CUT

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

ANNUAL PERFORMANCE PLAN 2024

By 2030, Central University of Technology, Free State will become a leading African university of technology,shaping the future through innovation.

FOREWORD

We are in the fourth year of our Vision 2030 implementation, and after this year (2024), we will be left with only six years to realise this vision. In 2023, we reviewed the progress made during the 2021 and 2022 academic years, which were very challenging years for the higher education sector and the country at large, due to the economic climate and COVID-19 implications. All these had a negative impact on how the institution operated, but we managed to pull through, and in this regard, I want to thank all role players. We must continue devising innovative ways that are necessary to expedite the implementation of some of the set targets that are still lagging behind.

In 2021, the overall institutional performance in implementing the 2021 Annual Performance Plan (APP) was 55% (20 out of 36 targets achieved), whilst in implementing the 2022 APP, we experienced an overall performance of 53% (19 out of 36 targets achieved). The 2022 performance is down by two percentage points compared to what was achieved in 2021. The overall performance over these two years (2021 and 2022) was not satisfactory, and it showed that we need to do more if we want to achieve our set goals and objectives in the coming six years.

During the mid-term review process of the 2021-2025 Strategic Plan, observations, amongst others, but not limited to, the following were made:

- The higher education landscape is changing at a rapid speed, and our institution needs to keep up.
- There should be more collaboration and continuous communication when it comes to the institution's finances. Units, departments, sections and divisions should receive their allocations in time, so that they can plan (align the financial data to non-financial data) and prepare accordingly.
- We should engage and consult more as colleagues, sections, units, departments and divisions, to do away with working in silos.
- The student dropout rates at the institution are very alarming, and measures should be put in place to curb this anomaly.
- The institution is relying heavily on state funding, and more exploration relating to the generation of third-stream income is required.
- There is much unnecessary red tape that delays decision-making at operational level, and we need to put interventions in place to improve our processes.
- In moving forward, the Strategic Plan 2021-2025 review should be used to improve the institution's performance. Lastly, we must continue strengthening our efforts in embracing a learner-centred approach and philosophy, to ensure that no student is left behind.

Dr CN Mbileni-Morema

Chairperson of Council

On behalf of the CUT Council

1. STRATEGIC OVERVIEW

CUT has been in existence for more than 39 years. CUT is a relatively young university in the South African higher education landscape. It originated as the Technikon Free State in 1981, and became a university of technology in 2004, with the incorporation of the Welkom Campus of Vista University as part of the restructuring of the higher education sector.

The institution has undertaken a process of developing a new Strategic Plan for 2021 to 2025, governed by the university's Vision 2030. CUT's Vision 2030 and the newly approved Strategic Plan 2021-2025 will continue to guide and frame the university's activities. The APP will be the main delivery vehicle in the implementation of the Strategic Plan 2021-2025. This APP should be read together with the following documents:

- Situational analysis
- Vision 2030
- Strategic Plan 2021-2025

1.1 Vision

CUT's Vision 2030, adopted in 2020, is encapsulated in the following statement:

"By 2030, Central University of Technology, Free State will be a leading African university of technology, shaping the future through innovation."

The vision statement is underpinned by seven strategic goals arising from stakeholder engagements, and by the university's mission statement, values, motto and graduate attributes.

1.2 Mission

In aspiring to fulfil its vision, CUT, as a university of technology:

1.2.1 delivers high quality, appropriate science, technology, engineering and mathematics (STEM) academic programmes, as well as those in management sciences, education and humanities, supported by applied research;
1.2.2 engages with the community for mutually beneficial development;
1.2.3 promotes access with success in attracting potentially successful students, and supporting them to become employable and job-creating graduates;
1.2.4 attracts and retains high quality students and expert staff, and supports their development and well-being; and
1.2.5 forges strategic partnerships that are mutually beneficial.

1.3 Core values

CUT will foster engaged and caring staff and students, and embed the following foundational values, based on the constitutional values of human dignity, equality and freedom:

- Ubuntu
- Integrity
- Diversity

- Innovation
- Excellence

1.4 Framework for strategic planning and APP

The framework that underpins the university's Vision 2030 and its Strategic Plan is best captured in table 1 below, which depicts six strategic themes that should be understood as interconnected themes or dimensions of the university's strategic development path in pursuit of its vision and core mission.

The following key themes associated with Vision 2030, grouped into broad categories, emerged from the input of stakeholders during the Vision 2030 consultations. (Earlier categories of "The student experience", "Offering structure", "Staff" and "Campuses" were amended to better group the themes).

Table 1: The 31-point themes, grouped according to the six strategic categories

Category	Themes
The student experience	- Create a harmonious community based on ubuntu. - Provide a conducive teaching and learning environment. - Develop clean, efficient, eco-friendly and smart campuses. - Remain connected to students in a borderless world. - Respond to changing technology, in what is taught and how it is taught. - Develop digital capability, and expand e-learning. - Empower students to succeed in the shortest possible time. - Embrace diversity.
Teaching and learning	- Social responsiveness is key. Offerings must be relevant and up to date. - Transform the curriculum to respond to the challenges of Africa and the Central region. - Promote independent thinking and problem-solving. - Produce innovative, entrepreneurial graduates. - CUT's value proposition includes work-integrated learning (WIL) and entrepreneurship. - Develop the required graduate attributes. - Develop more flexible offerings. - Develop online capacity.
Research and innovation	- Develop scholarship and a strong research culture. - Expand the university's pockets of excellence. - Establish and enhance innovative ecosystems, including technological and social innovations that can lead to commercialisation.
Staff	- Develop and retain staff as the university's most important asset. - Provide continuous training and retraining for staff. - Use properly resourced information technology (IT) to promote operational efficiency. - Maintain the commitment to transformation. - Promote staff wellness.
Partnerships	- Build strategic and inclusive partnerships with industry and government. - Build a relationship with alumni. - Pursue comprehensive internationalisation for impact.
Sustainability	- Promote the CUT brand. - Resource the Welkom Campus appropriately. - Increase third-stream income for sustainability. - Offer more need-driven short courses.

1.5 Student equity targets

The following student equity targets have been approved until 2025:

Table 2: Proportion of headcount enrolment by race

Race	Actual 2019	Actual 2020	Actual 2021	Actual 2022	Provisional performance 2023	Target 2021	Target 2022	Target 2023	Target 2024	Target 2025
African	94,73%	95,47%	95,80%	96,27%	96,67%	93,54%	93,68%	93,61%	93,66%	93,66%
Coloured	2,01%	1,85%	1,91%	1,77%	1,66%	2,37%	2,32%	2,35%	2,34%	2,35%
Indian	0,15%	0,09%	0,09%	0,09%	0,07%	0,38%	0,39%	0,39%	0,39%	0,41%
White	3,10%	2,59%	2,11%	1,81%	1,52%	3,70%	3,62%	3,64%	3,60%	3,59%
No information	-	-	0,08%	0,06%	0,08%	-	-	-	-	-
TOTAL	**100,00%**	**100,00%**	**100,00%**	**100,00%**	**100,00%**	**100,00%**	**100,00%**	**100,00%**	**100,00%**	**100,00%**

Table 3: Proportion of headcount enrolment by gender

Gender	Actual 2019	Actual 2020	Actual 2021	Actual 2022	Provisional performance 2023	Target 2021	Target 2022	Target 2023	Target 2024	Target 2025
Female	53,33%	53,98%	54,10%	54,74%	54,82%	50,68%	51,22%	51,36%	51,70%	52,15%
Male	46,67%	46,02%	45,90%	45,26%	45,18%	49,32%	48,78%	48,64%	48,30%	47,85%
TOTAL	**100,00%**	**100,00%**	**100,00%**	**100,00%**	**100,00%**	**100,00%**	**100,00%**	**100,00%**	**100,00%**	**100,00%**

1.6 Institutional strategic goals and strategic objectives

The following are CUT's strategic goals and strategic objectives for the period, as depicted from our Vision 2030:

Table 4: Institutional strategic goals and objectives

No.	Strategic goal	Strategic objectives
S1	To create a harmonious community conducive to teaching and learning.	1. Provide a safe environment for employees, students and visitors. 2. Promote organisational well-being by providing a vibrant and healthy environment. 3. Create a harmonious community based on ubuntu. 4. Achieve the target for international students in the Enrolment Plan. 5. Develop online programmes. 6. Enhance the digital capabilities of instruction/research staff. 7. Embrace the use of technology to streamline our business processes.

No.	Strategic goals	Strategic objectives
S2	To produce work-ready, entrepreneurial and holistic graduates.	1. Achieve the headcount enrolment targets in the Enrolment Plan. 2. Achieve the first-time entering undergraduate targets in the Enrolment Plan. 3. Achieve the science, engineering and technology (SET) enrolment targets in the Enrolment Plan. 4. Achieve the undergraduate contact success rates targets in the Enrolment Plan. 5. Maintain the number of undergraduate students in WIL placements in all undergraduate programmes that have a WIL component. 6. Achieve the graduate targets in the Enrolment Plan. 7. Increase the number of enrolments in postgraduate entrepreneurial learning programmes. 8. Promote entrepreneurship awareness and thinking amongst the student community. 9. Support the translation of students' ideas into products through the provision of prototyping services to the student community.
S3	To develop a strong culture of research and innovation.	1. Achieve the research publication unit targets in the Enrolment Plan. 2. Increase research in teaching and learning practices through the Scholarship of Teaching and Learning (SoTL). 3. Achieve the total research output targets in the Enrolment Plan. 4. Increase the conversion of research and development (R&D) outputs into products, processes and services that are of benefit to society. 5. Increase the commercialisation of university-generated intellectual property (IP). 6. Support the innovation and entrepreneurial ecosystem by increasing the number of start-up companies incubated.
S4	To attract, develop and retain staff as the university's most important asset.	1. Achieve the doctoral qualification targets in the Enrolment Plan. 2. Facilitate industry exposure for instruction/research staff. 3. Develop instruction/research staff as university teachers.
S5	To build strategic partnerships that contribute to the achievement of the university's goals.	1. Create strategic platforms for alumni engagements.
S6	To ensure institutional sustainability, expand streams of income, and enhance the CUT brand.	1. Increase third-stream income, in an effort to ensure sustainability. 2. Expand renewable energy sources (solar). 3. Optimise the use of natural water sources.
S7	To promote good governance, human rights, and social justice.	1. Effective governance and management structures. 2. Partner with Council to enhance institutional governance through improved relations, effectiveness and efficiency.

2. SITUATIONAL ANALYSIS

A situational analysis of CUT was commissioned as part of the university's Vision 2030 planning process. The analysis considered the socio-economic location of CUT; the university's location within the education sector; the university of the future; the academic profile of CUT; CUT in relation to other universities of technology; the university's Strategic Plan 2016-2020; and transformation.

CUT is a relatively young university in the South African context. It originated as the Technikon Free State in 1981, and became a university of technology in 2004, incorporating the Welkom Campus of Vista University. It is one of the smaller universities, with an enrolment figure of 21 239 students in 2019. It is also the second smallest of the six universities of technology.

The Free State province is centrally located within South Africa. It is the third-largest province, constituting 10,6% of the land mass of the country. Its population of 2,89 million people represents 4,9% of the total South African population of 58,78 million people. This makes it the province with the second-smallest share of the population, after the Northern Cape. In the period 2006-2016, the Free State was one of four provinces to show a net loss of population through out- and in-migration.

The Free State's economy is growing at a rate far below the target of 5,4% that the National Development Plan (NDP) considers necessary to drastically reduce poverty and unemployment in the province. Between 2011 and 2017, the average annual growth rate was 1,6%, and the economy shrank by 1,4% in 2018. Any chance of growth in 2020 was impacted by the COVID-19 pandemic and the national lockdown.

The Free State's contribution to the gross domestic product (GPD) was 5,0% in 2017. The primary industries of agriculture and mining are the main sectors of the Free State economy, with the mining sector being the major employer. The tertiary industries (trade, transport, finance and community services) grew at an average rate of 1,8% per year between 2011 and 2017, ahead of the primary industries, at 1,7%, and secondary industries (manufacturing, electricity and construction), at 0,8% per year.

Approximately six out of ten people in the province are of working age, between the ages of 15 and 59 years. The unemployment rate was 32,6% at the time of the 2011 census. The Free State is the province with the lowest population growth rate between 2011 and 2016, namely 0,7%, compared to a national average of 1,6%. It is the province with the lowest life expectancy at birth.

The most widely spoken languages in the Free State are Sesotho (64,2% in 2011), followed by Afrikaans (12,7%). More than two-thirds of the Free State population aged 20 years and older (69,5%) have secondary education. Only 6,2% have tertiary education, rising to 9,6% in the Mangaung Metropolitan area. In 2016, 75,2% of households rated the quality of public schools in their communities as good, whilst 24% rated them as average.

