b>	Number of eligible TVET college students obtaining financial aid	200 339 per annum NC(V) and Report 191 students awarded bursaries in the 2017 academic year	484 111 per annum qualifying NC(V) and Report 191 TVET students awarded bursaries by 31 March 2019 (dependent on available funding)	513 614 per annum qualifying NC(V) and Report 191 TVET students awarded bursaries by 31 March 2019 (dependent on available funding)
<b>8</b>	Number of eligible university students obtaining financial aid	260 002 (2017 academic year)	377 050 eligible students obtaining financial assistance annually from 2019 academic year	469 978 eligible students obtaining financial assistance annually from 2020 academic year

The fee-free education pronouncement will see government allocate R17.3 billion in additional funding for: unfunded university students over the 2019 medium-term expenditure framework period.

The table below shows the revised number of students that can be funded during the period:

No	Impact Indicator	Baseline (2018) academic year	2019 academic year (projection)	2020 academic year (projection)	2021 academic year (projection)
3	Number of eligible TVET college students obtaining financial aid	293 925 eligible students obtaining financial assistance annually	484 111 eligible students obtaining financial assistance annually	513 614 eligible students obtaining financial assistance annually	569 380 eligible students obtaining financial assistance annually
8	Number of eligible university students obtaining financial aid	290 184 eligible students obtaining financial assistance annually	377 050 eligible students obtaining financial assistance annually	469 978 eligible students obtaining financial assistance annually	501 937 eligible students obtaining financial assistance annually

The number of university students funded is set to increase by 72.9% from 290 184 in the 2018 academic year to 501 937 in the 2021 academic year while the number of TVET college students receiving financial aid is set to increase by 93.7% from 293 925 in the 2018 academic year to 569 380 in the 2021 academic year. The substantial increase in the number of students funded reflects government commitment to improve and increase access to further education for students coming from poor households.

The policy challenge for the funding of students within the post-school education and training sector must be to find ways, systemically and holistically across all stakeholders, to regulate the cost per student for higher education to ensure that this remains affordable and sustainable for NSFAS and for individual students. Further to this, as a member of the broader stakeholder community and as the lever for transforming universities and TVET colleges, NSFAS must begin to play a role in directing financial support to the education and training of those that will exit formal programmes with high-level skills for the employment needs of both public and private sector. In so doing, NSFAS will be contributing to growing the pipeline from undergraduate to postgraduate studies, using local knowledge to encourage world-class research and innovation.

## 5.4 Stakeholder Value Analysis

This section lists the key stakeholders of NSFAS, and their expectations. This analysis formed the cornerstone of developing the strategic objectives with a view to improving stakeholder satisfaction. NSFAS will monitor progress on satisfying stakeholder needs within the three five years.

Stakeholder	What this Stakeholder needs from NSFAS to be satisfied
NSFAS funded students	Efficient administration of financial aid Timeous disbursement of tuition and residence fees to institutions and allowances to students Improved communication
Students who are eligible for NSFAS funding but are not funded	Financial aid Information on access to loans and bursaries
Universities and TVET Colleges	Efficient claims processing timeous disbursement of tuition and residence fees to institutions and allowances to students Improved communications
Funders	Improved communication Delivery of services in terms of the funding contract
Ministry of Higher Education and Training	Performance in terms of mandate Provide policy advice Improved communication
Department of Higher Education and Training	Timely reporting at agreed intervals
National Treasury	Expenditure in terms of approved budget Performance in terms of mandate
Parliament and PCHET	Performance in terms of mandate Timely submission of required documents
Employees and staff trade union	Consultation Continuous improvement in working conditions
National Credit Regulator	Compliance
Private sector	Partnership potential

## **6. DESCRIPTION OF THE STRATEGIC PLANNING PROCESS**

### **6.1 Original strategic plan**

As a starting point to the planning process, NSFAS hosted strategic planning workshops for the Senior Management Team (SMT) on 20 July 2015 and another one on 10 September 2015 following the Board induction of 26 August 2015. The purpose of these workshops was to review the strategy to ensure that it is relevant, well focused and delivers real value to stakeholders.

The workshops involved the following processes:

1. External environmental scanning;
2. Internal environmental scanning;
3. Stakeholder value analysis – identification and analysis of stakeholders, and clarification of their expectations and needs;
4. NSFAS results value chain and the identification of the most critical results;
5. Formulation of short, medium and long-term value proposition;
6. Focus on short term (3-5 years) value proposition and identification of strategic priorities;
7. Enabling elements to ensure delivery;
8. Defining measures of success; and,
9. Defining a desired culture for NSFAS.

The first part of the process was necessarily iterative in nature and focused on critically examining the goals and objectives so that they respond to opportunities and threats, and developing performance metrics, to ensure that the organisation is focusing on and measuring the relevant activities and deliverables. Management then made presentations to the Board on the following:

- Access, success and throughput of NSFAS students;
- Recoveries Strategy;
- Funding Strategy; and,
- Research Plan.

The second part of the process involved a review of the strategic objectives to ensure that they are specific, measurable, achievable, realistic and time bound – in accordance with “SMART” principles and to formulate the outcomes. This was followed by target setting, taking into consideration the resources, capabilities, strengths and weaknesses of the organization and risk management framework.

The outcomes of the meeting were incorporated into the revised Strategic Plan 2016/17-2019/20. and Annual Performance Plan together with the revised budget which was submitted to the Board and to the Minister of Higher Education and Training for approval.

## **6.2 Revision of the strategic plan – November 2018**

The Strategic Plan and Annual Performance Plan is revised yearly to accommodate the triple bottom line such as; political, economical and environmental challenges. Following the fee free education announcement by the President in December 2017, the strategic plan had to be revised to incorporate the new funding decisions. Furthermore, in August 2018 NSFAS was put under administration as per the Gazette (No. 41851 vol. 638) dated 21 August 2018. The Terms of Reference it became apparent that there was misalignment between the current strategic plan and the new business model.

Management held a number of workshops in order to update the strategic plan of the entity for the following in order to:

- Remove performance objectives and key performance indicators linked to the previous business model
- Add new performance objectives and key performance indicators appropriate for current business model

## Part B: Strategic Objectives

### 7. STRATEGIC OUTCOME ORIENTED GOALS

Strategic Outcome Oriented Goals	Goal 1	Goal 2
<b>Goal Statement</b>	An efficient and effective public entity in providing student financial aid	Access to higher education and improved student financial aid environment
<b>Outcomes</b>	To implement effective and efficient 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 loans and bursaries model through improved communication support for students and a central application process
<b>Strategic objectives</b>	<ul style="list-style-type: none"> <li>• Robust systems, processes and controls</li> <li>• Effective and efficient governance structures</li> <li>• Productive and engaged employees</li> </ul>	<ul style="list-style-type: none"> <li>• Improved recoveries</li> <li>• Financial support extended to more students</li> <li>• Improved stakeholder communications and relations</li> <li>• Improved service levels to customers and stakeholders</li> </ul>
<b>Performance Indicator</b>	Strategic objectives 7 and 8	Strategic objectives 1, 2, 3, 4,5 and 6
	NSFAS receives a clean audit report annually	<ul style="list-style-type: none"> <li>• Increased total number of student loans and bursaries</li> <li>• Augmented capital available for disbursement</li> </ul>

## 8. STRATEGIC OBJECTIVES

NSFAS is organized into two programmes namely Student Centred Financial Aid and Administration.

