



**Annual Report to the  
Minister of Higher Education and Training  
for the year ending 31 December 2015**

Produced by the Office for Institutional Planning  
10 June 2016

## CONTENTS

<b>1. Chairperson of Council's Report</b> .....	<b>1</b>
<b>V2020 Strategic Plan – Integrated Transformation Plan</b> .....	<b>2</b>
<b>Council Performance Objectives: 2015</b> .....	<b>3</b>
<b>Statement on Effective Ethical Leadership and Corporate Citizenship</b> .....	<b>3</b>
<b>Quality of Student Life</b> .....	<b>4</b>
<b>Quality of Staff Life</b> .....	<b>5</b>
<b>Excellence in Teaching and Learning</b> .....	<b>5</b>
<b>Excellence in Research and Engagement</b> .....	<b>6</b>
<b>Infrastructure and Support Services</b> .....	<b>7</b>
<b>Financial Sustainability</b> .....	<b>8</b>
<b>Conclusion</b> .....	<b>8</b>
<b>2. Council's Statement on Corporate Governance</b> .....	<b>9</b>
<b>Status and Role of Council</b> .....	<b>9</b>
<b>Council and Council Committees</b> .....	<b>9</b>
<b>Statement on worker and student participation</b> .....	<b>17</b>
<b>Statement on code of conduct</b> .....	<b>17</b>
<b>3. Statement on sustainability</b> .....	<b>18</b>
<b>4. Report on Transformation</b> .....	<b>20</b>
<b>Staff Development Initiatives</b> .....	<b>20</b>
<b>Promoting an inclusive Institutional culture</b> .....	<b>22</b>
<b>Broad-Based Black Economic Empowerment</b> .....	<b>23</b>
<b>5. Senate Report</b> .....	<b>25</b>
<b>Composition of Senate</b> .....	<b>25</b>
<b>Admissions</b> .....	<b>25</b>
<b>Enrolment Trends</b> .....	<b>26</b>
<b>Qualification and Success Rates</b> .....	<b>27</b>
<b>Undergraduate outputs by scarce skills</b> .....	<b>28</b>
<b>Financial Aid Matters</b> .....	<b>29</b>
<b>Establishment of New Units, Centres, Entities and Institutes</b> .....	<b>38</b>
<b>Quality Advancement and Enhancement</b> .....	<b>38</b>
<b>New and/or Revised Policies / Frameworks / Protocols</b> .....	<b>39</b>
<b>Academic Excellence: Awards, Accolades and Recognition</b> .....	<b>40</b>
<b>Academic Events</b> .....	<b>41</b>
<b>Deepening Academic Excellence (Teaching, Research and Engagement)</b> .....	<b>44</b>
<b>Academic Excellence: Teaching and Learning</b> .....	<b>44</b>
<b>Academic Excellence: Research and Engagement</b> .....	<b>51</b>
<b>Public Advocacy and Engagement Events</b> .....	<b>61</b>

<b>6. Report of the Institutional Forum</b> .....	<b>64</b>
<b>7. Report of the Vice-Chancellor</b> .....	<b>66</b>
<b>Statement of self-assessment</b> .....	<b>66</b>
<b>V2020 Strategic Plan – Integrated Transformation Plan</b> .....	<b>67</b>
<b>Academic Excellence</b> .....	<b>68</b>
<b>Future Trajectories and Strategic Academic Planning</b> .....	<b>68</b>
<b>Building an Affirmative &amp; Vibrant Institutional Culture for Students and Staff</b> .....	<b>69</b>
<b>Vibrant Student Life</b> .....	<b>69</b>
<b>Human Resources: Unlocking and Maximising Staff Potential</b> .....	<b>70</b>
<b>Improving Quality of Operations, Infrastructure and Support Services</b> .....	<b>74</b>
<b>Alumni</b> .....	<b>76</b>
<b>Financial Sustainability</b> .....	<b>77</b>
<b>Conclusion</b> .....	<b>77</b>
<b>8. Report on Internal Administrative/Operative Structures and Controls</b> .....	<b>79</b>
<b>9. Report on Risk Exposure, Assessment and Management</b> .....	<b>80</b>
<b>10. Audit and Risk Committee Report</b> .....	<b>81</b>
<b>11. Annual Financial Review (including consolidated financial statements)</b> .....	<b>83</b>
<b>ANNEXURE 1</b> .....	<b>122</b>
<b>ANNEXURE 2</b> .....	<b>130</b>
<b>ANNEXURE 3</b> .....	<b>136</b>