Free State labour force characteristics

	Jan- March 2020	Oct-Dec 2020	Jan- March 2021	Qrt to Qrt change	Year on year change	Qrt to Qrt change	Year on year change
	Thousand					Percent	
Population 15-64 yrs.	**1911**	**1917**	**1918**	**1**	**7**	**0.1**	**0.4**
Labour Force	**1228**	**1119**	**1091**	**-28**	**-137**	**-2.5**	**-11.2**
Employed	756	745	703	**-42**	**-53**	**-5.6**	**-7.0**
Formal Sector (Non-agricultural)	469	466	438	**-28**	**-31**	**-6.0**	**-6.6**
Informal Sector (Non-agricultural)	136	131	116	**-15**	**-20**	**-11.5**	**-14.7**
Agriculture	62	54	55	**1**	**-7**	**1.9**	**-11.3**
Private Households	89	94	93	**-1**	**4**	**-1.1**	**4.5**
Unemployed	**472**	**374**	**388**	**14**	**-84**	**3.7**	**-17.8**
					0		

Not economically active	**683**	**798**	**827**	**29**	**144**	**3.6**	**21.1**
Discouraged work-seeker	99	80	104	24	**5**	**30.0**	**5.1**
Other (not economically active)							
Rates (%)							
Unemployment rate	38.4	33.4	35.6	2.2	**-2.8**	**6.6**	**-7.3**
Employed/population ratio (Absorption)	39.6	38.9	36.6	-2.3	**-3.0**	**-5.9**	**-7.6**
Labour force participation rate	64.3	58.4	56.9	-1.5	**-7.4**	**-2.6**	**-11.5**

Source: Statistics South Africa, Quarterly Labour Force Survey, 2021:Q1

The Free State province had at least 703 000 people employed in 2021:Q1 and community and social services held the largest share with 190 000 employees, followed by trade (159 000) and private households (93 000). The utilities (water, gas and electricity) industry was the smallest employer in 2021: Q1 with at least 5 000 employees followed by mining (16 000) and construction (30 000).

Free State official unemployment rate by age group

Age categories	Jan-March 2020	Oct-De c 2020	Jan-March 2021	Qrt to Qrt change	Year on year change
	Per cent			Percentage change	
15-64 years	38.4	33.4	35.6	2.2	-2.8
15-24 years	63.9	62.4	65.5	3.1	1.6
25-34 years	48.2	45.2	51.0	5.8	2.8
35-44 years	31.0	32.2	28.7	-3.5	-2.3
45-54 years	24.2	14.6	25.5	10.9	1.3
55-64 years	17.9	9.4	9.3	-0.1	-8.6

Source: Statistics South Africa, Quarterly Labour Force Survey, 2021:Q1

Free State characteristics of the not economically active (NEA) population

	Jan-March 2020	Oct-Dec 2020	Jan-March 2021	Qrt to Qrt change	Year on year change	Qrt to Qrt change	Year on year change
	Thousand					Percent	
Not economically active	**683**	**798**	**827**	**29**	**144**	**3.6**	**21.1**
Student	313	390	362	-28	49	-7.1	15.8
Home-maker	58	79	82	3	25	3.8	43.0
Illness/disability	86	103	106	2	19	2.4	22.3
Too old/young to w ork	77	76	79	3	2	4.2	2.7
Discouraged w ork seekers	99	80	104	24	6	29.8	5.9
Other	51	70	94	24	43	33.9	84.4

Source: Statistics South Africa, Quarterly Labour Force Survey, 2021:Q1

The province is served by two public higher education institutions, namely CUT and the University of the Free State (UFS), as well as the University of South Africa (Unisa) for distance education. CUT and UFS enrolled 58 975 students between them in 2018. UFS has faculties of Law, and Theology and Religion, which offer programmes that are not offered by CUT, whilst CUT has a Faculty of Engineering, Built Environment and IT that offers programmes that are not offered by UFS. Approximately half of CUT's enrolments are in SET, whilst the proportion of SET enrolments at UFS is less than 30%.

There is a growing number of private higher education institutions in the country, of which approximately a dozen have a presence in the Free State. There are four technical vocational education and training (TVET) colleges in the province, namely Motheo, Maluti, Goldfields, and

Flavius Mareka, which all operate on a multicampus basis. There are also 16 registered private colleges operating in the Free State, of which most are in Bloemfontein.

The debate on the nature of the university of the future has been overtaken by COVID-19. Many universities are grappling with the question of how best to respond to the Fourth Industrial Revolution (4IR). CUT is one of a small number of South African universities that planned to introduce online (or distance education) programmes in the period 2020 to 2025. The sudden emergence of the COVID-19 pandemic forced a scramble amongst universities worldwide to move to online learning in order to keep their academic programmes alive. CUT introduced online learning across all its faculties with effect from April 2020.

Access to high quality post-school education is regarded by government as a major driver in fighting poverty and inequality. A recent document by the Department of Higher Education and Training (DHET), *A Framework for Enrolment Planning 2020-2025*, states that the NDP must continue to be the overarching document from which university enrolment plans are derived. It notes the following targets, amongst others, that the NDP sets for universities:

- Increase enrolments by 70%, from 950 000 in 2010, to 1,6 million by 2030.
- Increase the percentage of PhD-qualified staff from 34% to more than 75%.
- Increase the number of doctoral graduates per year from 1 420 to more than 5 000.
- Increase the number of graduates in SET significantly.

Referring to the 4IR, the DHET predicts that workplaces will increasingly seek graduates who have cognitive and technical skills in areas of digital technology, such as robotics, virtual reality, cloud technology, big data, artificial intelligence, the internet of things, and automation. However, they should also possess transversal (or "soft") skills, such as an innovative mindset, an entrepreneurial mindset, ethical behaviour, teamwork, leadership, a global perspective, interdisciplinary thinking, creativity and design, empathy, social responsibility, and employability.

"Strong linkages between academia and workplaces becomes [sic] more necessary than ever and programme delivery modalities that have strong workplace-based components are likely to be required" (DHET 2018:9). The academic offerings of CUT are delivered through four faculties: Engineering, Built Environment and IT; Health and Environmental Sciences; Humanities; and Management Sciences. The largest faculty is the Faculty of Management Sciences (32,2% of student enrolments in 2019), followed by the Faculty of Engineering, Built Environment and IT (30,1%); the Faculty of Humanities (28%); and the Faculty of Health and Environmental Sciences (9,7%). In terms of major fields of study, approximately 50% of enrolments are in SET; 25% in business and management sciences; 20% in education; and 5% in other humanities.

All CUT qualifications were offered in contact mode of delivery between 2017 and 2019. Up to 2016, a small number of students in the Faculty of Management Sciences were enrolled in a flexible, blended learning mode of tuition, considered distance education by the DHET. The university is planning to enroll 1 935 students in online, flexible and technology-infused programmes by 2025, which represents 8,6% of the total projected enrolment in 2025.

The vast majority of CUT enrolments are for undergraduate studies. The proportion of postgraduate enrolments hovered between 6% and 7% in the period 2013 to 2017. There has been a steady increase in the number of postgraduate students since 2015, but the proportion declined slightly as the number of undergraduate students rose rapidly.

For the period 2011 to 2018, CUT has achieved an overall pass rate (or degree credit success rate) of between 76% and 78%. The undergraduate pass rate ranged between 75% and 79% in the period, and has generally been on or above target. The total number of CUT graduates has grown from 2 805 in 2011, to 4 082 in 2018, closely tracking the university's targets for the period. The postgraduate component has grown from 276 to 342 graduates in the same period.

The throughput rate of the university, which tracks incoming cohorts of CUT students' success in graduating, shows that approximately one-third of all CUT students who begin a qualification in a particular year, will graduate in the minimum time for the qualification. For the minimum time plus one year, the throughput rate rises to approximately 50%.

For the student cohorts of 2012 to 2014, the Faculty of Humanities has the highest throughput rate in the minimum time plus one year, at approximately 63%. The Faculty of Engineering, Built Environment and IT has the lowest throughput rate, fluctuating over these cohort years from a low of 26,32% for the 2012 cohort, to a high of 37,39% for the 2014 cohort. In the Faculty of Health and Environmental Sciences, which currently has the highest throughput rate – for the 2015 cohort at 54,44% – a declining trend, from a high of 65,99% for the 2011 year, was experienced. The throughput rate for the Faculty of Management Sciences fluctuates between a low of 50,44% for the 2015 year, and a high of 57,85% for the 2013 year.

National cohort studies of graduating students conducted by the DHET show a slow, but steady, increase in the throughput of first-time entering South African students in three-year undergraduate diplomas by contact mode of tuition, in the minimum time, from 16,8% for the 2000 cohort, to 26,2% for the 2015 cohort. CUT was slightly ahead of the national average of 19,1% for contact students in 2008, at 22,17%, but its throughput rate in the minimum time has hovered around the same level up to the 2015 cohort.

There has been a significant increase in CUT research outputs in recent years, from a low base. The number of CUT research publication units increased by an average of 11,8% per year during the period 2013 to 2017, from 68,48 to 107,22. CUT's total of 170,22 units in 2018 put the university in 20th place amongst all public universities, up from 21st place in 2017.

CUT's total research output units, which include publications, as well as research master's and doctoral graduates, increased by 11,1% per year in the period 2013 to 2017, from 141 to 215. The total increased to 264 in 2018.

When CUT's total research outputs in 2018 are calculated as an average per permanently employed academic staff member, the university ranks 18th amongst the 26 universities, with an average research output of 0,9 per capita. Amongst the six universities of technology, CUT is in second place, behind the Durban University of Technology (DUT), which had 1,1 outputs per capita in 2018.

Although CUT is the second smallest of the South African universities of technology, it has been on the fastest growth trajectory in recent years, with an average annual growth rate of 8,1% between 2013 and 2017. Its projected growth rate of 2,7% per year for the period 2020 to 2025 is second only to Vaal University of Technology (VUT), which experienced a contraction in the earlier period.

CUT has the third-highest proportion of SET enrolments amongst the universities of technology, at 49% in 2017. Its undergraduate pass rate of 77,3% in 2018 was the fourth highest. In 2018, CUT had the second-highest full-time equivalent (FTE) student-staff ratio, at 39:1, following Mangosuthu University of Technology (MUT), at 41:1.

The demographic profile of CUT's student body has changed significantly since its early days, and it is still evolving. In the period 2005 to 2016, male students were in the majority, but this changed from 2017. The proportion of female students was 52% in 2018, and 53% in 2019.

In terms of the student population group, in 2004, the proportion of African students at CUT was 77,7%, and the proportion of White students 17,6%. By 2019, the respective proportions were 94,7% and 3,1%.

The proportion of international students at CUT has declined from a high of 7,9% in 2004, to 2,8%

in 2019. Provisional enrolments for 2020 show a proportion of 2,1%. The number of international students has ranged between 898 in 2004, and 482 in 2020.

The vast majority of CUT's international students (83,5% in 2019) are from the Southern African Development Community (SADC) region. Most SADC students are from Lesotho (80,6% in 2019). Lesotho contributed 67,3% of all international students at CUT in 2019.

Equity of outcomes remains a critical matter for the South African higher education system. The DHET's analysis of university throughput rates shows clear disparities in success along gender and group lines. Female students generally outperform male students, whilst the success rates for African and Coloured students are significantly lower than those of White and Indian students. The throughput rates for CUT's first-time entering South African students in three-year diplomas show a similar pattern to the national results as far as gender is concerned, but a wider disparity. Amongst CUT's 2015 cohort of students, 30% of female students graduated in the minimum time, compared to 14,7% of male students.

In terms of population group, the DHET found that, nationally, 11,9% of the 2008 African cohort graduated in the minimum time, compared to 25,0% for the White cohort. At CUT, results for the 2015 cohort of students completing three-year diplomas in the minimum time show little discrepancy: 21,2% for African students; 19,4% for Coloured students; and 20,2% for White students. The proportion of African students completing in the minimum time declined slightly, from 23,1% in 2006, but the proportion of White students declined, from 41,2% in 2006.

In 2019, the provisional total of CUT's permanent staff complement was 905, of whom 55% were female and 45% male. A little more than two-thirds of the permanent staff (67,3%) were African; 23,8% White; 7,5% Coloured; and 1,4% Indian.

Of the total permanent staff, 302 (33,3%) were employed as academic staff, or instruction/research professionals in the terminology of the DHET. Of the academic staff, 54,3% were male, and 45,7% female – down from 47,7% in 2018. The proportion of African academic staff overtook the proportion of White academic staff for the first time in 2017.

In 2019, the senior academic ranks of professor and associate professor were occupied almost exclusively by African and White members of staff, in almost equal measure. Amongst the nine professors, four were African, four White, and one Indian. Amongst the 24 associate professors, 45,8% were African, and 50% White.

Of the 51 senior lecturers, 56,8% were White, and 39,2% African. African staff predominated at the levels of lecturer (53,9%) and junior lecturer (52,1%). The breakdown by gender differs significantly between population groups. Amongst White academic staff, there are more females in all ranks, with the exception of that of professor, where there are none. Amongst African staff, the proportion of females is markedly lower than males in all ranks, with the exception of that of junior lecturer.