### 8.1 Programme 2: Student-Centred Financial Aid

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 the application and funding of students. This programme consists of the following service units:

**Loans and Bursaries Administration** – Responsible for comprehensive loans and bursaries operations

**sBux** – Responsible for electronic disbursements of allowances

**Contact Center** – Responsible for student relationship management

**Research and policy** – responsible for conducting research on matters relating to financial aid

### 8.2 Programme 1: Administration

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 new student centred operating model.

This programme consists of the following service units:

**Executive Office** – Responsible for strategy, Research and knowledge management, business enablement, organisational performance and stakeholder relations

**Finance** – Responsible for all financial accounting and related processes, collections and debtor management and risk management

**Corporate Services** – Responsible for all people related matters

**Communications** – Responsible for stakeholder and student communications and marketing

**Information and Communications Technology** – Responsible for all system related enablers

**Risk** – Responsible for entity wide risk identification and management

## 9. PROGRAMME: STUDENT-CENTRED FINANCIAL AID

### 9.1 FINANCIAL PERSPECTIVE

<b>Strategic objective 1</b>	<b>Increase in funding (Rand value) raised for financial aid for qualifying students</b>	
Objective statement	To increase the pool of funding available for eligible student loans and bursaries incrementally each year through various fund-raising mechanisms	
<b>Indicator</b>		<b>Baseline 2018/19 (Target)</b>
1.1 Amount of funds (Rand value) raised from new funders		R11.0m

<b>Strategic objective 2</b>	<b>Increase the amount of money recovered (Rand value) from NSFAS debtors</b>	
Objective statement	To improve loan recoveries incrementally each year through improving systems for recoveries	
<b>Indicator</b>		<b>Baseline 2018/19 (Target)</b>
2.1 Amount of money recovered (Rand value) from NSFAS debtors		R640.9m

## 9.2 STAKEHOLDER PERSPECTIVE

Strategic objective 3	Improve the efficiency of the application, evaluation and funding of students
Objective statement	To implement systems and processes which aid timely application receipt, capturing, evaluation, communication of funding decisions, generation of loan agreements and disbursement to students
<b>Indicator</b>	<b>Baseline 2018/19 (Target)</b>
3.1 Percentage of all applications received by 30 November, where provisional funding decisions are communicated to applicants by 31 January each year	62%
3.2 Design and implement processes to record the date on which registration data is received from institutions	Process designed and implemented
3.3 Percentage of first-time entry students where NBA/LAFSOPs are generated within 30 days of receipt of registration data from institutions	New Indicator
3.4 Percentage of returning students where the funding process is completed within 30 days of receipt of registration data	New indicator
3.5 Number of institutions where NSFAS disburses allowances directly to students	24

<b>Strategic objective 4</b>	<b>Improve the efficiency of payments of tuition, residence fees and allowances to NSFAS students and institutions</b>	
<b>Objective statement</b>	To progressively improve the timely payments of tuition, residence fees, allowances and claims to students and institutions	
<b>Indicator</b>		<b>Baseline 2018/19 (Target)</b>
<b>4.1</b> Percentage of students where the first instalment of amounts due to the institution is paid to the institution within 30 days from NBA/LAFSOP acceptance date		80%
<b>4.2</b> Percentage of students where the first instalment of allowances due to students (where NSFAS disburses directly to students) is paid to the student within 10 days of NBA/LAFSOP acceptance date.		80%
<b>4.3</b> Percentage of amounts due to institutions in respect of NBA/LAFSOP accepted by 30 November which are paid to institutions by 31 December each year		98%
<b>4.4</b> Percentage of allowances due to students in respect of NBA/LAFSOPs accepted by 30 November (where NSFAS disburses directly to students) which are paid to students by 31 December each year		98%

<b>Strategic objective 5</b>	<b>Improve service level to customers and stakeholders through monitoring customer satisfaction and taking corrective action where necessary</b>	
<b>Objective statement</b>	Continuous improvement of service levels to customers and stakeholders	
<b>Indicator</b>		<b>Baseline 2018/19 (Target)</b>
<b>5.1</b> Percentage of stakeholder engagement survey		Framework is developed and approved
<b>5.2</b> Benchmarks /baseline for contact centre performance		Benchmarks and baseline for contact centre performance determined

<b>Strategic objective 6</b>	<b>Undertake research for the better utilisation of financial resources</b>	
<b>Objective statement</b>	To use the research findings as an input for decision making and to influence policy on the utilisation of financial resources	
<b>Indicator</b>		<b>Baseline 2018/19 (Target)</b>
<b>6.1</b> Number of research reports produced each financial year		4 research reports produced
<b>6.2</b> Number of Advisory briefs per the research conducted		New indicator

## 10. PROGRAMME: ADMINISTRATION

### 10.1 INTERNAL PROCESSES PERSPECTIVE

<b>Strategic objective 7</b>	<b>Improve and maintain financial, performance management and IT governance audit outcomes</b>
<b>Objective statement</b>	To continually improve governance standards by improving financial, performance management, ICT governance and audit outcomes
<b>Indicator</b>	<b>Baseline 2018/19 (Target)</b>
<b>7.1</b> Audit Opinion of the AGSA	Clean audit
<b>7.2</b> Status level for CGICTAS achieved	CGICTAS level 2

### 10.2 LEARNING AND GROWTH PERSPECTIVE

<b>Strategic objective 8</b>	<b>Strive for a fit for purpose organisation with a culture of high performance</b>
<b>Objective statement</b>	To strive for a high-performance culture by improving productivity and increasing employee engagement
<b>Indicator</b>	<b>Baseline 2018/19 (Target)</b>
<b>8.1</b> Leadership behaviour 360-degrees survey	Complete LBC 360-degree assessment for 70% of employees in levels 11 and above
<b>8.2</b> Percentage Employee engagement index	Employee Engagement index of 70%