## Table of Tables:

Table 1: NMMU Financial Sustainability Indicators: 2013 – 2015 .....	8
Table 2: Council membership for the period under review .....	14
Table 3: Success Rates per Qualification Type for 2014 and 2015 .....	27
Table 4: Undergraduate outputs by scarce skills for years 2013 to 2015 .....	28
Table 5: Student Financial Support for 2014 and 2015 .....	29
Table 6 : NMMU Honours scholarship awards for 2015.....	29
Table 7: NMMU Masters and Doctoral scholarship awards for 2015 .....	30
Table 8: Internal Research Bursary allocations for 2015 .....	30
Table 9: Total number and value of Honours scholarships from external funders for 2015.....	31
Table 10: NRF Honours & BTech Scholarships in 2015 .....	31
Table 11: NRF Bursaries and Scholarships for Honours and BTech Students in 2014 and 2015	31
Table 12: Summary of NRF Masters and Doctoral Freestanding allocations made in 2015 per Qualification, Faculty and Discipline.....	31
Table 13: Percentage variance between total Masters and Doctoral Freestanding and Grantholder NRF awards in 2014 and 2015.....	32
Table 14: Summary of NRF Grantholder allocations made in 2015 per Qualification, Faculty and Discipline .....	33
Table 15: List of External Funders (excluding NRF) allocations made in 2015 per Qualification, Faculty and Discipline .....	33
Table 16: Percentage difference between total external funding received (excluding NRF) for 2014 and 2015 .....	34
Table 17: New programmes approved by Council and the status of DHET approval, HEQC accreditation and SAQA registration .....	35
Table 18: Summary of programmes deactivated during 2015 .....	37
Table 19: Category C programmes deactivated.....	38
Table 20: Events hosted during the course of 2015 .....	42
Table 21: Distribution of clients seen for group-based interventions.....	45
Table 22: Topics presented in Keys to Success sessions .....	45
Table 23: Number of Lecturer and Student Users on Moodle Learning Management System .....	48
Table 24: List of Recipients of the Faculty Emerging Excellent Teacher and Faculty Excellent Teacher Awards in 2015 .....	50
Table 25: NMMU Researchers Rated For First Time in 2015 by NRF .....	53
Table 26: Category Distribution of NMMU NRF-Rated Researchers in 2015 .....	54
Table 27: Funding Streams available to emerging researchers during 2015.....	54
Table 28: NRF Funding to Emerging Researchers in 2015 .....	55
Table 29: Sources of External Funding Available for Emerging Researchers in 2015.....	55
Table 30: Highest qualification profile of permanent staff associated with 2014 and 2015.....	55
Table 31: Recipients in 2015 of Faculty Researcher of the Year and Emerging Researcher of the Year Awards.....	57
Table 32: Selected Events Hosted by CANRAD in Partnership with Internal and/or External Partners .....	61
Table 33: Profile of permanent and temporary employees as at 31 December in 2014 and 2015. ....	74

## Table of Figures

Figure 1: Overview of initiatives and programmes being implemented to reposition teaching practice .....	47
Figure 2: Growth in Moodle sites since 2012 .....	49
Figure 3: Accessing Moodle for both reading and writing activities.....	49
Figure 4: Number of active responses on Moodle.....	49

## 1. Chairperson of Council's Report

Nelson Mandela Metropolitan University (NMMU) is a comprehensive university, providing a diverse range of educational opportunities along various avenues, including general-formative, professional/vocational and career-oriented academic programmes. It is ideally positioned to facilitate the integration of post-school education and training via alternative access routes, such as articulation and recognition of prior learning. NMMU consists of seven faculties located across six campuses, five in Port Elizabeth (Eastern Cape) and one in George (Western Cape). We are in the process of concluding the purchase of the Council for Scientific and Industrial Research (CSIR) property in Summerstrand, which will serve as the Maritime and Marine Sciences Campus.

Year on year comparisons in student headcount shows that 26 318<sup>1</sup> students had registered as at end March 2015 (of which 52.1% were female), relative to 26 510 in 2014 (of which 52.9% were female). Over the past ten years, there has been an average annual growth rate of 0.82%. The enrolment target set for 2015 was 27 664. First time entering undergraduate (UG) students totalled 5 609, relative to 5 955 students in 2014. The target first time entering UG for 2015 was 5 850. The number of students enrolled in extended foundation programmes amounted to 1 373 across all faculties, relative to 1 300 in 2014. The enrolment target for foundation programme provisioning was 1 380.