All of the deans and most senior managers of the university are located at the Bloemfontein Campus. The Senior Management representative at the Welkom Campus is the Director: Welkom Campus, who reports to the Deputy Vice-Chancellor (DVC): Resources and Operations (ResOps) in Bloemfontein. The Director: Welkom Campus is a full member of the university's Management Committee (Mancom), without executive decision-making powers.

The total 2019 student enrolment figure at the Welkom Campus of 4 613 students represents 22% of the total CUT enrolment of 21 225 students. Welkom students are enrolled in the faculties of Engineering, Built Environment and IT; Humanities; and Management Sciences.

3. LEGISLATIVE MANDATES

Table 5: Legislative mandates and their key responsibilities

Name of legislative act or policy	Key responsibilities
Constitution of the Republic of South Africa (Act No. 108 of 1996)	The Constitution enjoins CUT to promote and protect the constitutional rights of members of CUT, and of those with whom we deal.
Higher Education Act (Act No. 101 of 1997)	The act regulates the establishment of universities, and provides for how governance and managerial structures and offices are established. It also provides for the relationship with the ministry. Numerous policy matters are determined in terms of the act, which directly affect how CUT is governed and managed.
Amended CUT Statute 2017	The CUT Statute describes the structure and functions of CUT.
Universities Act (Act No. 61 of 1955), the Joint Statute and Joint Regulations	This legacy legislation still governs matters pertaining to the recognition of prior formal learning and matriculation exemption in respect of candidates obtaining non-National Senior Certificate (NSC) school-leaving certificates.
South African Qualifications Authority (SAQA) Act (Act No. 58 of 1995)	This act regulates the National Qualifications Framework (NQF) and the Higher Education Qualifications Sub-Framework (HEQSF).
Protection of Personal Information Act (PoPIA) (Act No. 4 of 2013)	The act aims to protect personal information when CUT collects, processes, stores and shares such information. CUT will be held accountable in the event of the abuse or compromise of personal information.
Consumer Protection Act (Act No. 68 of 2008)	This act promotes the protection of consumers' rights, and places obligations on CUT to respect such rights.
Promotion of Administrative Justice Act (Act No. 3 of 2000)	This act places an obligation on CUT to give effect to the right that administrative action must be lawful, procedurally fair, and reasonable, and that written reasons must be provided for administrative action, as contemplated in section 33 of the Constitution.
Promotion of Access to Information Act (Act No. 2 of 2000)	To give effect to the constitutional right of access to any information held by CUT that is required for the exercise or protection of any rights, and to provide for matters connected therewith. CUT is accountable to provide access to the information held by us, according to the prescriptions of the act.
Labour Relations Act (Act No. 66 of 1995)	This act governs labour relations, and was enacted: - to give effect to section 27 of the Constitution; - to regulate the organisational rights of trade unions; - to promote and facilitate collective bargaining at the workplace and at sectorial level; - to regulate the right to strike, and the recourse to lock out in conformity with the Constitution; - to promote employee participation in decision-making through the establishment of workplace forums; - to provide simple procedures for the resolution of labour disputes through statutory conciliation, mediation and arbitration (for which purpose the Commission for Conciliation, Mediation and Arbitration (CCMA) was established), and through independent alternative dispute resolution services accredited for that purpose;

Name of legislative act or policy	Key responsibilities
	- to establish the Labour Court and Labour Appeal Court as superior courts, with exclusive jurisdiction to decide on matters arising from the act; - to provide for a simplified procedure for the registration of trade unions and employers' organisations, and to provide for their regulation, to ensure democratic practices and proper financial control; - to give effect to the public international law obligations of the republic relating to labour relations; - to amend and repeal certain laws relating to labour relations; and - to provide for incidental matters.
Patents Act (Act No. 57 of 1978)	This act regulates the registration, protection and enforcement of the university's registered patents.
Trademarks Act (Act No. 194 of 1993)	To provide for the registration of trademarks, certification of trademarks and collective trademarks, and incidental matters. It also regulates the protection of the university's registered trademarks.
Copyright Act (Act No. 98 of 1978)	To regulate copyright, and to provide for matters incidental thereto. This act gives the owner of a copyrighted work the exclusive right to perform certain specified acts in respect of his/her work, or to authorise others to do so, and therefore the right to prevent unauthorised persons from performing those acts.
National Student Financial Aid Scheme (NSFAS) Act (Act No. 56 of 1999)	Provides for the granting of loans and bursaries to eligible students at universities, as well as for the administration of such loans and bursaries. To establish NSFAS; to provide for the management, governance and administration of NSFAS; to provide for the granting of loans and bursaries to eligible students at public higher education institutions, and for the administration of such loans and bursaries; to provide for the recovery of loans; to provide for the repeal of the Provision of Special Funds for Tertiary Education and Training Act, 1993; and to provide for matters connectedtherewith.
Skills Development Act (Act No. 97 of 1998)	Provides for the creation of a National Skills Agency; the establishment of the Quality Council for Trade and Occupation; and the regulation of apprenticeships, learnerships, and matters related to skills development. This act was passed in order to develop and improve the skills of people in the workplace. The act: - provides a framework for the development of the skills of people at work; - builds these development plans/strategies into the NQF; - provides for learnerships that lead to recognised occupational qualifications; and - provides for the financing of skills development by means of a levy grant scheme and a National Skills Fund.
Skills Development Levies Act (Act No. 9 of 1999)	The act provides for the payment of the progressive and continuous skills development of staff.
National Research Foundation (NRF) Act (Act No. 23 of 1998)	To provide for the promotion of research, both basic and applied, and the extension and transfer of knowledge in the various fields of science, technology and indigenous technology, and, for this purpose, to provide for the establishment of an NRF, and to provide for incidental matters.
Employment Equity Act (EEA) (Act No. 55 of 1998)	Employers are required by law to submit statutory employment equity reports; compile and implement employment equity plans; conduct employment equity and diversity awareness training; and compile workforce profiles that are representative of designated employees (Africans, Indians, Coloureds, White Women, and People with Disabilities) amongst the economically active population.

Name of legislative act or policy	Key responsibilities
Basic Conditions of Employment Act (BCEA) (Act No. 75 of 1997)	To give effect to the right to fair labour practices referred to in section 23(1) of the Constitution by establishing and making provision for the regulation of basic conditions of employment, and thereby to comply with the obligations of the republic as a member state of the International Labour Organization, and to provide for matters connected therewith.
Compensation for Occupational Injuries and Diseases Act (Act No. 130 of 1993)	To provide for compensation for disablement caused by occupational injuries or diseases sustained or contracted by employees in the course of their employment, or for death resulting from such injuries or diseases, and to provide for matters connected therewith.
Occupational Health and Safety (OHS) Act (Act No. 85 of 1993)	The OHS Act aims to provide for the health and safety of persons at work, and for the health and safety of persons in connection with the activities of persons at work, and to establish an Advisory Council for OHS.

4. STRATEGIC GOALS, STRATEGIC OBJECTIVES, KEY PERFORMANCE INDICATORS (KPIs), AND 2024 ANNUAL AND QUARTERLY TARGETS

The section below indicates the relationship between financial and non-financial data, and Medium-Term Expenditure Framework (MTEF) estimates, linking the strategic goals and strategic objectives to the KPIs, and clearly separating the annual targets from the quarterly targets. The KPIs are clearly defined in the Technical Indicator Grid (TIG).

4.1 Institutional strategic initiatives

Below are the institutional strategic initiatives that will be implemented by the four divisions. The divisions will be working together to achieve the university's predetermined strategic objectives. The other initiatives will be dealt with at operational level by means of the Institutional Operational Plan (IOP).

4.1.1 Strategic goals and objectives, Key Performance Indicators (KPIs), and annual targets

Table 6: Strategic goals and objectives, KPIs, annual targets, and provisional budget

Strategic goal	Strategic objective	KPI	Audited/actual performance	Provisional performance	Annual target	2024 *Provisional budget R'000	Medium-term targets		Frequency of reporting
			2022	2023	2024		2025	2026	Time frame
S1. To create a harmonious community conducive to teaching and learning.	S1.1 Provide a safe environment for employees, students, and visitors.	S1.1.1 Equip all required sites and venues with cameras, in response to proper security standards.	15 sites.	5 sites.	5 sites		Maintenance and upgrading, where required, as per the Maintenance Plan.	N/A	Quarterly 31 Dec.
			4 sites/entrances.	3 entrances.	4 entrances		Maintenance and upgrading, where required, as per the Maintenance Plan.	N/A	Quarterly 31 Dec.
		S1.1.2 Provide access control in all identified areas where controlled access is required.	8 sites.	4 sites.	5 sites		Maintenance and upgrading, where required, as per the Maintenance Plan.	N/A	Quarterly 31 Dec.
			7 entrances.	5 entrances.	3 entrances		Maintenance and upgrading, where required, as per the Maintenance Plan.	N/A	Quarterly 31 Dec.
	S1.2 Promote organisational well-being by providing a vibrant and healthy environment.	S1.2.1 Provide student-centred psychosocial support and services, focusing on the five wellness principles: psychological, emotional, intellectual, physical and financial.	60 workshops/events based on five wellness dimensions and gender-based violence (GBV) awareness.	30 workshops/ events based on five wellness dimensions and GBV awareness.	46 workshops/ events based on five wellness dimensions and GBV awareness.		47 workshops/ events based on 5 wellness dimensions and GBV awareness.	N/A	Quarterly 31 Dec.

Strategic goal	Strategic objective	KPI	Audited/actual performance	Provisional performance	Annual target	2024 *Provisional budget R'000	Medium-term targets		Frequency of reporting
			2022	2023	2024		2025	2026	Time frame
			17% of CUT FM content on wellness.	9% of CUT FM content on wellness.	30% of CUT FM content on wellness.		30% of CUT FM content on wellness.	N/A	Quarterly
									31 Dec.
	S1.3 Create a harmonious community based on ubuntu.	S1.3.1 Effectively implement the Social Change Model of Leadership (SCM) to enhance student leadership and governance.	2 training and development sessions on leadership efficacy.	2 training and development sessions on leadership efficacy.	2 training and development sessions on leadership efficacy.		2 training and development sessions on leadership efficacy.	N/A	Biannually
									31 Dec.
			0% level of achievement on leadership assessment tool developed from Socially Responsible Leadership Scale.	0% level of achievement on leadership assessment tool developed from Socially Responsible Leadership Scale.	70% level of achievement on leadership assessment tool developed from Socially Responsible Leadership Scale.		70% level of achievement on leadership assessment tool developed from Socially Responsible Leadership Scale.	N/A	Annually
									31 Dec.
	S1.4 Achieve the target for international students in the Enrolment Plan.	S1.4.1 Increase the number of international students to 1 283 by 2025.	383 international students enrolled.	384 international students enrolled.	1 120 international students enrolled.		1 283 international students enrolled.	N/A	Annually
									31 Dec.
	S1.5 Develop online programmes.	S1.5.1 Eight online programmes developed for advanced diplomas and postgraduate diplomas by 2025.	-	0	-		-	N/A	Annually
									31 Dec.
		S1.5.2 Eight online programmes for advanced diplomas and postgraduate diplomas are implemented by 2025.	0 online programmes implemented.	0	7 (4 + 3) online programmes implemented.		8 (7 + 1) online programmes implemented.	N/A	Annually
									31 Dec.

Strategic goal	Strategic objective	KPI	Audited/actual performance	Provisional performance	Annual target	2024 *Provisional budget R'000	Medium-term targets		Frequency of reporting
			2022	2023	2024		2025	2026	Time frame
	S1.6 Enhance the digital capabilities of instruction/ research staff.	S1.6.1 Ninety-five per cent (95%) (337 of 355) of headcount instruction/ research staff are trained to an advanced level of digital pedagogies by 2025	74% Instruction /research staff (227 of 305) 2021 = 289 of 305 2022 = 205 of 305	84% (257 of 305)	90%		95%	N/A	Quarterly 31 Dec.
	S1.7 Embrace the use of technology to streamline our business processes.	S1.7.1 Reduce process inefficiencies by deploying digital technologies, automation, and self-service portals.	9 processes that are either automated; self-service provisioned; or manual activity replaced by digital technology.	5 automated business processes.	10 processes that are either automated or self-service provisioned, or manual activity replaced by digital technology.		Review, enhance and maintain previously automated, self- service provisioned, and digitally deployed technologies.	N/A	Quarterly 31 Dec.
S2. To produce work-ready, entrepreneurial and holistic graduates.	S2.1 Achieve the headcount enrolment targets in the Enrolment Plan.	S2.1.1 Increase the total headcount enrolments to 23 339 by 2025.	23 222 student headcount enrolment.	23 196 student headcount enrolment.	22 138 student headcount enrolment.		23 339 student headcount enrolment.	N/A	Biannually 31 Dec.
	S2.2 Achieve the first-time entering undergraduate targets in the Enrolment Plan.	S2.2.1 Enrol 4 515 first-time entering undergraduates by 2025.	4 744 first-time entering undergraduate students enrolled.	4 744 first-time entering undergraduate students enrolled.	4 515 first-time entering undergraduate students enrolled.		4 515 first-time entering undergraduate students enrolled.	N/A	Biannually 31 Dec.
	S2.3 Achieve the SET enrolment targets in the Enrolment Plan.	S2.3.1 Increase the number of SET enrolments to 10 881 by 2025.	11 142 SET headcount enrolment.	11 115 SET headcount enrolment.	10 550 SET headcount enrolment.		10 881 SET headcount enrolment.	N/A	Annually 31 Dec.