## 11. TECHNICAL INDICATOR DESCRIPTIONS

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

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

<b>Indicator title</b>	Amount of funds (Rand value) raised from new funders
<b>Definition</b>	This is the amount of money, in South African Rands that is raised by NSFAS from new funders per financial year A new funder is a funder who didn't contribute financial aid through NSFAS in the year immediately before the year being measured. Funding raised will be related to the financial year when it is utilised. This excludes appropriated funds from DHET.
<b>Purpose/importance</b>	To increase the pool of funding available for eligible student loans and bursaries incrementally each year through various fund-raising mechanisms
<b>Source/collection of data</b>	Reports from Finance showing funding raised (allocations) from new funders Signed MoAs with new funders, Letters of commitment from funders
<b>Calculation type</b>	Cumulative
<b>Calculation method</b>	The total funding raised from new funders per the signed MoAs, letters of commitment from funders or Reports from Finance showing funding raised (allocations) from new funders
<b>Type of indicator</b>	Outcome
<b>New indicator</b>	No
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Actual performance that is higher than the targeted performance is desirable
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Executive Officer

**Strategic objective 2: Increase the amount of money recovered (Rand value) from NSFAS debtors**

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

<b>Indicator title</b>	Amount of money recovered (Rand value) from NSFAS debtors
<b>Definition</b>	This is the amount of money, in South African Rands that is collected by NSFAS from debtors per annum.
<b>Purpose/importance</b>	To improve the recovery on outstanding debt to improve cash flow
<b>Source/collection of data</b>	Collections Report – Total Rand value of debtors collected for current financial year
<b>Calculation type</b>	Cumulative
<b>Calculation method</b>	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.
<b>Type of indicator</b>	Outcome
<b>New indicator</b>	No
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Actual performance that is higher than the targeted performance is desirable
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Chief Financial Officer

### Strategic objective 3: Improve the efficiency of the application, evaluation and funding of students

#### KPI 3.1 Percentage of all applications received by 30 November, where provisional funding decisions are communicated to applicants by 31 January each year

<b>Indicator title</b>	Percentage of all applications received by 30 November, where provisional funding decisions are communicated to applicants by 31 January each year
<b>Definition</b>	This is the percentage of all applications received by 30 November for which provisional funding decisions are communicated to the applicant by 31 January. A student is provisionally funded when they have passed the financial and academic eligibility evaluation and funding has been allocated to the student. The student is notified via an approved communication channel of the outcome of the application. The funding process is completed when registration of the student is confirmed by the institution.
<b>Purpose/importance</b>	To ensure the communication of provisional funding decisions to students on the due date to enable students access to further education opportunities
<b>Source/collection of data</b>	System generated report of applications received, the date the application was received and the date the provisional funding decision was communicated to the applicant
<b>Calculation type</b>	Non-cumulative
<b>Calculation method</b>	The numerator is the total number of applications received by 30 November each year where funding decisions are communicated by 31 January of the following year The denominator is the total number of applications received by 30 November each year The numerator is divided by the denominator and multiplied by 100 to get a %.
<b>Type of indicator</b>	Efficiency
<b>New indicator</b>	Yes
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	To achieve the target
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Chief Operations Officer

**KPI 3.2 Design and implement processes to record the date on which registration data is received from institutions**

<b>Indicator title</b>	Design and implement processes to record the date on which registration data is received from institutions
<b>Definition</b>	Design and implement processes to record the date on which registration data is received from institutions
<b>Purpose/importance</b>	<p>To disburse funds timely to students, NSFAS needs to generate NBA/LAFSOPs from registration data received timely. Currently the entity does not have the ability to record the date the registration data is received from institutions. The entity is therefore unable to measure its performance with respect to timely generation of NBA/LAFSOPs once registration data has been received.</p> <p>The purpose of this KPI is to enable the entity to measure its performance on timely generation of NBA/LAFSOPs from registration data.</p>
<b>Source/collection of data</b>	System generated report which shows the registration data received from institutions and the date the registration data is received from institutions.
<b>Calculation type</b>	Not applicable
<b>Calculation method</b>	Not applicable
<b>Type of indicator</b>	Effectiveness
<b>New indicator</b>	Yes
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	Achieve the target
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Chief Information Officer

**KPI 3.3 Percentage of first-time entry students where NBA/SOPs are generated within 30 days of receipt of registration data from institutions.**

<b>Indicator title</b>	Percentage of first-time entry students where NBA/SOP are generated within 30 days of receipt of registration data from institutions
<b>Definition</b>	This is the percentage of first-time entry students for which NBA/SOP are generated within 30 days of receipt of registration data from institutions. First time entry students are defined as students that will be receiving funding for the first time in any particular year. Returning students are defined as students that received funding from NSFAS in the preceding year.
<b>Purpose/importance</b>	To ensure timeous disbursements of funds to institutions and students. The generation of a NBA/SOP is key step in the disbursement of funds to institutions and students.
<b>Source/collection of data</b>	System generated report of all NBA/SOP generated, the date the NBA/SOP is generated and the date the registration data is received for each student
<b>Calculation type</b>	Cumulative
<b>Calculation method</b>	The numerator is the total number of students for which NBA/SOPs are generated within 30 days of receipt of registration data for each financial year. The denominator is the total number of NBA/SOPs generated for each financial year The numerator is divided by the denominator and multiplied by 100 to get a %.
<b>Type of indicator</b>	Efficiency indicator
<b>New indicator</b>	Yes
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To achieve the target
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Chief Operations Officer and Chief Information Officer

### KPI 3.4 Percentage of returning students where the funding process is completed within 30 days of receipt of registration data

<b>Indicator title</b>	Percentage of returning students where the funding process is completed within 30 days of receipt of registration data
<b>Definition</b>	<p>This is the percentage of returning students for which the funding process is completed within 30 days of receipt of registration data. Returning students are defined as students that received funding from NSFAS in the preceding application cycle (Quarterly). The funding process is defined to be completed when the following conditions are met:</p> <p>Academic eligibility has been evaluated or confirmed.</p> <p>Students migrated to current cycle.</p> <p>Registration data has been received from institutions.</p> <ul style="list-style-type: none"> <li>An account has been created in the loan management system to allow disbursement of funds to the institution or the student</li> </ul>
<b>Purpose/importance</b>	To ensure timeous disbursements of funds to institutions and students. The creation of a loan account in the loan management system is a key step in the disbursement of funds to institutions/ students
<b>Source/collection of data</b>	<p>System generated reports of Phoenix accounts created and the date the Phoenix accounts were created (filtered for returning students)</p> <p>System generated report of registration data received and the date the registration data was received (for returning students)</p>
<b>Calculation type</b>	Cumulative (the number increases as and when accounts are created)
<b>Calculation method</b>	<p>The numerator is the total number of returning students for which Phoenix accounts were created within 30 days of receipt of registration data for each financial year.</p> <p>The denominator is the total number of returning students for which Phoenix accounts are created for each financial year</p> <p>The numerator is divided by the denominator and multiplied by 100 to get a %.</p>
<b>Type of indicator</b>	Efficiency indicator
<b>New indicator</b>	Yes
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To achieve the target
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Chief Operations Officer and Chief Information Officer

