



Allocations for the 2022 Performance-Based Research Fund

The Performance-Based Research Fund (PBRF) allocated \$315 million in 2022.

The Tertiary Education Commission (TEC) allocated:

- › \$303.36 million to 8 universities (96.3%)
- › \$9.5 million to Te Pūkenga – New Institute of Skills and Technology (Te Pūkenga) (3.0%)
- › \$1.35 million to 11 private training establishments (PTEs) (<1%)
- › \$786,242 to 2 wānanga (<1%).

From 2021 to 2022 funding increased for Te Pūkenga (by \$262,243, 2.8%), PTEs (by \$98,527, 7.9%), and wānanga (by \$36,139, 4.8%) and decreased for universities (by \$-0.39 million, less than 0.2%).

Quality Evaluation (QE) allocations in 2022

The Quality Evaluation component of the PBRF comes from an assessment of the research performance of staff at eligible tertiary education organisations (TEOs). This component is used to allocate 55 percent (\$173.25 million) of the fund. 2022 funding allocations for the QE measure are based on the results of the 2018 QE, and all providers have received the same amount of funding annually from 2018 to 2022 as outlined below:

Sector	QE Funding (\$m)
Universities	\$165.7
Te Pūkenga	\$6.3
PTEs	\$0.91
Wānanga	\$0.33
Total	\$173.25

External Research Income (ERI) allocation increased for three sectors in 2022...

The ERI component of the PBRF is an annual measurement of the amount and type of income for research received by participating TEOs from external sources. This component is used to allocate 20 percent (\$63 million) of the fund.

In 2022 universities received \$62.5 million; a decrease (0.1%) compared to 2021. Funding increased from 2021 to 2022 for Te Pūkenga (by \$0.39 million, 7.3%), wānanga (by \$65,421, 16.9%) and PTEs (by \$86,389, 1.1%).

... and External Research Income earned increased for all sectors except Te Pūkenga...

ERI earned by all sectors in 2022 totaled \$691.27 million, an increase of 4.6% on 2021. From 2014 the annual ERI earned by all sectors has continually increased.

From 2021 to 2022, the university sector increased its ERI earned by \$30.6 million (4.6%) to \$691.27 million. This sector has increased its ERI earnings in each of the last eight years.

With the inclusion of four new Institutes of Polytechnics (from the 2018 QE round, which are now part of Te Pūkenga), ERI earned significantly increased to \$4.9 million in 2021. Between 2019 and 2022 Te Pūkenga had maintained a level of ERI earnings between \$3.8 million and \$4.1 million. 2022 ERI earned was \$4.14 million, a decrease of \$0.75 million (-15.3%) on the 2021 figure of \$4.89 million.

In 2022 the wānanga sector increased its ERI earnings by 500% to \$6.39 million compared to the 2021 figure of \$1.06 million. Over the period 2019–22 the wānanga sector experienced a significant increase in ERI earnings from \$0.46 million to \$6.39 million.

From 2019 to 2022 ERI earned for the PTE sector was maintained between \$0.77 million and \$0.99 million. The inclusion of three new PTEs (from the 2018 QE round) increased ERI earned to \$0.77 million in 2019. In 2022, ERI earnings were \$0.99 million, an increase of \$0.31 million (45.2%) on 2021.

Research Degree Completion (RDC) allocation increased for all sector except university ...

The Research Degree Completions element of the PBRF is a yearly measurement of the number of PBRF-eligible postgraduate research-based degrees completed at participating TEOs.

The TEC allocated \$78.750 million in RDC funding in 2022 and, of this, universities received \$75.17 million, Te Pūkenga received \$2.83 million, wānanga received \$0.39 million and PTEs received \$0.36 million.

Between 2021 and 2022 RDC funding increased by \$0.23 million (9.1%) for Te Pūkenga, \$97,607 (37.8%) for PTEs and \$26,703 (7.3%) for wānanga and decreased for universities by \$0.36 million (-0.5%).

... also, the total number of Research Degree Completions increased in 2022

RDCs increased incrementally over the period 2015 (3,992) to 2019 (4,183). In 2022, RDCs (3,885) increased marginally by 0.2% compared to 2021 (3,877), however they have not returned to the same level before the pandemic, with a total of 4,183 RDCs in 2019.

Compared to 2021, RDCs for Māori students increased by 12 (4.6%) and “Other” increased by 47 (24%) while other Ethnicity groups experienced decreases with various degrees: Pacific people by (-32, -20.4%), Asian students by (-32, -2.6%), and for Middle Eastern/Latin American/African (MELAA) students by (-39, -13.1%) and European students (-168, -8.6%).

In 2022, Natural and Physical Science and Society and Culture remained their positions as the highest and the second highest RDC producing field (861 and 783 respectively) followed by Health (494), Creative Arts (414), Engineering and Related Technologies (378) and Architecture Building (303). The top six positions have not changed since 2020.

Compared to 2021, the RDC growth rates varied across fields of study. Some fields of study experienced positive increases while others underwent reductions.

The biggest increase in RDCs occurred in Education (50, 32%) while other fields experienced small to medium increases such as Society and Culture (67, 9%), Engineering and Related Technologies (22, 6%), Information Technology (6, 5%), Natural and Physical Sciences (24, 3%) and Architecture and Building (7, 2%).

Agriculture, Environmental and Related Studies had a biggest decrease in RDCs (-30, -24%), while Management and Commerce experience two digit decrease (-29, -13%), followed by Creative Art (-54, -12%), Health (-54, -10%) and a small reduction in Mixed Field Programmes (-1, -4%).

Further information

For more information on the PBRF, see [Performance-Based Research Fund](#).

For other publications relevant to the PBRF, including previous allocations and annual reports, see [Resources and publications](#).

Detailed allocations and completions information is available in the [2022 PBRF Allocation Tables \(XLS, 162 KB\)](#).

This data has been compiled specifically to prepare the 2022 PBRF Annual Report. It uses administrative data collected by the TEC for the purposes of funding tertiary education and relies on the accuracy of data reported by TEOs. Care should be taken when making comparisons with data collected or compiled for other purposes.