Strategic goal	Strategic objective	KPI	Audited/actual performance	Provisional performance	Annual target	2024 *Provisional budget R'000	Medium-term targets		Frequency of reporting
			2022	2023	2024		2025	2026	Time frame
	S2.4 Achieve the undergraduate contact success rate targets in the Enrolment Plan.	S2.4.1 Maintain an undergraduate contact success rate of at least 79.4%.	55,7% undergraduate contact success rate achieved.	46,4% undergraduate contact success rate achieved.	79% undergraduate contact success rate achieved.		79,4% undergraduate contact success rate achieved.	N/A	Annually 31 Dec.
	S2.5 Maintain the number of undergraduate students in WIL placements in all undergraduate programmes that have a WIL component.	S2.5.1 Ninety-eight per cent (98%) of undergraduate students successfully placed for WIL by 2025.	99.9%	99,8%	98%		98%	N/A	Annually 31 Dec.
	S2.6 Achieve the graduate targets in the Enrolment Plan.	S2.6.1 Increase the number of graduates to 6 400 by 2025.	3 767	No graduates for 2023 yet.	6 097		6 400	N/A	Annually 31 Dec.
	S2.7 Increase the number of enrolments in postgraduate entrepreneurial learning programmes.	S2.7.1 One hundred and fifty (150) students enrolled in postgraduate entrepreneurial learning programmes by 2025.	0	0	150		150	N/A	Annually 31 Dec.
	S2.8 Promote entrepreneurship awareness and thinking amongst the student community.	S2.8.1 Increase the number of training opportunities for students to develop entrepreneurship skills.	10 training opportunities for students.	9 training opportunities.	12		15	N/A	Quarterly 31 Dec.
	S2.9 Support the translation of students' ideas into	S2.9.1 Increase the number of students exposed to digital	191 students exposed to digital fabrication.	127 students exposed to	800 (600 + 200) students exposed to digital fabrication.		1 000 (800 + 200) students exposed to digital fabrication.	N/A	Quarterly

Strategic goal	Strategic objective	KPI	Audited/actual performance	Provisional performance	Annual target	2024 *Provisional budget R'000	Medium-term targets		Frequency of reporting
			2022	2023	2024		2025	2026	Time frame
	products through the provision of prototyping services to the student community.	fabrication to 1 000 by 2025 (cumulative measure).		digital fabrication.					31 Dec.
S3. To develop a strong culture of research and innovation.	S3.1 Achieve the research publication unit targets in the Enrolment Plan.	S3.1.1 Increase the DHET-accredited research publication units to 227 by 2025.	Outcome from DHET still pending.	2022 research outputs will be reported in May 2023, with the outcome expected in 2024.	220		227	N/A	Annually 31 Dec.
	S3.2 Increase research in teaching and learning practices through SoTL.	S3.2.1 Enhance the teaching/research nexus by producing 247 research outputs by 2025 (cumulative target).	47 research outputs.	31 research outputs produced.	187 (132 + 55) research outputs produced.		247 (187 + 60) research outputs produced.	N/A	Quarterly 31 Dec.
	S3.3 Achieve the total research output targets in the Enrolment Plan.	S3.3.1 Increase the total research outputs to 665 by 2025.	Outcome from DHET still pending.	2022 research outputs will be reported in May 2023, and outcome will be available in 2024.	639		665	N/A	Annually 31 Dec.
	S3.4 Increase the conversion of research and development (R&D) outputs into products, processes and services that are of benefit to society.	S3.4.1 Increase the number of actionable IP disclosures emanating from research and development activities per year.	5 actionable IP disclosures.	3 actionable IP disclosures.	18 actionable IP disclosures.		20 actionable IP disclosures.	N/A	Annually 31 Dec.
	S3.5 Increase the commercialisation	S3.5.1 Increase the number of IP	3 IPs commercialised.	2 IPs commercialised.	8 IPs commercialised.		10 IPs commercialised.	N/A	Annually

Strategic goal	Strategic objective	KPI	Audited/actual performance	Provisional performance	Annual target	2024 *Provisional budget R'000	Medium-term targets		Frequency of reporting
			2022	2023	2024		2025	2026	Time frame
	of university-generated IP.	commercialisations per year.							31 Dec.
	S3.6 Support the innovation and entrepreneurial ecosystem by increasing the number of start-up companies incubated.	S3.6.1 Increase the number of start-up companies incubated per year.	0 incubated companies.	0 incubated companies.	15 incubated companies.		18 incubated companies.	N/A	Annually 31 Dec.
S4. To attract, develop and retain staff as the university's most important asset.	S.4.1 Achieve the doctoral qualification targets in the Enrolment Plan.	S4.1.1 Increase the number of permanent instruction/ research staff with doctoral qualifications to 141 by 2025	126 permanent instruction/ research staff with doctoral qualifications.	128 permanent instruction/ research staff with doctoral qualifications.	136 permanent instruction/research staff with doctoral qualifications.		141 permanent instruction/ research staff with doctoral qualifications.	N/A	Annually 31 Dec.
	S4.2 Facilitate industry exposure for instruction/ research staff.	S4.2.1. Nine per cent (9%) (32 of 355) of permanent instruction/ research staff with industry exposure by 2025	5% (15 of 305) of permanent instruction/ research staff with industry exposure.	1,6% permanent instruction/ research staff with industry exposure.	8,5% permanent instruction/research staff with industry exposure.		9,0% permanent instruction/ research staff with industry exposure.	N/A	Quarterly 31 Dec.
	S4.3 Develop instruction/ research staff as university teachers.	S4.3.1 One hundred and thirty-six (136) instruction/ research staff enrolled for the Postgraduate Diploma (PGDip) in Higher Education by 2025	13 instruction/ research staff enrolled for the PGDip in Higher Education.	13 instruction/ research staff enrolled for the PGDip in Higher Education.	103 (68 + 35) instruction/ research staff enrolled for the PGDip in Higher Education.		136 (103 + 33) instruction/ research staff enrolled for the PGDip in Higher Education.	N/A	Annually 31 Dec.
S5. To build strategic partnerships	S5.1 Create strategic platforms	S5.1.1 Increase alumni's interest in the affairs of	6,2% participation on various CUT platforms.	0,08% participation on	25% participation of alumni on CUT's strategic platforms.		35% participation of alumni on CUT's strategic platforms.	N/A	Annually

Strategic goal	Strategic objective	KPI	Audited/actual performance	Provisional performance	Annual target	2024 *Provisional budget R'000	Medium-term targets		Frequency of reporting
			2022	2023	2024		2025	2026	Time frame
that contribute to the achievement of the university's goals.	for alumni engagements.	CUT on CUT's strategic platforms to 35% by 2025		various CUT platforms.					31 Dec.
S6. To ensure institutional sustainability, expand streams of income, and enhance the CUT brand.	S6.1 Increase third-stream income in an effort to ensure sustainability.	S6.1.1 Faculties generate R20 million in third-stream income by 2025.	R14,315 million generated by faculties.	R9,989 million generated by faculties.	R18 million generated by faculties.		R20 million generated by faculties.	N/A	Quarterly
									31 Dec.
		S6.1.2 Sector Education and Training Authorities (SETAs) and WIL to contribute R25 million per year in third-stream income by 2025.	R38,250 million generated through SETAs and WIL.	R33,955 million generated through SETAs and WIL.	R25 million generated through SETAs and WIL.		R25 million generated through SETAs and WIL.	N/A	Quarterly
									31 Dec.
		S6.1.3 Research, Innovation and Engagement (RIE) to increase third-stream income from the Centre for Rapid Prototyping and Manufacturing (CRPM), Product Development Technology Station (PDTS), and Centre of Innovation and Commercialisation of Additive Manufacturing (CICAM) to R80 million by 2025	R17,334 million generated by the CRPM and PDTS.	R14,363 million generated by the CRPM and PDTS.	R17,667 million generated by the CRPM and PDTS.		R18,989 million generated by the CRPM and PDTS.	N/A	Quarterly
									31 Dec.

Strategic goal	Strategic objective	KPI	Audited/actual performance	Provisional performance	Annual target	2024 *Provisional budget R'000	Medium-term targets		Frequency of reporting
			2022	2023	2024		2025	2026	Time frame
		S6.1.4 CUT Innovation Services (CUTIS) to generate R100 million per year from contracting projects to CUT, and payment of dividends from 2024.	R7,1 million generated by CUTIS.	R7,1 million generated by CUTIS. -	R100,00 million generated by CUTIS.		R100,00 million generated by CUTIS.	N/A	Quarterly 31 Dec.
	S6.2 Expand renewable energy sources (solar).	S6.2.1 Forty per cent (40%) of CUT's energy derived from renewable energy by 2025	0% of CUT's energy derived from renewable energy.	8% of CUT's energy derived from renewable energy.	30% of CUT's energy derived from renewable energy.		40% of CUT's energy derived from renewable energy.	N/A	Annually 31 Dec.
	S6.3 Optimise the use of natural water sources.	S6.3.1 Thirty per cent (30%) of water usage derived from natural water sources by 2025	15,15% of water usage derived from natural water sources.	Sustainability engineer appointed.	25% of CUT's water usage derived from natural water sources.		30% of CUT's water usage derived from natural water sources.	N/A	Annually 31 Dec.
S7. To promote good governance, human rights, and social justice.	S7.1 Effective governance and management structures.	S7.1.1 Review of Council committees' effectiveness.	The DHET Good Governance Scorecard was submitted to the DHET, as per the deadline of 20 June 2022.	The DHET Good Governance Scorecard was submitted to the DHET. No areas identified that require that an improvement plan be developed.	95% score, based on DHET Good Governance Scorecard.		95% score, based on DHET Good Governance Scorecard.	N/A	Annually 31 Dec.
	S7.2 Partner with Council to enhance institutional	S7.2.1 Evaluation of councillors' individual performance, and external	Evaluation of individual councillors'	The outcome of the evaluation will be available	Evaluation of individual		Evaluation of individual councillors' performance.	N/A	Annually

Strategic goal	Strategic objective	KPI	Audited/actual performance	Provisional performance	Annual target	2024 *Provisional budget R'000	Medium-term targets		Frequency of reporting
			2022	2023	2024		2025	2026	Time frame
	governance through improved relations, effectiveness and efficiency.	evaluation of Council's performance.	performance done.	during the fourth quarter.	councillors' performance.				31 Dec.

*2024 provisional budget figures will be provided in the 2024 Institutional Operational Plan

4.1.2 Strategic goals and objectives, KPIs, annual and quarterly targets

Table 7: Quarterly and biannual (midterm) targets

Strategic goal	Strategic objective	KPI	Annual target 2024	Quarter 1	Quarter 2[1]	Quarter 3	Quarter 4
S1. To create a harmonious community conducive to teaching and learning.	S1.1 Provide a safe environment for employees, students and visitors.	S1.1.1 Equip all required sites and venues with cameras, in response to proper security standards.	5 sites	2 sites	1 site	1 site	1 site
			4 entrances	1 entrance	1 entrance	1 entrance	1 entrance
		S1.1.2 Provide access control in all identified areas where controlled access is required.	5 sites	2 sites	1 site	1 site	1 site
			3 entrances	1 entrance	1 entrance	1 entrance	0
	S1.2 Promote organisational well-being by providing a vibrant and healthy environment.	S1.2.1 Provide student-centred psychosocial support and services, focusing on the five wellness principles: psychological, emotional, intellectual, physical and financial.	46 workshops/ events based on five wellness dimensions and GBV awareness.	11 workshops/events/ infographics.	12 workshops/events/ infographics.	12 workshops/events/ infographics.	11 workshops/events/ infographics.
			30% of CUT FM content on wellness.	30% of CUT FM content on wellness.	30% of CUT FM content on wellness.	30% of CUT FM content on wellness.	30% of CUT FM content on wellness.