**KPI 3.5 Number of institutions where NSFAS disburses allowances directly to students.**

<b>Indicator title</b>	Number of institutions where NSFAS disburses allowances directly to students
<b>Definition</b>	This is the number of institutions where NSFAS disburses allowances directly to students
<b>Purpose/importance</b>	To progressively increase the number of institutions where NSFAS disburses allowances directly to students.
<b>Source/collection of data</b>	A report of the number of institutions where NSFAS disburses allowances directly to students for each financial year
<b>Calculation type</b>	Cumulative
<b>Calculation method</b>	The number of institutions where NSFAS disburses allowances directly to students at the end of each financial year
<b>Type of indicator</b>	Input
<b>New indicator</b>	Yes
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	Actual performance that is higher than the targeted performance is desirable
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Chief Operations Officer and Chief Information Officer

**Strategic objective 4: Improve the efficiency of payments of tuition, residence fees and allowances to NSFAS students and institutions**

**KPI 4.1 Percentage of students for which the first instalment of amounts due to the institution is paid to the institution within 30 days from NBA/SOP acceptance date**

<b>Indicator title</b>	Percentage of students for which the first instalment of amounts due to the institution is paid to the institution within 30 days from NBA/SOP acceptance date
<b>Definition</b>	This is the percentage of students for which the first instalment of amounts due to the institution is paid to the institution within 30 days from NBA/LAFSOP acceptance date. A NSFAS student is a registered student who has signed/accepted a loan/bursary agreement form for funding in the academic year under review and for whom a Loan/Bursary account is created in the current academic cycle. The KPI excludes top ups.
<b>Purpose/importance</b>	To ensure the timely disbursements tuition fees to institutions.
<b>Source/collection of data</b>	Table showing date NBA/LAFSOP signed, payment turnaround times and summary page of how % is derived against the 30day turnaround time.
<b>Calculation type</b>	Cumulative
<b>Calculation method</b>	The numerator is the total number of students for which first instalment of the amount due to the institution in respect of each student is paid to the institution within 30 days for each financial year. The denominator is the total number of students for which payments are made to institutions for each financial year. The numerator is divided by the denominator and multiplied by 100 to get a %.
<b>Type of indicator</b>	Efficiency indicator
<b>New indicator</b>	No
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Actual performance that is higher than the targeted performance is desirable, on or before the due date.
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Chief Operations Officer and Chief Informtion Officer

**KPI 4.2 Percentage of students for which the first instalment of allowances due to students (where NSFAS disburses directly to students) is paid to the student within 10 days of. Loan Agreement Form / Schedule of Particulars (LAFSOP) / NSFAS Bursary Agreement (NBA) acceptance date.**

<b>Indicator title</b>	Percentage of students for which the first instalment of allowances due to students (where NSFAS disburses directly to students) is paid to the student within 10 days of NBA/LAFSOP acceptance date.
<b>Definition</b>	This is the percentage of students for which the first instalment of allowances due to students (where NSFAS disburses directly to students) is paid to the student within 10 days of NBA/LAFSOP acceptance date. A NSFAS student is a registered student who has signed/accepted a loan/bursary agreement form for funding in the academic year under review and for whom a Loan/Bursary account is created in the current academic cycle. The due date of payment of the first-time allowance payment (new and returning students) is 10 days from the NBA/LAFSOP acceptance date. The KPI excludes top ups
<b>Purpose/importance</b>	To ensure the timely disbursements allowances to students.
<b>Source/collection of data</b>	Table showing date NBA/LAFSOP signed, payment turnaround times and summary page of how % is derived against the 10day turnaround time for payment of allowances.
<b>Calculation type</b>	Cumulative
<b>Calculation method</b>	The numerator is the total students for which the first installment of the allowances due to the students are paid within 10 days of LAFSOP/NBA acceptance date by the student. The denominator is the total number of students that are paid allowances directly by for each financial year The numerator is divided by the denominator and multiplied by 100 to get a %. This measure is only for students who have signed their LAFSOP/NBAs where an allowance is applicable for the student.
<b>Type indicator</b>	Efficiency indicator
<b>New indicator</b>	No
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	Actual performance that is higher than the targeted performance is desirable, on or before the due date.
<b>Data limitations</b>	When a student changes their cellphone number, which is used to receive their allowances, without notifying NSFAS of the change in cellphone number then their allowance cannot be paid.
<b>Indicator responsibility</b>	Chief Operations Officer and Chief Information Officer

**KPI 4.3 Percentage of amounts due to institutions in respect of Loan Agreement Form / Schedule of Particulars (LAFSOP) / NSFAS Bursary Agreement (NBA) accepted by 30 November which are paid to institutions by 31 December each year**

<b>Indicator title</b>	Percentage of amounts due to institutions in respect of Loan Agreement Form / Schedule of Particulars (LAFSOP) / NSFAS Bursary Agreement (NBA) accepted by 30 November which are paid to institutions by 31 December each year
<b>Definition</b>	This is the percentage of amounts due to institutions i.e. amount due to institutions in respect of LAFSOPs accepted by students by 30 November, paid to institutions by 31 December for each year. The amount due is calculated as the total due to the institutions for LAFSOP/ NBA S accepted by 30 November each year.
<b>Purpose/importance</b>	To ensure that amounts due to institutions in respect of NBA/LAFSOP accepted by 30 November are settled by 31 December each year by NSFAS
<b>Source/collection of data</b>	Report of NBA/LAFSOP accepted by students for each academic year by 30 November showing amounts due to the institution Report of amounts paid to institutions for each academic year by 31 December.
<b>Calculation type</b>	Cumulative
<b>Calculation method</b>	The numerator is the total amount due to the institutions in respect of NBA/LAFSOP accepted by 30 November, that is paid by 31 December. The denominator is the total amount due to institutions in respect of NBA/LAFSOP accepted by 30 November for each financial year. The numerator is divided by the denominator and multiplied by 100 to get a %.
<b>Type of indicator</b>	Efficiency indicator
<b>New indicator</b>	Yes
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To achieve the target.
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Chief Finance Officer and Chief Information Officer

**KPI 4.4 Percentage of allowances due to students in respect of LAFSOPS/ NBA accepted by 30 November (where NSFAS disburses directly to students) which are paid to students by 31 December each year**

