

**Tertiary
Education
Commission**

Te Amorangi
Mātauranga Matua



Allocations for the 2024 Performance-Based Research Fund

The Performance-Based Research Fund (PBRF) allocated \$315 million in 2024.

The Tertiary Education Commission (TEC) allocated:

- › \$303.87 million to 8 universities (96.47%)
- › \$8.44 million to New Zealand Institute of Skills and Technology (NZIST) (2.68%)
- › \$1.48 million to 11 private training establishments (PTEs) (<1%)
- › \$1.21 million to 2 wānanga (<1%).
- › From 2023 to 2024 funding to the Universities increased by 0.28% (\$843,329), and funding to wānanga by 5.97% (\$68,045). During this period, NZIST's funding decreased by 9.21% (-\$855,874), and funding to PTEs decreased by 3.04% (-\$46,498).

Quality Evaluation (QE) allocations in 2024

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 PBRF fund. 2024 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 2024 as outlined below:

Sector	QE Funding (\$m)
Universities	\$165.7
NZIST	\$6.3
PTEs	\$0.91
wānanga	\$0.33
Total	\$173.25

External Research Income (ERI) allocation increased for two sectors in 2024...

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 PBRF fund.

Between 2023 and 2024, wānanga had an ERI allocation increase of 247%. Due to a \$203,727 increase from their ERI allocation of \$82,273 in 2023, increasing to \$286,000 in 2024. The PTE sector also saw significant increase (66.66%) to their ERI allocation, with their 2024 ERI allocation increasing to \$149,53. The increases to ERI allocation for the wānanga and PTEs came from the decrease to the universities and NZIST. The universities 2024

ERI allocation total was \$62,191,917 a decrease of 0.35%, and NZIST's 2024 ERI allocation was \$372,552 a decrease of 10.9%

... and External Research Income earned increased for all sectors except NZIST...

ERI earned by all sectors in 2024 totaled \$780.54 million, an increase of 1.42% on 2023 earnings. From 2014 the annual total ERI earned by all sectors has continually increased.

From 2023 to 2024, the university sector increased its ERI earnings by \$12.19 million (1.61%) to \$771.4 million. This sector has increased its ERI earnings in each of the last eight years.

The PTE sector saw the greatest increase to ERI earnings, with a 20.95% (\$0.218 million) increase between 2023 and 2024, earning \$1.26 million in 2024.

The wānanga ERI earnings also increased from 2023, earning \$4.88 million in 2024, an increase of \$0.261 million (5.66%). However, their 2024 earnings are still significantly less compared to their 2022 earnings of \$6.39 million.

From 2023 to 2024, NZIST's ERI earnings decreased by \$1.77 million (37.06%) to \$3 million.

Research Degree Completion (RDC) allocation decreased for all sectors except the university sector.

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.

TEC allocated \$78.750 million in RDC funding in 2024. Universities received \$75.95 million, NZIST received \$1.78 million, wānanga received \$0.59 million, and PTEs received \$0.42 million.

Between 2023 and 2024 RDC funding decreased by \$0.81 million (31.3%) for NZIST, \$0.106 million (20%) for PTEs, and decreased by \$0.135 million (18.6%) to wānanga.

The university sector was the sector to see a RDC funding increase between 2023 and 2024. Universities saw a 1% increase of \$1.05 million.

The total number of Research Degree Completions increased in 2024

The number of RDC has steadily increased from 3,877 in 2021 to 4,000 in 2024, about 3.17% increase over four years, however it is slightly lower than the figure in 2019 (4,183).

In comparison to 2022, European and Asian ethnicities experienced a growth of around 6% while Pacifici People enjoyed two-digit increase of 11%. In contrast, Middle Eastern/Latin American/African (MELAA) and Other ethnicity group underwent significant reduction with 18.5% drop in Other ethnicity and 11.6% decline in MELAA ethnicity while Māori had a mild decrease of 1.1%.

In 2024, "Natural and Physical Science" and "Society and Culture" maintained their positions as the highest and second highest RDC producing field (859 and 818 respectively) followed by "Health" (550), "Creative Arts" (407), "Engineering and Related Technologies" (389), and "Architecture Building" (265). The top six positions have not changed since 2020.

Even though "Natural and Physical Science" and "Society and Culture" are the top two RDC producing fields in 2024, both encountered a decline in RDC compared to 2023, 9% decrease in "Natural and Physical Science" and 5% decrease in "Society and Culture".

Three fields which experienced two-digit growth compared to 2023 are Engineering and Related Technologies (11%), Information Technology (21%) and Management and Commerce with the biggest surge of 32%.

"Agriculture, Environmental and Related Studies" and "Mixed Field Programmes" have been always ranked the 10th and the 11th out of the eleven study fields, for the last four years and both had a decline of 7% and 9% in RDC in 2024 compared to 2023, respectively.

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 are available in the [2024 PBRF Allocation Tables \(XLS, 189 KB\)](#).

This data has been compiled specifically to prepare the 2024 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.