[1] Q1 + Q2 = mid-term

Biannually = mid-term

Strategic goal	Strategic objective	KPI	Annual target 2024	Quarter 1	Quarter 2[1]	Quarter 3	Quarter 4
	S1.3 Create a harmonious community based on ubuntu.	S1.3.1 Effectively implement the SCM to enhance student leadership and governance.	2 training and development sessions on leadership efficacy.	12 training and development session	-	12 training and development session	-
	S1.6 Enhance the digital capabilities of instruction/research staff.	S1.6.1. Ninety-five per cent (95%) (337 of 355) of instruction/research staff are trained to an advanced level of digital pedagogies by 2025 (cumulative target).	90% (80% + 10%) 10% (36 of 355) instruction/research staff.	7 instruction/research staff.	18 (7 + 11) instruction/research staff.	29 (18 + 11) instruction/research staff.	80% (284 of 355) 10% of 355 (29 + 7 = 36) instruction/research staff.
	S1.7 Embrace the use of technology to streamline our business processes.	S1.7.1 Reduce process inefficiencies by deploying digital technologies, automation, and self-service portals.	10 processes that are either automated or self-service provisioned, or manual activity replaced by digital technology.	2 automated business processes.	3 automated business processes.	3 automated business processes.	2 processes that are either automated or self-service provisioned, or manual activity replaced by digital technology.
S2. To produce work-ready, entrepreneurial and holistic graduates.	S2.1 Achieve the headcount enrolment targets in the Enrolment Plan.	S2.1.1 Increase the total headcount enrolments to 23 339 by 2025.	22 138 student headcount enrolment.	21 917 student headcount enrolment.		22 138 student headcount enrolment.	
	S2.2 Achieve the first-time entering undergraduate targets in the Enrolment Plan.	S2.2.1 Enrol 4 515 first-time entering undergraduates by 2025.	4 515 first-time entering undergraduate students enrolled.	4 334 first-time entering undergraduate students enrolled.		4 515 first-time entering undergraduate students enrolled.	

Strategic goal	Strategic objective	KPI	Annual target 2024	Quarter 1	Quarter 2[1]	Quarter 3	Quarter 4
	S2.8 Promote entrepreneurship awareness and thinking amongst the student community.	S2.8.1 Increase the number of training opportunities for students to develop entrepreneurship skills.	12 training opportunities for students.	2 training opportunities for students.	3 training opportunities for students.	5 training opportunities for students.	2 training opportunities for students.
	S2.9 Support the translation of student ideas into products through the provision of prototyping services to the student community.	S2.9.1 Increase the number of students exposed to digital fabrication to 1 000 by 2025	200 students exposed to digital fabrication.	20 students exposed to digital fabrication.	80 students exposed to digital fabrication.	80 students exposed to digital fabrication.	20 students exposed to digital fabrication.
S3. To develop a strong culture of research and innovation.	S3.2 Increase research in teaching and learning practices through SoTL.	S3.2.1 Enhance the teaching/research nexus by producing 247 research outputs by 2025	55 research outputs produced.	6 research outputs.	22 research outputs.	22 research outputs.	5 research outputs.
S4. To attract, develop and retain staff as the university's most important asset.	S4.2 Facilitate industry exposure for instruction/research staff.	S4.2.1. Nine per cent (9%) (32 of 355) of permanent instruction/research staff with industry exposure by 2025 (cumulative target).	8.5% (8% + 0,5%) permanent instruction/research staff with industry exposure. 0,5% (2 of 355) instruction/research staff.	-	1.	1 .	-
S5. To build strategic partnerships that contribute to the achievement of the university's goals.	S5.1 Create strategic platforms for alumni engagements.	S5.1.1 Increase alumni's interest in the affairs of CUT on CUT's strategic platforms to 35% by 2025	25% participation of alumni on CUT's strategic platforms.	N/A	N/A	N/A	N/A

Strategic goal	Strategic objective	KPI	Annual target 2024	Quarter 1	Quarter 2[1]	Quarter 3	Quarter 4
S6. To ensure institutional sustainability, expand streams of income, and enhance the CUT brand.	S6.1 Increase third-stream income in an effort to ensure sustainability.	S6.1.1 Faculties to generate R20 million in third-stream income by 2025.	R18 million generated by faculties.	R1,8 million	R7,2 million	R7,2 million	R1,8 .
		S6.1.2 SETAs and WIL to contribute R25 million per year in third-stream income by 2025.	R25 million generated through SETAs and WIL.	R2,5 million	R10 million	R10 million	R2,5 million
		S6.1.3 RIE to increase third-stream income from the CRPM, PDTS and CICAM to R80 million by 2025	R17,667 million combined CRPM and PDTS revenue generated. .	R3,533 million	R5,300 million	R5,300 million .	R3,534 million
		S6.1.4 CUTIS to generate R100 million per year from contracting projects to CUT, and payment of dividends from 2024.	R100 million generated by CUTIS.	R00,00 million generated by CUTIS.	R25 million generated by CUTIS.	R75 million (R50 million + R25 million) generated by CUTIS.	R100 million (R75 million + R25 million) generated by CUTIS.
	S6.2 Expand renewable energy sources (solar).	S6.2.1 Forty per cent (40%) of CUT's energy derived from renewable energy by 2025 (cumulative target).	30% of CUT's energy derived from renewable energy.	N/A	N/A	N/A	30%
	S6.3 Optimise the use of natural water sources.	S6.3.1 Thirty per cent (30%) of water usage derived from natural water sources by 2025 (cumulative target).	25% of water usage derived from natural water sources.	N/A	N/A	N/A	25%

Strategic goal	Strategic objective	KPI	Annual target 2024	Quarter 1	Quarter 2[1]	Quarter 3	Quarter 4
S7. To promote good governance, human rights, and social justice.	S7.1 Effective governance and management structures.	S7.1.1 Review of Council committees' effectiveness.	95% score, based on DHET Good Governance Scorecard.	N/A	N/A	N/A	N/A
	S7.2 Partner with Council to enhance institutional governance through improved relations, effectiveness, and efficiency.	S7.2.1 Evaluation of councillors' individual performance, and external evaluation of Council's performance.	Evaluation of individual councillors' performance.	N/A	N/A	N/A	N/A

5. EARMARKED GRANTS

The earmarked grant allocations, as indicated in the December 2022 *Ministerial Statement on University Funding: 2023/2024 to 2025/26*, are as follows:

Table 8: Earmarked grants (funding envelopes and infrastructure projects)

Grant	Earmarked allocation (R'000)	Breakdown of allocation		Linkage to performance indicators	Mid-year performance indicators
		Budget (R)	Projects		
University Capacity Development Grant (UCDG)	18 221	Projects and budgets will only be known by the beginning of 2024.	Development of university teachers and teaching. Tutorship and mentorship programme. Enhancing the status of teaching. Researching teaching and learning. Managing the UCDG. University priorities. Mentorship/supervisor training programmes. Research capacity development programmes. Postgraduate study support programmes. Postdoctoral research fellowship programmes. Exchange programmes. Topping-up of NRF funds. Management/administration of the Research Development Grant.	• Improved success rate for contact students in undergraduate full-time equivalent degree credit by course level. • Increased master's degree graduates. • Increased doctoral graduates. • Increased research publication units.	
Foundation Provision Grant	13 420	Projects and budgets will only be known by the beginning of 2024.	Faculty of Humanities Faculty of Engineering, Built Environment and IT Faculty of Health and Environmental Sciences	• Improved success rate in extended curriculum programmes (ECPs).	

Clinical Training Grant	7 453	Projects and budgets will only be known by the beginning of 2024.	Biomedical Technology Faculty of Engineering, Built Environment and IT Clinical Technology Radiography	• Improved success rate for Clinical Technology students.	
New Generation of Academics Programme (nGAP) Grant	0	0	Awaiting allocation.		
Infrastructure and Efficiency Grant (IEG)	200 000	Projects and budgets will only be known by the beginning of 2024.	Awaiting allocation.		

6. OVERVIEW OF 2024 BUDGETS, CASH FLOW, AND MEDIUM-TERM EXPENDITURE ESTIMATES

6.1 Budget process and overview

The purpose of the budget is to allocate financial resources to the activities that are undertaken to advance the strategic objectives of the university, in accordance with our Strategic Plan and Vision 2030. Certain considerations are made in allocating resources – one of them being sustainability. The finances of the university should be managed to preserve the financial health of the institution for years to come. The university uses several parameters in its financial management system.

6.2 Assumptions and applications used in preparing the budget

The preliminary budget is based on the following assumptions:

6.2.1 Government grant

The updated *Ministerial Statement on University Funding: 2023/2024 to 2025/26*, dated December 2022, reflects a provided increase of 0,9% in the block grant for 2023/24, and 4,5% for 2024/25. The block grant is calculated using five parameters, and each of these amounts is increased by different percentages to arrive at the overall increase of 4,5%. The details of the five blocks, and CUT's probable share and increase percentage, are shown in table 9 below.

Table 9: Government grant 2024/25 versus 2023/24 (Rand value)

Budget category	University sector (R'000)	CUT's share (R'000)	University sector (R'000)	CUT's share (R'000)
	2024/25	2024/25	2023/24	2023/24
Teaching inputs	25 702 517	542 808	24 608 847	536 109
Institutional factor	2 560 882	90 786	2 413 085	85 195
Actual teaching outputs	8 022 426	122 172	7 583 409	156 241
Actual research outputs	5 569 532	42 045	5 453 190	34 556
TOTAL	**41 855 357**	**797 811**	**40 058 531**	**812 101**

Table 10: Government grant 2024/25 versus 2023/24 percentage increase/decrease)

Budget category	University sector (R'000)	Sector Increase (%)	CUT's Increase (R'000)	CUT's Increase (%)
Teaching inputs	1 093 670	4,44%	6 699	1,25%
Institutional factor	147 797	6,56%	5 591	6,56%
Actual teaching outputs	439 017	5,79%	(34 069)	-21,81%
Actual research outputs	116 342	2,13%	7 489	21,67%
TOTAL	**1 796 826**	**4,49%**	**(14 290)**	**-1,76%**

Based on the above calculations (table 10), CUT will receive a decrease of 1,76% in the block grant from 2023/24 to 2024/25. The *Ministerial Statement on University Funding: 2024/2025 to 2026/27* will only be released at the end of 2023.

The increases for these years are only estimated projections, based on a -1,76% decrease for 2024, and a 4,50% increase for 2025.

Table 11: Projected grant income

Projected grant income	Actual 2023 (R'000)	Provisional 2024 (R'000)	Estimates 2025 (R'000)	Estimates 2026 (R'000)
Bloemfontein	692 877	670 449	700 620	732 148
Welkom	119 224	127 361	133 093	139 082
Total	**812 101**	**797 811**	**833 712**	**871 229**
Increase in grant (%)	-1,19%	-1,76%	4,50%	4,50%

The grant budgeted is divided between the Bloemfontein and Welkom campuses, according to their respective weighted teaching input units (TIUs). However, this is only indicative, as faculty and support operations are being managed holistically as unified entities.

The government grant is based on the *Ministerial Statement on University Funding: 2023/2024 to 2025/26,* dated December 2022, whilst the tuition fee income was calculated using the actual number of students enrolled and the average tuition fees up to the end of June 2023, increased by 5,1%. The residence fees were calculated based on the number of students who registered for student accommodation in 2023, and the 2023 fees increased by 7,1%.

6.2.2 Student fees

The tuition fee income was calculated using the actual number of students enrolled and the average tuition fees up to the end of June 2023, increased by 5,1%. In the past, the Enrolment Plan was used. However, end users' budget requests always exceed the available budgeted funds. It is Finance's responsibility to be prudent, but not to negatively impact on performance. A concern, however, is that the total amount will not be available due to the increase in student debt. The provision for bad debts in the budget was calculated at 18%.

Table 12: Total tuition fees budgeted

Total tuition fees budgeted	Actual 2023 (R'000)	Provisional 2024 (R'000)	Estimates 2025 (R'000)	Estimates 2026 (R'000)
Bloemfontein	429 982	489 736	543 000	602 056
Welkom	43 958	71 896	79 716	88 385
Total	**473 940**	**561 632**	**622 715**	**690 442**
Increase in tuition fees (%)	15,73%	18,50%	10,88%	10,88%

The increase in registration, application and residence fees is as follows:

Table 13: Application, registration and residences fees

Fees budgeted	Actual 2023 (R'000)	Provisional 2024 (R'000)	Estimates 2025 (R'000)	Estimates 2026 (R'000)
Registration and application fees	14 282	21 208	23 515	26 072
Increase in registration and application fees (%)	5,10%	48,49%	10,88%	10,88%
Residences	27 691	34 161	36 211	37 700
Increase in residence fees (%)	27,61%	6,18%	6,60%	6,60%

An increase of 5,1% was used for registration fees. In the past, the registration fees were increased only with the percentage increase, but it was adjusted for 2024 onwards, to also be based on the number of students, and the registration fees charged.

The residence fees were calculated based on the number of students who registered for student accommodation in 2023, and the 2023 fees increased by 7,1%.

6.2.3 Other income

Other income is generated from various sources of third-stream income funding, as well as from investment income.

6.2.4 Staff

Salary increases are based on financial affordability, financial sustainability, and government grants. The average year-on-year increase in the salary bill is provided, consisting of a consumer price index (CPI) adjustment.