<b>Indicator title</b>	Percentage of allowances due to students in respect of LAFSOPS/NBA accepted by 30 November (where NSFAS disburses directly to students) which are paid to students by 31 December each year.
<b>Definition</b>	Percentage of allowances due to students (where NSFAS disburses allowances directly to students) which are paid by 31 December each year. The amount due is calculated as the total amount due to the students for LAFSOPs accepted by 30 November.
<b>Purpose/importance</b>	To ensure that all amounts due to students are paid by 31 December each year
<b>Source/collection of data</b>	Table payments against NBA signed and allocation and summary page of how % is derived
<b>Calculation type</b>	Cumulative
<b>Calculation method</b>	The numerator is the total value of allowances disbursed directly to students in respect of NBA accepted by 30 November that are paid by 31 December: The denominator is the total value of allowances disbursed directly to students in respect of NBA accepted by 30 November. The numerator is divided by the denominator and multiplied by 100 to get a %.
<b>Type of indicator</b>	Efficiency indicator
<b>New indicator</b>	Yes
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	Actual performance that is higher than the targeted performance is desirable
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Chief Operations Officer

**Strategic objective 5: Improve service level to customers and stakeholders through monitoring customer satisfaction and taking corrective action where necessary**

**KPI 5.1 Percentage of stakeholder engagement survey**

<b>Indicator title</b>	Percentage of stakeholder engagement survey			
<b>Definition</b>	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. An approved professional independent tool will be used to measure stakeholder engagement. An index will be used to denote the percentage of stakeholders engaged.			
<b>Purpose/importance</b>	To help identify stakeholder engagement strategies that could be appropriate for the organisation.			
<b>Source/collection of data</b>	Report setting out the framework for the measurement of customer (student) and stakeholder satisfaction Minutes of EXCO meeting indicating approval of the framework			
	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
	Implement Stakeholder Engagement Framework · Implementation Plan · Attendance registers · EXCO Submission	Engage 50% centralized · Plan · EXCO submission · Attendance registers	Engage 50% centralized · Plan · EXCO submission · Attendance registers	Stakeholder Engagement index of 60% · Stakeholder Engagement Survey report
<b>Calculation type</b>	Cumulative			
<b>Calculation method</b>	The numerator is the total number of stakeholders selected for the survey (respondents) who indicated that they were satisfied with NSFAS involving them in the process of making big administrative changes and it is a responsive organisation - denominator is the total number of stakeholders selected for the survey x 100 to get the percentage			
<b>Type of indicator</b>	Output			
<b>New indicator</b>	Yes			
<b>Reporting cycle</b>	Annual			
<b>Desired performance</b>	To achieve the target Actual performance that is higher than the targeted performance is desirable			
<b>Data limitations</b>	None			
<b>Indicator responsibility</b>	Executive Officer			

**KPI 5.2 Benchmarks /baseline for contact centre performance**

<b>Indicator title</b>	Measure customer satisfaction (CS) with stakeholders to determine level of service experience
<b>Definition</b>	Measure customer satisfaction (CS) with stakeholders to determine level of service experience
<b>Purpose/importance</b>	The purpose is to improve the efficiency and quality of service levels to students and other stakeholders
<b>Source/collection of data</b>	Information will be collected from students and stakeholders via bi-annual survey
<b>Calculation type</b>	Cumulative
<b>Calculation method</b>	Proportion of satisfied customer divided by number of respondents to the customer satisfaction survey
<b>Type of indicator</b>	Output
<b>New indicator</b>	Yes
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	To achieve the target To improve performance on the target
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Executive Officer Chief Operating Officer

## Strategic objective 6: Undertake research for the better utilisation of financial resources

### KPI 6.1 Number of research reports produced each financial year

<b>Indicator title</b>	Number of research reports produced each financial year	
<b>Definition</b>	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 EXCO.	
<b>Purpose/importance</b>	To use research findings for decision making and to influence policy To use research findings to improve decision making and to influence policy	
<b>Source/collection of data</b>	EXCO approved research and policy advisory outputs of research conducted for period (semester) where applicable, including meeting documents, supply chain documents, etc.	
	2 research report approved by EXCO, where applicable, including meeting documents, supply chain documents etc.	2 research report approved by EXCO, where applicable, including meeting documents, supply chain documents etc.
<b>Calculation type</b>	Not applicable	
<b>Calculation method</b>	Simple count	
<b>Type of indicator</b>	Output	
<b>New indicator</b>	Yes	
<b>Reporting cycle</b>	Bi-annually	
<b>Desired performance</b>	To achieve the target	
<b>Data limitations</b>	None In instances where secondary research is done, the unit is dependent on accuracy and availability of different types of data housed across the PSET system	
<b>Indicator responsibility</b>	Executive Officer	

**KPI 6.2 Policy Advisory briefs to the Minister from research reports**

<b>Indicator title</b>	Number of Policy Advisory briefs per the research conducted	
<b>Definition</b>	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.	
<b>Purpose/importance</b>	To use research findings to improve decision making and to influence policy.	
<b>Source/collection of data</b>	EXCO approved research and policy advisory outputs of research conducted for period (semester) where applicable, including meeting documents, supply chain documents, etc.	
	2 policy briefs approved by EXCO.	2 policy briefs approved by EXCO.
<b>Calculation type</b>	Not applicable	
<b>Calculation method</b>	Simple count	
<b>Type of indicator</b>	Output	
<b>New indicator</b>	Yes	
<b>Reporting cycle</b>	Bi-annually	
<b>Desired performance</b>	To achieve the target	
<b>Data limitations</b>	None	
<b>Indicator responsibility</b>	Executive Officer	

**Strategic objective 7: Improve and maintain financial, performance management and IT governance audit outcomes****KPI 7.1 Audit opinion of the AGSA**

<b>Indicator title</b>	Audit opinion of the AGSA
<b>Definition</b>	The Auditor General South Africa Audit Report Clean Audit - Unqualified audit opinion with no material findings
<b>Purpose/importance</b>	To continually improve governance standards by improving audit outcomes
<b>Source/collection of data</b>	AGSA Audit Report 2018/19
<b>Calculation type</b>	Not applicable
<b>Calculation method</b>	Not applicable
<b>Type of indicator</b>	Effectiveness indicator
<b>New indicator</b>	No
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	To achieve the target
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Chief Financial Officer

**KPI 7.2 Status level for CGICTAS achieved**

<b>Indicator title</b>	Status level for CGICTAS achieved
<b>Definition</b>	Third party report on – CGICTAS (Corporate Governance of Information and Communication Technology Assessment Standards)
<b>Purpose/importance</b>	To continually improve governance standards by improving ICT audit outcomes
<b>Source/collection of data</b>	Third party report on CGICTAS
<b>Calculation type</b>	Not applicable
<b>Calculation method</b>	Not applicable
<b>Type of indicator</b>	Effectiveness indicator
<b>New indicator</b>	No
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	To achieve the target
<b>Data limitations</b>	None
<b>Indicator responsibility</b>	Chief Information Officer

**Strategic objective 8: Strive for an improved organisational culture of high performance and high productivity by improving employee engagement**