Provision will be made for performance awards, the promotion of staff members, and for the Workforce Plan positions. The indicators per year are as follows:

Table 14: Indicators for salary increases

Indicator	2024	2025	2026
CPI (inflation adjustment)	4,6%	4,6%	4,6%
Performance awards	1,0%	1,0%	1,0%
Promotions	0%	0%	0%
Workforce Plan positions	2,2%	1,3%	1,4%
Total	**7,8%**	**6,9%**	**7,0%**

The salary allocation is determined at 64% of the distributable funds after deducting the bad debt provision, the provisions made for the CUT contribution towards the IEG funds, the acquisition of new buildings, the refurbishment of new buildings, and the top slice for the contingencies. The allocation as per the ministerial guidance must be between 58% and 62% of the grant and tuition fees.

The salary allocation as a percentage of the grant and tuition fees (after bad debt provision) is 63,13%, excluding staff study benefits and development. The increase in the salary budget is dependent on the increase in grant funding provided by the DHET and the increase in

student fees (subject and registration fees).

Any new positions must be funded from the approved salary budget, which is included in the allocation towards the Workforce Plan. New positions are recommended to Council for approval by the Human Resources Committee (HRC) if within budget, and in collaboration with the Planning, Finance and Resources Committee (PFRC) if beyond current budgeted amounts.

6.2.5 Bad debts

A provision of 18% on tuition fees has been made.

6.2.6 Bursaries

The bursary allocation is calculated as 1,75% of available funds.

6.2.7 Operating expenses

The total operating costs of both campuses are budgeted at a maximum of 25% of funds available, as per budget guidelines. The total operating costs of both campuses were budgeted at 24% of funds available, of which 28% was budgeted for divisions, and 72% institutionally. The distinction between operating and capital expenditure is, at the margin, often arbitrary.

6.2.8 Capital and strategic expenditure

Funds for capital and strategic expenditure are budgeted as follows:

Table 15: Capital and strategic allocation

	Actual 2023 (R'000)	Provisional 2024 (R'000)	Estimates 2025 (R'000)	Estimates 2026 (R'000)
Capital and equipment	66 972	64 624	69 107	73 959
Strategic allocation	30 442	25 850	27 643	29 584

Capital and equipment are indicated separately, instead of being included as part of operating expenses. The capital and equipment expenditures are within the guideline limits, at 5% of available funds, and 2% of available funds for the strategic allocation. The 2023 allocations were 5,5% and 2,5%.

6.3 Preliminary Headline Budget for the period 2024-2026

Table 16: Budget for the university for the period 2024 to 2026

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE								
Preliminary budgets 2024-2026	2023/24: BUDGET – 5,1%/7,1% increase Council-approved final budget					2024/25: BUDGET – 5,1%/7,1% increase Council-approved preliminary budget			
5,1% 2023 increase	BUDGET					BUDGET			
5,1% 2024 increase	2023					2024			
4,6% 2025 increase	R'000	R'000	R'000	R'000		R'000	R'000	R'000	R'000
4,6% 2026 increase	CUT: BFN	CUT: Welkom	Student residences	TOTAL		CUT: BFN	CUT: Welkom	Student residences	TOTAL
TOTAL INCOME	**1 214 939**	**166 108**	**35 335**	**1 416 382**		**1 482 907**	**204 238**	**37 617**	**1 724 762**
RECURRENT ITEMS									
Subsidies, grants, and fee income	**1 172 206**	**166 108**	**35 335**	**1 373 649**		**1 415 507**	**204 238**	**37 517**	**1 657 262**
State appropriations – subsidies and grants									
Block grant	692 877	119 224	-	812 101		670 449	127 361	-	797 811
Grants for earmarked funds	37 991	-	-	37 991		239 094	-	-	239 094
Foundation Provisioning	12 904	-	-	12 904		13 420	-	-	13 420
IEG	-	-	-	-		200 000	-	-	200 000
Clinical Training	7 430	-	-	7 430		7 453	-	-	7 453
UCDG	17 657			17 657		18 221			18 221
nGAP	-			-		-			-
Tuition and other fee income	429 982	43 958	35 335	509 275		489 736	71 896	37 517	599 149
Registration and application fees	11 355	2 927	-	14 282		16 227	4 981	-	21 208
Skills development	**1 500**	**-**	**-**	**1 500**		**1 500**	**-**	**-**	**1 500**
Other income	**41 233**	**-**	**-**	**41 233**		**65 900**	**-**	**100**	**66 000**
TOTAL EXPENDITURE	**1 096 313**	**141 047**	**30 822**	**1 268 183**		**1 356 281**	**173 388**	**32 209**	**1 561 879**
RECURRENT ITEMS									
Personnel costs	**669 099**	**93 824**	**16 386**	**779 309**		**711 224**	**111 628**	**17 265**	**840 117**
Salaries	**657 360**	**93 387**	**16 386**	**767 133**		**698 763**	**111 164**	**17 265**	**827 192**
Academic faculties	365 776	59 982	-	425 759		373 753	72 930	-	446 684
Support services: other staff	291 584	33 404	16 386	341 374		325 010	38 234	17 265	380 508
Staff training and development (incl. bursaries)	**11 739**	**438**	**-**	**12 177**		**12 460**	**464**	**-**	**12 925**
Bad debts @ 18% (2022 = 15%)	**77 397**	**7 912**	**6 360**	**91 669**		**88 152**	**12 941**	**6 753**	**107 847**
Bursaries	**17 896**	**3 413**	**-**	**21 309**		**17 307**	**5 312**	**-**	**22 619**
Earmarked fund expenses									

Grants for earmarked funds	**37 991**	**-**	**-**	**37 991**		**239 094**	**-**	**-**	**239 094**
Foundation Provisioning	12 904	-	-	12 904		13 420	-	-	13 420
IEG	-	-	-	-		200 000	-	-	200 000
Clinical Training	7 430	-	-	7 430		7 453	-	-	7 453
UCDG	17 657	-	-	17 657		18 221	-	-	18 221
nGAP	-	-	-	-		-	-	-	-
Operating expenses	**248 244**	**29 195**	**5 669**	**283 108**		**257 733**	**37 054**	**5 717**	**300 503**
Academic and support	69 797	9 466	5 669	84 933		70 616	10 813	5 717	87 146
Institutional	178 447	19 729	-	198 176		187 117	26 241	-	213 357
Strategic projects	**26 956**	**3 486**	**-**	**30 442**		**22 889**	**2 960**	**-**	**25 850**
Building repairs and maintenance	**18 731**	**3 216**	**2 407**	**24 353**		**19 882**	**3 493**	**2 475**	**25 850**
CUT's contribution to IEG funding	25 193	3 579	628	29 400		20 435	3 750	815	25 000
Acquisition of new buildings	-	-	-	-		16 348	3 150	502	20 000
Refurbishment of new buildings	30 000	-	-	30 000		24 522	4 350	1 129	30 000
Top slice for contingencies (0,75%)	8 269	1 175	206	9 650		8 447	1 240	647	10 334
Reserve growth (1,0% to 1,5%)	10 434	1 482	260	12 177		10 565	1 551	809	12 925
NET SURPLUS BEFORE CAPITAL	**44 729**	**18 825**	**3 418**	**66 972**		**46 311**	**16 809**	**1 505**	**64 624**
CAPITAL AND EQUIPMENT EXPENDITURE	**44 729**	**18 825**	**3 418**	**66 972**		**46 311**	**16 809**	**1 505**	**64 624**
NET DEFICIT AFTER CAPITAL	**-**	**-**	**-**	**-**		**-**	**-**	**-**	**-**

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE								
Preliminary budgets 2024-2026	2025/26: BUDGET – 4,6%/6,6% increase Council-approved preliminary budget					2026/27: BUDGET – 4,6%/6,6% increase Council-approved preliminary budget			
5,1% 2023 increase	BUDGET					BUDGET			
5,1% 2024 increase	2025					2026			
4,6% 2025 increase	R'000	R'000	R'000	R'000		R'000	R'000	R'000	R'000
4,6% 2026 increase	CUT: BFN	CUT: Welkom	Student residences	TOTAL		CUT: BFN	CUT: Welkom	Student residences	TOTAL
TOTAL INCOME	**1 369 829**	**218 331**	**40 093**	**1 628 252**		**1 464 207**	**233 590**	**42 732**	**1 740 529**
RECURRENT ITEMS									
Subsidies, grants, and fee income	**1 302 429**	**218 331**	**39 993**	**1 560 752**		**1 396 807**	**233 590**	**42 632**	**1 673 029**
State appropriations – subsidies and grants									
Block grant	700 620	133 093	-	833 712		732 148	139 082	-	871 229
Grants for earmarked funds	40 817	-	-	40 817		42 654	-	-	42 654
Foundation Provisioning	14 024	-	-	14 024		14 655	-	-	14 655
IEG	-	-	-	-		-	-	-	-
Clinical Training	7 788	-	-	7 788		8 139	-	-	8 139
UCDG	19 005			19 005		19 860			19 860
nGAP	-			-		-			-
Tuition and other fee income	543 000	79 716	39 993	662 708		602 056	88 385	42 632	733 074
Registration and application fees	17 992	5 522	-	23 515		19 949	6 123	-	26 072
Skills development	**1 500**	**-**	**-**	**1 500**		**1 500**	**-**	**-**	**1 500**
Other income	**65 900**	**-**	**100**	**66 000**		**65 900**	**-**	**100**	**66 000**
TOTAL EXPENDITURE	**1 239 997**	**185 201**	**34 115**	**1 459 313**		**1 330 715**	**198 754**	**35 565**	**1 565 034**
RECURRENT ITEMS									
Personnel costs	**760 479**	**119 649**	**18 261**	**898 389**		**813 790**	**129 047**	**18 629**	**961 466**
Salaries	**747 154**	**119 152**	**18 261**	**884 567**		**799 530**	**128 515**	**18 629**	**946 674**
Academic faculties	403 378	78 711	-	482 089		435 660	85 010	-	520 671
Support services: other staff	343 776	40 441	18 261	402 478		363 869	43 505	18 629	426 003
Staff training and development (incl. bursaries)	**13 325**	**497**	**-**	**13 821**		**14 260**	**532**	**-**	**14 792**
Bad debts @ 18% (2022 = 15%)	**97 740**	**14 349**	**7 199**	**119 287**		**108 370**	**15 909**	**7 674**	**131 953**
Bursaries	**18 507**	**5 680**	**-**	**24 187**		**19 807**	**6 079**	**-**	**25 886**
Earmarked fund expenses									
Grants for earmarked funds	**40 817**	**-**	**-**	**40 817**		**42 654**	**-**	**-**	**42 654**
Foundation Provisioning	14 024	-	-	14 024		14 655	-	-	14 655
IEG	-	-	-	-		-	-	-	-

Clinical Training	7 788	-	-	7 788		8 139	-	-	8 139
UCDG	19 005	-	-	19 005		19 860	-	-	19 860
nGAP	-	-	-	-		-	-	-	-
Operating expenses	**276 717**	**38 622**	**6 008**	**321 347**		**297 146**	**40 334**	**6 430**	**343 909**
Academic and support	74 213	11 364	6 008	91 584		79 423	12 161	6 430	98 014
Institutional	202 505	27 258	-	229 763		217 723	28 172	-	245 895
Strategic projects	**24 477**	**3 166**	**-**	**27 643**		**26 196**	**3 388**	**-**	**29 584**
Building repairs and maintenance	**21 261**	**3 735**	**2 647**	**27 643**		**22 753**	**3 998**	**2 833**	**29 584**
CUT's contribution to IEG funding	20 484	3 507	1 009	25 000		20 532	3 264	1 204	25 000
Acquisition of new buildings	16 387	2 906	707	20 000		16 426	2 661	913	20 000
Refurbishment of new buildings	24 581	4 109	1 310	30 000		24 638	3 867	1 495	30 000
Top slice for contingencies (0,75%)	9 022	1 325	624	11 011		9 645	1 416	601	11 744
Reserve growth (1,0% to 1,5%)	11 325	1 663	780	13 821		12 148	1 783	752	14 792
NET SURPLUS BEFORE CAPITAL	**48 032**	**19 621**	**1 549**	**69 107**		**50 102**	**21 844**	**2 203**	**73 959**
CAPITAL AND EQUIPMENT EXPENDITURE	**48 032**	**19 621**	**1 549**	**69 107**		**50 102**	**21 844**	**2 203**	**73 959**
NET DEFICIT AFTER CAPITAL	**-**	**-**	**-**	**-**		**-**	**-**	**-**	**-**

6.4 Cash-flow projections of revenue and expenditure for the years 2023 - 2026

Table 17: Cash-flow projections of revenue and expenditure for the years 2023 to 2026

	2023 R'000	2024 R'000	2025 R'000	2026 R'000
Revenue (A):	**1 324 712**	**1 616 915**	**1 508 965**	**1 608 576**
State subsidy	812 101	797 811	833 712	871 229
State earmarked grants	37 991	239 094	40 817	42 654
Tuition and residence fees	431 887	512 510	466 935	627 193
Rendering of service and interest income	42 733	67 500	67 500	67 500
Expenditure (B)	**1 323 752**	**1 440 836**	**1 532 293**	**1 599 311**
Staff costs	767 133	827 192	884 567	946 674
Operational expenditure	447 706	510 865	537 715	534 816
Cleaning contracts	3 500	3 745	4 007	4 288
Security contracts	8 000	8 560	9 159	9 800
Capital and strategic expenses	97 414	90 474	96 845	103 733
Net increase/(decrease) in cash (A-B)	**960**	**176 079**	**(23 329)**	**9 265**
Cash at the beginning of the year	**77 917**	**78 877**	**254 956**	**231 628**
Cash at the end of the year	**78 877**	**254 956**	**231 628**	**240 893**

This information is based on the budget, excluding non-cash items, and only part expenses of earmarked grants.