**KPI 8.1 Leadership behaviour 360 degrees survey**

<b>Indicator title</b>	Leadership behaviour 360 degrees survey			
<b>Definition</b>	This is the leadership behaviour 360 degrees survey. Leaders are defined as employees in grade 11 and above.			
<b>Purpose/importance</b>	To foster leadership behaviours and accountability in accordance with NSFAS values as a contribution to increase employee engagement			
<b>Source/collection of data</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
	Approved Leadership Behaviours Charter (LBC) and 360-degree Assessment tool.  Minutes of EXCO approval	Socialise LBC and 360-degree Assessment tool across the organization.  Record of engagement sessions with employees	Educate all employees on the LBC 360-degree assessment tool  Recording of training sessions	Complete LBC 360-degree assessment for 70% of employees in levels 11 and above  Survey report
<b>Calculation type</b>	Not applicable			
<b>Calculation method</b>	The numerator is the total number of grade 11 employees and above where the leadership behaviours 360-degree survey is completed The denominator is the total number of grade 11 employees and above The numerator is divided by the denominator x 100 to get the percentage			
<b>Type of indicator</b>	Input indicator			
<b>New indicator</b>	Yes			
<b>Reporting cycle</b>	Annually			
<b>Desired performance</b>	Actual performance that is higher than the targeted performance is desirable			
<b>Data limitations</b>	None			
<b>Indicator responsibility</b>	HR Executive			

### KPI 8.2 Percentage Employee engagement index

<b>Indicator title</b>	Percentage Employee engagement index			
<b>Definition</b>	Employee Engagement is a workplace approach designed to ensure that employees are committed to the organisation's goals and values, motivated to contribute to organisational success, and are able at the same time to enhance their own sense of well-being. The initiatives that will be implanted are aimed at improving levels of Employee Engagement. These will also contribute towards improving organisational culture. An approved professional independent tool will be used to measure Employee Engagement. An index will be used to denote the percentage of employees engaged.			
<b>Purpose/importance</b>	To create a conducive working environment for all employees and increase employee engagement			
<b>Source/collection of data</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
	Implement Leadership Behaviours Charter <ul style="list-style-type: none"> <li>• Implementation Plan</li> <li>• Attendance registers</li> </ul>	Develop and implement team building capacity <ul style="list-style-type: none"> <li>• Plan</li> <li>• EXCO submission</li> <li>• Attendance registers.</li> </ul>	Launch Values Campaign <ul style="list-style-type: none"> <li>• Plan</li> <li>• EXCO submission</li> <li>• Attendance registers</li> </ul>	Employee Engagement index of 70% <ul style="list-style-type: none"> <li>• Employee Engagement Survey report</li> </ul>
<b>Calculation type</b>	Not applicable			
<b>Calculation method</b>	The numerator is the total number of employees selected for the survey (respondents) who indicated that they were satisfied with NSFAS as a place to work: the denominator is the total number of employees selected for the survey x 100 to get the percentage.			
<b>New indicator</b>	No			
<b>Reporting cycle</b>	Quarterly			
<b>Desired performance</b>	Actual performance that is higher than the targeted performance is desirable			
<b>Data limitations</b>	None			
<b>Indicator responsibility</b>	HR Executive			

## 12. MTEF ESTIMATES

### 12.1 Revenue Estimates

R thousand	Audited outcomes			Adjusted appropriation 2018/19			Medium-term expenditure estimate		
	2015/16	2016/17	2017/18	Original Appropriation	Adjustment	Revised Appropriation	2019/20	2020/21	2021/22
<b>Entity Revenue:</b>									
1. Administration Fees	22,344	20,408	25,209	23,944	-	23,944	53,736	54,354	54,988
2. Interest	694,058	1,123,621	1,475,784	1,533,743	-	1,533,743	1,687,117	1,729,295	1,815,760
3. Unclassified revenue	3,868	30,461	11,098	-	1,274,331	1,274,331	28,843	32,048	35,052
<b>Total Entity Revenue</b>	<b>720,270</b>	<b>1,174,490</b>	<b>1,512,091</b>	<b>1,557,688</b>	<b>1,274,331</b>	<b>2,832,019</b>	<b>1,769,696</b>	<b>1,815,697</b>	<b>1,905,800</b>
<b>Transfers Received:</b>									
1. DHET Loans & Bursaries	6,303,980	11,100,627	11,786,913	20,065,271	-	20,065,271	30,541,878	35,014,917	37,395,932
2. DHET Administration Grant	148,878	177,118	225,974	269,120	-	269,120	280,588	299,168	315,425
3. Realisation of Deferred Transfers	254,198	(2,065,308)	(34,935)	-	-	-	-	-	-
4. Other Government units	1,479,722	1,361,056	1,276,881	1,497,162	(284,125)	1,213,037	1,152,385	1,094,766	1,040,028
5. Departmental agencies and accounts	1,045,330	979,092	833,821	1,077,001	(284,871)	792,130	752,523	714,897	679,152
6. Higher education Institutions	311,384	239,987	126,741	252,136	(131,732)	120,404	114,384	108,665	103,231
7. Local Non-government Donors	-	-	-	-	-	-	-	-	-
8. International Donor Organisations	-	-	-	-	-	-	-	-	-
<b>Total Transfers Received</b>	<b>9,543,492</b>	<b>11,792,572</b>	<b>14,215,395</b>	<b>23,160,690</b>	<b>(700,728)</b>	<b>22,459,962</b>	<b>32,841,758</b>	<b>37,232,413</b>	<b>39,078,573</b>
<b>Total Revenue</b>	<b>10,263,762</b>	<b>12,967,062</b>	<b>15,727,486</b>	<b>24,718,378</b>	<b>573,603</b>	<b>25,291,981</b>	<b>34,611,454</b>	<b>39,048,110</b>	<b>40,984,373</b>