7. INSTITUTIONAL RISK REGISTER 2024

CUT is committed to achieving its vision of becoming a leading African university of technology by 2030. This vision is underpinned by seven strategic goals that drive the institution's mission, values, motto, and graduate attributes. Risk management is a fundamental mechanism to ensure the attainment of these goals. This 2024 Institutional Risk Register aligns with best practice in corporate governance, as outlined in King IV, and underscores how CUT governs risk while addressing the evolving landscape of risks in the higher education sector.

CUT's vision and strategic objectives drive its risk management approach. These objectives include creating a harmonious community conducive to teaching and learning; producing work-ready, entrepreneurial and holistic graduates; developing a strong culture of research and innovation; attracting, developing and retaining staff as the university's most important asset; building strategic partnerships that contribute to the achievement of the university's goals; ensuring institutional sustainability; expanding streams of income; enhancing the CUT brand; and promoting good governance, human rights and social justice. Each of these objectives is intertwined with specific risks that necessitate proactive management to support the university's mission.

The university's approach to risk management is aligned with the King IV principles on corporate governance. This entails a commitment to ethical leadership, integrated risk management, responsible risk oversight, and assurance that risk is effectively managed in order to achieve strategic objectives. CUT's governance structure actively promotes a culture of risk-aware decision-making that is inclusive and responsive to stakeholder concerns. Furthermore, CUT's commitment to transparency, accountability, and ethical conduct is reflected in its management of risks.

7.1 Risk drivers

The higher education landscape is continually evolving, and as we approach 2024, CUT must remain vigilant in identifying and addressing key trends, as highlighted by the Institute of Risk Management South Africa (IRMSA). These trends encompass a wide range of challenges and opportunities. One significant trend highlighted by IRMSA is the integration of technology in education. Whilst this presents exciting opportunities to enhance teaching and learning, it also exposes the university to cybersecurity threats. Therefore, it is imperative for the university to invest in robust cybersecurity measures to safeguard its digital infrastructure.

Another vital aspect, is the need for adaptation to new pedagogical models. As educational approaches evolve, the university must be flexible in adopting innovative teaching methods and staying aligned with the latest educational trends to meet the changing needs of students. Demographic shifts, economic factors, and increased competition in the higher education sector necessitate comprehensive strategies for maintaining student enrolment and diversifying revenue sources. In response to these challenges, the university should explore creative approaches to attract and retain students, while identifying alternative income streams.

Ethical breaches, research misconduct, or controversies related to diversity and inclusion can significantly impact the university's reputation. It is crucial to address these issues proactively, fostering a culture of integrity, diversity and inclusion within the institution. Ensuring compliance with applicable laws, regulations, codes and standards is paramount. Therefore, the university should prioritise legal compliance to protect its operations and reputation from potential risks.

In addition to the above trends, IRMSA has further identified several trends that can also have a significant impact on higher education institutions in 2024. One such trend is the risk of a systemic failure of public infrastructure, such as power outages, which may have cascading effects on higher education institutions. Campuses rely on infrastructure for essential services and disruptions can disturb education, research, and administrative functions. Furthermore, a national grid failure could lead to widespread power outages, significantly impacting universities' operational capacity, especially in a digitally dependent era.

Figure1: CUT risk drivers

Political instability can lead to funding uncertainties, regulatory changes, and potential disruptions to the higher education ecosystem. Universities often depend on government funding, making them vulnerable when political instability affects budget allocations and policy direction. The rise in unemployment and livelihood crises, as recognised by IRMSA, may lead to higher education institutions experiencing an increased demand for programmes addressing these challenges. This places additional strain on resources and requires a proactive response. Additionally, the collapse of social security systems – another trend identified by IRMSA – can directly impact students' ability to access and afford higher education. Financial hardship amongst students may result in reduced enrolments and increased financial support demands from institutions.

The reduction in grants, particularly the block grant, poses a significant financial challenge to higher education institutions, and not only to CUT. As grant amounts have dwindled over the years, the university's financial sustainability has come under increasing strain. Therefore, it is recommended that the university's leadership and stakeholders consider proactive strategies to increase enrolments, optimise resource allocation, explore new revenue sources, and promote financial sustainability in the face of these challenges. By addressing these trends and challenges proactively, CUT can position itself for continued success and resilience in the evolving higher education landscape.

7.2 Approach to risk assessment

The university conducts a Strategic Risk Assessment Workshop on an annual basis, resulting in the creation of an Institutional Risk Register that identifies the most significant risks and opportunities the university faces. This assessment is aligned with the university's strategic goals, and involves the evaluation of events related to each of these goals. These events are assessed based on their potential impact and likelihood of occurrence. The process also includes an analysis of the higher education landscape, a review of findings from assurance providers, and existing risk reports. The Strategic Risk Assessment Workshop and meetings focused on the following components:

Figure2: CUT risk management process

The Risk Assessment Workshop and associated meetings primarily focus on the following key elements:

• **Event identification:** This involves the recognition of both internal and external events that could affect the university's ability to achieve its objectives. It is essential to differentiate between risks (potential negative impacts) and opportunities (potential positive outcomes).

• **Event categorisation:** The identified events were categorised and linked to specific strategic objectives of the university.

• **Risk assessment:** Risks were assessed by considering their potential impact on each strategic objective if they were to materialise, as well as the likelihood of these risks occurring.

7.2.1 Impact and likelihood are described as follows:

- **"Impact"** is defined as the potential loss to the organisation or the service delivery failure should the risk event materialise. The impact on the strategic objective was considered based on the potential delay or losses that the event may cause in achieving the objective.

- **"Likelihood"** is defined as the probability that an event that could have an impact on the organisation achieving its objectives may occur. The process also included a review of past incidents, to assist with probability predictions.

7.2.2 Risk assessment results

The outcome of this process represents the participants' understanding and perception of the nature and magnitude of the risks facing the university. The quality of the results is influenced by knowledge, experience, and the quality of input provided by the participants. Additionally, the assessment takes into account historical incidents and reasonable forecasts, to update the document as new occurrences and predictions become relevant. This ongoing process assists the university to proactively manage and mitigate risks and seize opportunities in alignment with its strategic objectives.

7.2.3 Inherent risk

Inherent risk can be defined as the likelihood that a risk may materialise, **without taking any controls into account**, as well as the impact of the risk materialising in the absence of any risk responses.

7.2.4 Control effectiveness

Control effectiveness can be defined as:

- **the effectiveness** of the controls currently in place to reduce the likelihood of the risk; and
- is measured on a qualitative scale of whether it is mostly effective, effective, partially effective, or ineffective.

7.2.5 Control effectiveness

Controls can be classified as:

directive (controls intended to cause or encourage a desirable event, such as the orientation of new employees on organisational policies);

- **preventative** (controls that would deter undesirable events from occurring, such as training and segregation of duties);
- **detective** (controls designed to detect undesirable events that have occurred, such as reviews, comparisons and reconciliations); and
- **corrective** (controls that would detect and automatically rectify an error or irregularity, such as data validation).

7.2.6 Risk response effectiveness

Risk response effectiveness can be defined as:

- the effectiveness of the responses currently in place to reduce the **impact** of a risk, should it materialise; and
- it is measured on a **qualitative scale** of whether it is mostly effective, effective, partially effective, or ineffective.

Risk responses can be classified as:

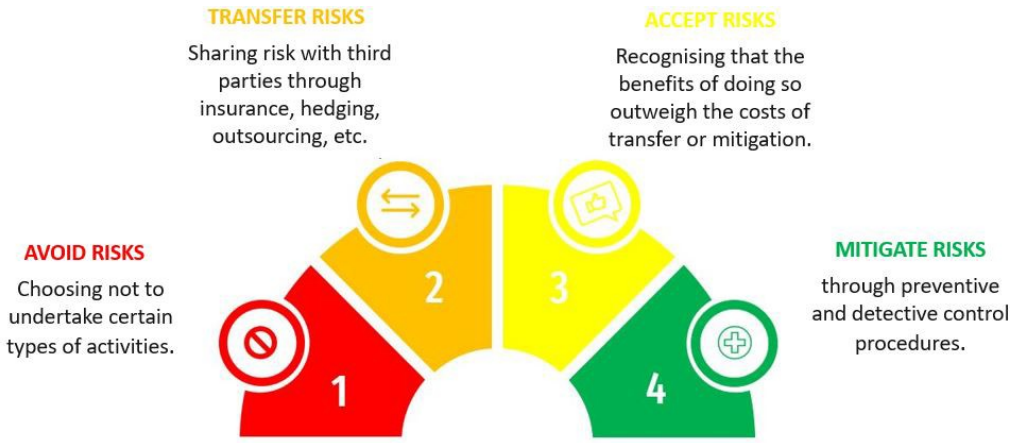

Figure 3: CUT risk responses

7.2.7 Residual risk

Residual risk (current risk) can be defined as the current likelihood that a risk may materialise, given the controls currently in place, and the impact of the risk materialising, given the current risk responses in place.

Table 18: Risk reaction

Risks were rated on their combined **likelihood and impact** during the assessment sessions. The process in response to risks identified and rated can be summarised as follows:

Impact	Likelihood	Risk magnitude	Risk acceptability	Proposed actions
4	4	Maximum risk (Material and/or immediate threat of exceeding university's risk appetite.)	Unacceptable	Take action to reduce risk with the highest priority. Executive to bring to the **attention of Executive Management and the Vice-Chancellor and Principal. Reported to Council.**
3	3	High risk (Threat of exceeding the university's risk appetite.)	Unacceptable	Take action to reduce risk with the highest priority. Bring to **Executive Management's attention.**
2	2	Low risk (No threat of exceeding the university's risk appetite.)	Acceptable	Take action to reduce risk. Bring to the **attention of Senior Management.**
1	1	Minimum risk (No threat of exceeding the university's risk appetite.)	Acceptable	**No risk** reduction –control, monitor, and inform Management.

Table 19: Risk assessment criteria

The table below illustrates the risk assessment criteria used to calculate the risk index used to identify the proposed actions:

Impact	4 - Catastrophic				
	3 - Major				
	2 - Significant				
	1 – Negligible				
		0%-25%	26%-50%	51%-75%	76%-100%
	Likelihood	1	2	3	4

Table 20: The likelihood criteria are assessed as follows:

Table 20 below indicates how the likelihood is assessed, using the criteria below:

Likelihood			
1	Rare	0%-25%	Probability of risk occurring once in three years, or never.
2	Unlikely	26%-50%	Probability of risk occurring annually.
3	Likely	51%-75%	Probability of risk occurring quarterly.
4	Common	75%-100%	Probability of risk occurring monthly.

Table 21: The impact is assessed as follows:

Table 21 below indicates how the impact is assessed, using the criteria below:

	Impact			
		Quantitative: finance – potential loss	Quantitative: service	Quantitative: negative exposure
1	Negligible	< R500 000	1 day	Isolated
2	Significant	< R1 million	3 days	Internal
3	Major	< R5 million	1 week	Regional and provincial
4	Catastrophic	> R5 million	2 weeks	National and international

7.3 Strategic goals

Table 22: CUT strategic goals

The table below illustrates the significant risks identified against the strategic goals of the institution:

No.	Strategic goals	Highly ranked risks
1.	To create a harmonious community conducive to teaching and learning.	
2.	To produce work-ready, entrepreneurial and holistic graduates.	
3.	To develop a strong culture of research and innovation.	
4.	To attract, develop and retain staff as the university's most important asset.	
5.	To build strategic partnerships that contribute to the achievement of the university's goals.	
6.	To ensure institutional sustainability, expand streams of income, and enhance the CUT brand.	
7.	To promote good governance, human rights, and social justice.	

7.4 Significant institutional risks

The university has identified significant risks aligned with its strategic objectives. Amongst these, the most critical risks are those that exhibit the highest combination of residual impact and likelihood, which have been compiled and documented.

In an optimal scenario, where the existing controls and risk mitigation measures effectively address these risks, the residual risk rating should substantially diminish in comparison to the inherent risk rating (which signifies risks in their natural state, without any controls).

If this desirable outcome is not observed, it implies that future control implementations, enhancements to current controls, or the application of appropriate risk responses are required to bring about a reduction in the residual risk rating. This indicates an ongoing commitment to managing and mitigating risks within the university.