## 12.2 Expenditure Estimates

R thousand	Audited outcomes			Adjusted appropriation 2018/19			Medium-term expenditure estimate		
	2015/16	2016/17	2017/18	Original Appropriation	Adjustment	Revised Appropriation	2019/20	2020/21	2021/22
<b>1. Administration</b>	112,315	153,199	189,277	190,978	65,080	256,058	246,955	262,622	275,306
<b>2. Student Centered Financial Aid</b>	<b>6,467,468</b>	<b>7,396,067</b>	<b>7,480,634</b>	<b>22,993,655</b>	<b>1,244,108</b>	<b>24,237,764</b>	<b>32,676,588</b>	<b>37,055,575</b>	<b>38,892,673</b>
<i>2.1 Operations (administration)</i>	47,474	70,787	92,594	102,086	(2,892)	99,194	115,418	122,330	129,525
<i>2.2 Bursaries</i>	6,419,994	7,325,280	7,388,040	22,891,570	1,247,000	24,138,570	32,561,170	36,933,245	38,763,148
<b>Subtotal</b>	<b>6,579,783</b>	<b>7,549,266</b>	<b>7,669,911</b>	<b>23,184,634</b>	<b>1,309,188</b>	<b>24,493,822</b>	<b>32,923,543</b>	<b>37,318,196</b>	<b>39,167,979</b>
Changes to 2018/19 budget estimate	-	-	-	-	1,309,188	-	-	-	-
Accounting expenses (depreciation / impairment losses)	1,979,144	3,498,063	5,003,833	337,460	670,024	1,007,484	1,005,841	1,004,362	1,003,031
<b>Total Expenditure</b>	<b>8,558,927</b>	<b>11,047,329</b>	<b>12,673,744</b>	<b>23,522,094</b>	<b>1,979,212</b>	<b>25,501,306</b>	<b>33,929,384</b>	<b>38,322,559</b>	<b>40,171,011</b>
Accounting Surplus/(Deficit)	1,704,835	1,919,733	3,053,742	1,196,284	(1,405,608)	(209,324)	682,070	725,551	813,363
<b>LESS: Payment for Capital Assets</b>	<b>9,721</b>	<b>8,191</b>	<b>6,801</b>	<b>8,596</b>	<b>1,808</b>	<b>10,404</b>	<b>11,818</b>	<b>12,320</b>	<b>12,854</b>
<b>Surplus for The Year</b>	<b>1,714,556</b>	<b>1,927,924</b>	<b>3,060,543</b>	<b>1,204,879</b>	<b>(1,403,799)</b>	<b>(198,920)</b>	<b>693,888</b>	<b>737,871</b>	<b>826,217</b>

## **Performance and expenditure trends**

The funding allocated to Programme 1: Administration increased by 30.8% from R189.3m in 2017/18 to R247.0m in the 2019/20 financial year. The increase was mainly due to compensation costs which increased by 50.8% from R72.2m in 2017/18 to R109.0m in 2019/20. It has been necessary to continue to increase the headcount of the entity in order to properly capacitate the entity to:

- Efficiently disburse funds to students and institutions. The rollout of the student-centred model to remaining institutions requires additional capacity in the contact centre, loans and bursaries and ICT.

The funding allocated to Programme 2: Student Financial Aid increased by 114.6% from R15.2 billion in 2017/18 to R32.7 billion in the 2019/20 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.

### 12.3. EXPENDITURE BUDGET DETAIL

R thousand	Audited outcomes			Adjusted appropriation 2018/19			Medium-term expenditure estimate		
	2015/16	2016/17	2017/18	Original Appropriation	Adjustment	Revised Appropriation	2019/20	2020/21	2021/22
<b>Economic Classification</b>									
<b>Current payments</b>									
Compensation of employees	95,939	123,332	149,111	181,385	22,907	204,292	209,536	222,236	235,432
<b>Goods and Services</b>	<b>54,130</b>	<b>92,463</b>	<b>125,959</b>	<b>103,083</b>	<b>37,473</b>	<b>140,556</b>	<b>141,019</b>	<b>150,396</b>	<b>156,545</b>
<i>Communications</i>	9,718	4,775	12,615	10,780	(3,274)	7,506	17,798	18,777	19,810
<i>Consultants, Contractors and Special services</i>	16,915	32,770	40,703	19,684	14,262	33,946	27,125	28,619	26,829
<i>Outside Services, Maintenance</i>	14,213	27,538	40,036	43,577	13,488	57,065	57,050	61,806	66,447
<i>Staff education, training and development</i>	1,350	706	1,795	1,897	703	2,600	2,035	2,147	2,265
<i>Postage, stationery and computer services</i>	8,625	14,225	18,607	17,496	(2,319)	15,177	12,723	13,423	14,162
<i>Official functions</i>	3,309	12,450	12,203	9,649	14,612	24,261	24,288	25,624	27,033
<b>Transfers and subsidies to</b>	<b>6,419,994</b>	<b>7,325,280</b>	<b>7,388,040</b>	<b>22,891,570</b>	<b>1,247,000</b>	<b>24,138,570</b>	<b>32,561,170</b>	<b>36,933,245</b>	<b>38,763,148</b>
<i>Households</i>	6,419,994	7,325,280	7,388,040	22,891,570	1,247,000	24,138,570	32,561,170	36,933,245	38,763,148
<b>Payments for capital assets</b>	<b>9,721</b>	<b>8,191</b>	<b>6,801</b>	<b>8,596</b>	<b>1,808</b>	<b>10,404</b>	<b>11,818</b>	<b>12,320</b>	<b>12,854</b>
<i>Furniture and office equipment</i>	317	737	1,889	307	823	1,130	1,016	923	831
<i>Software and other intangible assets</i>	1,094	-	-	3,802	1,004	4,806	5,506	5,809	6,128
<i>Computer equipment</i>	8,310	7,279	4,912	4,487	(19)	4,468	5,296	5,587	5,895
<i>Vehicles</i>	-	175	-	-	-	-	-	-	-
<b>Total</b>	<b>6,579,783</b>	<b>7,549,266</b>	<b>7,669,911</b>	<b>23,184,634</b>	<b>1,309,188</b>	<b>24,493,822</b>	<b>32,923,543</b>	<b>37,318,196</b>	<b>39,167,979</b>
Accounting expenses (depreciation / impairment losses)	1,979,144	3,498,063	5,003,833	337,460	670,024	1,007,484	1,005,841	1,004,362	1,003,031
<b>Grand Total</b>	<b>8,558,927</b>	<b>11,047,329</b>	<b>12,673,744</b>	<b>23,522,094</b>	<b>1,979,212</b>	<b>25,501,306</b>	<b>33,929,384</b>	<b>38,322,559</b>	<b>40,171,011</b>

#### Performance and expenditure trends

The funding allocated to Programme 1: Administration increased by 30.8% from R189.3m in 2017/18 to R247.0m in the 2019/20 financial year. The increase was mainly due to compensation costs which increased by 50.8% from R72.2m in 2017/18 to R109.0m in 2019/20. It has been necessary to continue to increase the headcount of the entity in order to properly capacitate the entity to:

- Efficiently disburse funds to students and institutions and to further cement the rollout of the student-centred model to all remaining institutions which required additional capacity in the contact centre, loans and bursaries and ICT.

## 12.4 Programme 1: Administration

Programme 1	Audited outcomes			Adjusted appropriation 2018/19			Medium-term expenditure estimate		
	R thousand	2015/16	2016/17	2017/18	Original Appropriation	Adjustment	Revised Appropriation	2019/20	2020/21
1. Administration	112,315	153,199	189,277	190,978	65,080	256,058	246,955	262,622	275,306
<b>Subtotal</b>	<b>112,315</b>	<b>153,199</b>	<b>189,277</b>	<b>190,978</b>	<b>65,080</b>	<b>256,058</b>	<b>246,955</b>	<b>262,622</b>	<b>275,306</b>
<b>Current payments</b>									
<b>Compensation of employees</b>	<b>54,247</b>	<b>64,621</b>	<b>72,233</b>	<b>95,264</b>	<b>23,455</b>	<b>118,719</b>	<b>108,959</b>	<b>115,563</b>	<b>122,425</b>
<b>Goods and Services</b>	<b>48,348</b>	<b>80,387</b>	<b>110,243</b>	<b>87,118</b>	<b>39,817</b>	<b>126,935</b>	<b>126,179</b>	<b>134,739</b>	<b>140,028</b>
<i>Consultants, Contractors and Special services</i>	16,915	32,770	40,703	19,684	14,262	33,946	27,125	28,619	26,829
<i>Outside Services, Maintenance</i>	12,412	22,570	33,233	33,635	23,153	56,788	56,539	61,267	65,879
<i>Staff education, training and development</i>	1,350	706	1,795	1,897	703	2,600	2,035	2,147	2,265
<i>Postage, stationery and computer services</i>	8,625	14,225	18,607	17,496	(2,319)	15,177	12,723	13,423	14,162
<i>Official functions</i>	3,309	5,740	3,291	4,665	6,253	10,918	9,958	10,506	11,084
<i>Communications</i>	5,737	4,376	12,615	9,741	(2,235)	7,506	17,798	18,777	19,810
<b>Payments for capital assets</b>	<b>9,721</b>	<b>8,191</b>	<b>6,801</b>	<b>8,596</b>	<b>1,808</b>	<b>10,404</b>	<b>11,818</b>	<b>12,320</b>	<b>12,854</b>
<i>Furniture and office equipment</i>	317	737	1,889	307	823	1,130	1,013	923	831
<i>Software and other intangible assets</i>	1,094	-	-	3,802	1,004	4,806	5,506	5,809	6,128
<i>Computer equipment</i>	8,310	7,279	4,912	4,487	(19)	4,468	5,296	5,587	5,895
<i>Vehicles</i>	-	175	-	-	-	-	-	-	-
<b>Total</b>	<b>112,315</b>	<b>153,199</b>	<b>189,277</b>	<b>190,978</b>	<b>65,080</b>	<b>256,058</b>	<b>246,956</b>	<b>262,622</b>	<b>275,306</b>
<b>Accounting expenses (depreciation / impairment losses)</b>	<b>26,000</b>	<b>11,206</b>	<b>14,812</b>	<b>16,431</b>	<b>-</b>	<b>16,431</b>	<b>14,788</b>	<b>13,309</b>	<b>11,978</b>

### Performance and expenditure trends

The funding allocated to Programme 1: Administration increased by 30.5% from R189.3m in 2017/18 to R247.0m in the 2019/20 financial year. The increase was mainly due to compensation costs which increased by 50.8% from R72.2m in 2017/18 to R109.0m in 2019/20. It has been necessary to continue to increase the headcount of the entity in order to properly capacity the entity to:

- Efficiently disburse funds to students and institutions and to further cement the rollout of the student-centred model to all remaining institutions which required additional capacity in the contact centre, loans and bursaries and ICT.

## 12.5 STUDENT - CENTRED FINANCIAL AID

Programme 2 R thousand	Audited outcomes			Adjusted appropriation 2018/19			Medium-term expenditure estimate		
	2015/16	2016/17	2017/18	Original Appropriation	Adjustment	Revised Appropriation	2019/20	2020/21	2021/22
2.1 Student Centered Financial Aid – Operations	47,474	70,787	92,594	102,086	(2,892)	99,194	115,418	122,330	129,525
2.2 Student Centered Financial Aid - Bursaries	9,216,315	12,756,212	15,133,664	22,891,570	1,247,000	24,138,570	32,561,170	36,933,245	38,763,148
<b>Subtotal</b>	<b>9,263,789</b>	<b>12,826,999</b>	<b>15,226,258</b>	<b>22,993,656</b>	<b>1,244,108</b>	<b>24,237,764</b>	<b>32,676,588</b>	<b>37,055,575</b>	<b>38,892,673</b>
<b>Current payments</b>									
<b>Compensation of employees</b>	<b>41,692</b>	<b>58,711</b>	<b>76,878</b>	<b>86,121</b>	<b>(548)</b>	<b>85,573</b>	<b>100,577</b>	<b>106,673</b>	<b>113,007</b>
Goods and Services	<b>5,782</b>	<b>12,076</b>	<b>15,716</b>	<b>15,965</b>	<b>(2,344)</b>	<b>13,621</b>	<b>14,840</b>	<b>15,657</b>	<b>16,518</b>
<i>Consultants, Contractors and Special services</i>	-	-	-	-	-	-	-	-	-
<i>Outside Services, Maintenance</i>	1,801	4,968	6,804	9,942	(9,665)	277	511	539	568
<i>Staff education, training and development</i>	-	-	-	-	-	-	-	-	-
<i>Postage, stationery and computer services</i>	-	-	-	-	-	-	-	-	-
<i>Official functions</i>	-	6,710	8,912	4,985	8,359	13,344	14,330	15,118	15,949
<i>Communications</i>	3,981	399	-	1,038	(1,038)	-	-	-	-
Households	<b>6,419,994</b>	<b>7,325,280</b>	<b>7,388,040</b>	<b>22,891,570</b>	<b>1,247,000</b>	<b>24,138,570</b>	<b>32,561,170</b>	<b>36,933,245</b>	<b>38,763,148</b>
Loan Disbursements	<b>2,796,321</b>	<b>5,430,932</b>	<b>7,745,624</b>	-	-	-	-	-	-
<b>Total</b>	<b>9,263,789</b>	<b>12,826,999</b>	<b>15,226,258</b>	<b>22,993,656</b>	<b>1,244,108</b>	<b>24,237,764</b>	<b>32,676,588</b>	<b>37,055,575</b>	<b>38,892,673</b>
<b>Accounting expenses (depreciation / impairment losses)</b>	<b>1,953,144</b>	<b>3,486,857</b>	<b>4,989,021</b>	<b>321,029</b>	<b>670,024</b>	<b>991,053</b>	<b>991,053</b>	<b>991,053</b>	<b>991,053</b>

### Performance and expenditure trends

The funding allocated to Programme 2: Student Financial Aid increased by 114.6% from R15.2 billion in 2017/18 to R32.7 billion in the 2019/20 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 student

### **13. RISK ASSESSMENT**

Strategic risk assessments are conducted annually to ascertain any shift in the magnitude of risk and the need for further management action. Monitoring is through ongoing activities or separate evaluations to ascertain whether risk management is effectively practiced at all levels of the organisation in accordance with the risk management policy, strategy and plan.

### **14. LINKS TO THE LONG-TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS**

No long-term infrastructure and other capital plans are envisaged in the MTEF period.