Table 23: Significant institutional risks

#	Risks	Causes	Inherent risks			Existing controls	Residual risks			Risk owner	Risk treatment plan	Timeline
			Impact	Likelihood	Overall rating		Impact	Likelihood	Overall rating			
1	**Financial sustainability:** *Challenges associated with maintaining a stable financial footing to support the institution's mission, operations, and long-term viability, due to a reduction in government grants, tuition and enrolment fluctuations, non-recoverability of student and NSFAS debt, and failure to raise third-stream income.*	The national government has had to reprioritise public funding for the higher education sector, which has resulted in less resources being availed to universities. CUT does not generate sufficient funds from alternative streams like endowments, and income-generating entities and activities to sustain its operations. High student debt, which is unlikely to be recoverable, and excessive allowances to non-funded students, compromised university resources.	4	4	Max.	• Budget and cost management; • recovery of student debt; • grant funding application; • third stream income; and • oversight over CUTIS; • governance and projects.	4	4	Max.	Chief Financial Officer Executive Director: Resources and Operations (ED: RO)	• Cost-containment measures; • reprioritisation of budgets; • budget control; • starting engagement with private companies for funding academic programme/students; • continue with fee collection targets; • review the funding models for other income streams such as: ○ the CRPM/PDTS; ○ Hotel School; ○ CUTIS; ○ own accommodation; ○ enterprise/business school programme; ○ fee costing model/ structure; and ○ fundraising model and benefits. • Reformulate HR policy relating to the Academic Workload Model, and additional work conducted through/under the auspices of the university or CUTIS. • ResOps to liaise quarterly with DVC: RIE & CUTIS regarding aligning ResOps	Jan. – Dec. 2024

#	Risks	Causes	Inherent risks			Existing controls	Residual risks			Risk owner	Risk treatment plan	Timeline
			Impact	Likelihood	Overall rating		Impact	Likelihood	Overall rating			
										DVC: RIE	functions, systems and facilities (e.g., infrastructure, spatial planning, security, maintenance, cleaning) to income-generation programmes. • RIE to develop a policy for additional work and a revenue sharing model.	
2	**Performance management:** *Poor planning, implementation, monitoring, evaluation, misalignment, and lack of accountability and consequence management may result in the non-achievement of institutional objectives.*	Inadequate Strategic Plan. Lack of portfolios of evidence (PoEs) when reporting; timing issues that result in delays in the reporting of actual performance on a quarterly basis and annually. Approval of targets that are not aligned with institutional objectives. Lack of integration of institutional and employee performance management processes.	4	4	Max.	• Setting SMART targets and improving planning, implementation, monitoring, and evaluation activities; • Quarterly APP reporting; • Sage performance management system; and • Biannual employee performance reviews.	4	3	Max.	Executive Director: Vice-Chancellor and Principal's Office (ED: VCO) ED: RO ED: VCO	**2023 treatment plans carried over:** • Monitoring the implementation of performance-based incentives. • 360-degree executive performance review. • Implementation of Consequence Management Framework. • Review of the Strategic Plan, IOP, and APP TIG. • Monitor the implementation of the APP.	Jan. – Dec. 2024

#	Risks	Causes	Inherent risks			Existing controls	Residual risks			Risk owner	Risk treatment plan	Timeline
			Impact	Likelihood	Overall rating		Impact	Likelihood	Overall rating			
3	**Infrastructure and facilities:** *The university may not have a conducive environment and adequate infrastructure to provide a holistic student experience. Inadequate infrastructure, restrictions in water and energy supply, and a lack of campus accommodation and an integrated security system may compromise objectives.*	Poor project management and lack of maintenance. Extended supply chain management processes and insufficient resources result in inadequate infrastructure. The university's six mega projects have taken a considerably extended period to progress, and will take time to complete.	4	4	Max.	• Mega infrastructure projects funding; • Gallagher security system; • Maintenance Plan; • Campus Masterplan; and • Business Continuity Management Plan.	3	4	Max.	ED: RO	• Procedure on project management, and improved oversight. • New permanent Project Manager position activated for mega and other projects. • Leverage relevant technologies to complement traditional physical space requirements, where appropriate. • Upgrade the Gallager system and obtain certification to run the system on site. • Appoint suitable resources and providers to give effect to the Maintenance Plan. • Review the Bloemfontein Campus Masterplan in terms of the acquisition of Free State Sport Science Institute (FSSSI) properties. **2023 treatment plans carried over:** • Alternative water and energy plans. • Disability-friendly infrastructure. • Health, safety and environmental sustainability (HSES) management system.	Jan. – Dec. 2024

#	Risks	Causes	Inherent risks			Existing controls	Residual risks			Risk owner	Risk treatment plan	Timeline
			Impact	Likelihood	Overall rating		Impact	Likelihood	Overall rating			
											• Implementation of mega projects.	
4	**Governance and management practices:** *Governance and management practices may not be consistent with good corporate governance principles, and not in the best interest of the organisation, which may adversely affect the operations and reputation of the institution.*	Lack of training on good corporate governance. Non-aligned interests, or lack of consideration of risks and legal consequences of decisions. Inadequate contract management.	4	4	Max.	• Application of King IV principles; • CUT Statute; • terms of reference of governance committees; • promotion of ethical practices; and • adherence to regulatory framework.	3	3	High	Registrar ED: VCO DVC: RIE	• Review and reconfigure the current governance framework. **2023 treatment plans carried over:** • Implementation of the assessor's recommendations; • cohesive, decisive, and coherent leadership; • implementation of Ethical Culture Project; • implementation of consequence management; • roll-out of the culture articulation and empowerment activities; • impact indicator framework/toll; and • university ranking enhancement initiative.	Jan. – Dec. 2024

#	Risks	Causes	Inherent risks			Existing controls	Residual risks			Risk owner	Risk treatment plan	Timeline
			Impact	Likelihood	Overall rating		Impact	Likelihood	Overall rating			
5	**Protests:** *Student unrest, labour instability, and community protest action may disrupt university activities, compromise the safety and health of individuals, and result in the destruction of assets.*	Failure to engage through appropriate platforms. Failure to meet students' expectations regarding allowances and assessment-related matters. Failure to meet the expectations of labour unions.	4	4	Max.	• Engagement with student bodies; • court interdicts; • protocols for staff and students during protest actions; • engagement with employees through internal structures; • protection and crowd control services; • disciplinary measures for perpetrators; • insurance; • student leadership and development training programmes; and • Business Continuity Plan.	3	3	High	ED: VCO Registrar ED: RO Registrar	• Focused leadership development and training programmes for the SRC. • Implementation of measures to address historical marks; admission policy compliance. • Implementation of Mark Adjustment Plan. **2023 treatment plans carried over:** • Appoint a panel of crowd control service providers. • Train Protection Services staff on first respondent protocols and skills during student and other protests. • Multi-party agreement with the South African Police Service (SAPS) and UFS. • Automation of registration and assessment processes.	Jan. – Dec. 2024

#	Risks	Causes	Inherent risks			Existing controls	Residual risks			Risk owner	Risk treatment plan	Timeline
			Impact	Likelihood	Overall rating		Impact	Likelihood	Overall rating			
6	**Compliance and litigation:** *Failure to comply with policies, procedures, requirements, and critical regulations such as OHS regulations and PoPIA may pose risks to the institution. Litigation and high legal costs may adversely affect the financial sustainability and reputation of the university.*	The promulgation of new regulations such as PoPIA, and the onerous requirements of the OHS Act, impact on the compliance requirements of the university. Inadequate contract management for employees.	4	4	Max.	• Quarterly reporting on BCEA, EEA, etc.; • settle or conclude cases promptly, and in a cost-effective manner; • effective, regulations, policies and procedures, and compliance therewith; • competent legal advisors; • PoPIA Committee and compliance programme; • compliance monitoring, and reporting on pertinent laws, policies, etc.; and • implementation of safety, health and environment (SHE) (OHS) policies and procedures.	3	3	High	Registrar ED: VCO	• Roll-out of advanced training for PoPIA committees, and training for employees. • Information Officer and deputies to receive specific training. • Novatians to fast-tract PoPIA compliance at CUT. **2023 treatment plans carried over:** • Implementation of Energy Performance Certificate programme. • Review of LRA compliance in terms of temporary appointments. • Implementation of compliance programme; • Implementation of project deliverables to update outdated policies. • Evaluation of the effectiveness of the PoPIA Committee.	Jan. – Dec. 2024

#	Risks	Causes	Inherent risks			Existing controls	Residual risks			Risk owner	Risk treatment plan	Timeline
			Impact	Likelihood	Overall rating		Impact	Likelihood	Overall rating			
7	**Reputation and branding:** *Negative publicity, poor reputation, and ineffective branding initiatives may result in failure to recruit the desired students and staff, and to attract key stakeholders to collaborate with the institution.*	The nature of reputational risk is that it is adversely affected by other risks and events that expose the university to negative publicity and negative stakeholder perception. Low brand equity and reputation score; high detractor rate.	4	4	Max.	• Media briefings and press releases; and • procedure for digital communication interaction to curb reputational risk for the CUT.	3	3	High	ED: RO Registrar	• Branding review process begins in November 2023 with the Executive Workshop, leading to a major Branding and Marketing Strategy Workshop in February 2024. • Social and Ethics Committee (SEC) oversight over Reputation Management Strategy. **2023 treatment plans carried over:** • Development of Branding and Marketing Strategy.	Jan. – Dec. 2024

#	Risks	Causes	Inherent risks			Existing controls	Residual risks			Risk owner	Risk treatment plan	Timeline
			Impact	Likelihood	Overall rating		Impact	Likelihood	Overall rating			
8	**Information and communication technology (ICT) infrastructure and cybersecurity:** *The risk of cyberattacks and inadequate/loss of services as a result of inadequate ICT infrastructure and security measures, and the inappropriate use of IT, may adversely impact the university.*	Continuously changing global cyber security threats. Increasing diversity of threats. Resistance to change. Lack of understanding, and limited participation in terms of awareness. Inadequate enterprise resource planning (ERP) system to integrate various functions into one complete system, in order to streamline processes and information across the entire university. Sole-supplier risk creating dependency for system support and training capabilities. Inefficient administrative processes. Lack of skills to support and operationalise the system. Poor quality of data within the system. Lack of data agency on	4	4	Max.	• ICT Strategy; • cybersecurity system; • ICT policies and procedures; • training and awareness creation; and • business continuity management.	3	3	High	ED: RO Registrar	• Implementation of advanced threat detection capabilities. • Outsourcing the Security Operations Centre (SOC). • Testing ICT continuity plans. • Quarterly cybersecurity posture report. • Ransomware Response Planning Workshop with executives. • Inclusion of cybersecurity awareness training and activities attendance as part of performance management for all staff. • ERP system review. • Development of standard operating procedures for use of IT. • Implementation and operationalisation of data governance responsibilities relating to data quality, as documented. • Streamlining business processes relating to the ITS system. **2023 treatment plans carried over** • ICT governance structure oversight.	Jan. – Dec. 2024

#	Risks	Causes	Inherent risks			Existing controls	Residual risks			Risk owner	Risk treatment plan	Timeline
			Impact	Likelihood	Overall rating		Impact	Likelihood	Overall rating			
		student and staff data on the Integrated Tertiary Software (ITS) system.										
9	**Skilled employees and human capital:** *The recruitment policies and incentives may not be sufficiently attractive, and the institutional environment may not effectively support employee growth. The performance management system may expose the university to fraud, due to performance data manipulation.*	Institutional culture, low staff morale, and deficit in trust of Management. Inadequate consequence management, negative institutional reputation, competition, and even the location of the university.	4	4	Max.	• Integrated Talent Management Strategy; • Recruitment Strategy; • employee wellness programme; • remuneration and rewards policy; • succession planning procedure; and • Workforce Plan.	3	3	High	DVC: RO	• Implementation of reviewed recruitment and remuneration policies and procedures. • Conducting preventative wellness sessions. • Carrying out a comprehensive skills audit of the staff. • Developing a robust skills development programme. **2023 treatment plans carried over** • Implementation of the Strategic Workforce Plan.	Jan. – Dec. 2024
10	**Academic process efficiency and integrity:** Ineffective admission, student assessment, and mark administration processes may result in inaccuracies, delays or inconsistencies, and quality management over learning materials and assessment content may adversely affect the academic programme and reputation of the institution.	Inadequate control measures and assessment practices. Lack of adequate and effective general and application ITS system controls. Lack of consequence management.	4	4	Max.	• Assessment policy; • admission policy; and • Registration Committee.	3	3	High	DVC: Teaching and Learning Registrar	• Implement quality improvement plans (QIPs) and monitoring template. • Implement the policy and procedure for reviews of academic programmes. • Appoint a service provider to review the Assessment and Graduations Unit. • Implementation of measures to address historical marks and	Jan. – Dec. 2024

#	Risks	Causes	Inherent risks			Existing controls	Residual risks			Risk owner	Risk treatment plan	Timeline
			Impact	Likelihood	Overall rating		Impact	Likelihood	Overall rating			
											admission policy compliance. • Implementation and monitoring of Mark Adjustment Plan. • Automation of registration and assessment processes.	

8. NOTES

Thinking beyond

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