The profile of our student enrolments according to UG and PG categories showed that 22 507 (85.5%) were UG students, and 3 811 (14.5%) were postgraduate (PG) students, relative to the 2015 enrolment targets of 22 803 and 3 707, respectively. The vast majority of our students are contact enrolments (26 294) relative to distance (24) enrolments. Of the distance enrolments, 3 students were enrolled as distance education students. The target for distance education enrolments for 2015 was 521. Occasional students made up 423 of the student body, while in 2014 the number of occasional students amount to 695. The target for occasional students for 2015 was 635. The student enrolments according to the major fields of study showed 8 351 were enrolled in Science, Engineering and Technology, 10 305 in Business and Management, 1 776 in Education and 5 886 in other Humanities, relative to the targets of 9 554, 10 474, 2 104 and 5 011, respectively. In 2014, the enrolments according to these major fields of study were 9 413, 10 237, 2 108 and 4 753, respectively. The majority of our students were African (60.5%), followed by 23.6% Whites, 14.1% Coloured and 1.8% Indian, which is a similar profile to the enrolments of 2014. International student enrolments constituted 6.41% of the total student body in 2015, of which 20.25% were enrolled at Masters' and Doctoral levels.

The full range of qualifications, spanning from certificates to PhD, was conferred upon a total of **6 258** graduates for 2015. A total of 80 doctoral qualifications were conferred and 401 Masters' degrees (2 of which were via distance mode of delivery), compared to 72 and 488, respectively, in 2014.

In response to the reverberations of the #RhodesMustFall and #FeesMustFall student campaigns, Council unanimously accepted a resolution committing the University to ending outsourcing of service labour contracted to provide core services such as cleaning, gardening and grounds and catering beginning 2016. This will impact on the number and profile of permanently employed staff. In 2015, 1 805 employees were employed by the Institution, with 49.0% White, 24.7% African, 20.1% Coloured, 3.9% Indian and 2.2% Foreigners. Ongoing interventions are being implemented to diversify the Academic staff profile (68.5% White, 11.7% African, 11.9% Coloured, 3.4% Indian and 4.5% Foreigners). Within the context of the national Higher Education landscape, Council is satisfied with the demographic and equity profiles, and acknowledges the need for continuous improvement in this regard.

South Africa has a long coastline stretching more than 2 500km from the desert border with Namibia on the Atlantic coast, southwards around the tip of Africa, then up the east coast to the border with Mozambique on the Indian Ocean. NMMU is therefore ideally positioned to support South Africa and

---

<sup>1</sup> All 2015 student and staff data are provisional, while 2014 data are audited.

Africa's Integrated Maritime Strategy through the expansion of our academic offerings and research projects to include Marine and Maritime Studies. Similarly, excellent progress is being made in developing the infrastructural and academic scaffolding for a Medical School. Both these expansion projects are being supported by funding from key stakeholders, notably the Department of Higher Education and Training (DHET), National Skills Fund, merSETA and the Transport Education and Training Authority.

This annual report will provide an overview of the key achievements, innovations and operational challenges identified in 2015, as well as how ongoing challenges being managed and mitigated by the various Institutional governance structures.

### **V2020 Strategic Plan – Integrated Transformation Plan**

The framework for Institutional transformation is reflected in the NMMU Vision 2020 (V2020) Strategic Plan, which is the Institutional Integrated Transformation Plan (ITP). The strategic priorities that underpin V2020 include the following:

- Formulate and implement an integrated strategic academic plan and distinctive knowledge paradigm.
- Create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success.
- Create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture.
- Position NMMU as an engaged institution that contributes to a sustainable future through critical scholarship.
- Develop and sustain a transformative institutional culture that optimises the full potential of staff and students.
- Formulate and implement a financial growth and development strategy to enhance long-term sustainability and competitiveness.
- Improve institutional processes, systems and infrastructure to promote a vibrant staff and student life on all campuses.
- Maximise human capital potential of staff.

At the second Ministerially-convened Higher Education Transformation Summit in October 2015 the following key issues were raised:

- Social justice and equality demands (including student access; free higher education; student debt relief; and outsourcing); and
- Transformation of the academic system (including the academic and institutional cultures and decolonisation of the curriculum).

These issues will continue to be integrated into the planning for the next five-year period (2016 to 2020), focusing on the including the student voice in the co-creation of the 'new normal' and underpinning the core pillars of teaching and learning, research and engagement with the Institutional values of respect for diversity, excellence, integrity, uBuntu, responsibility and respect for the natural environment. V2020 is aligned with the performance objectives of Council, and quarterly reporting by the Vice-Chancellor was in accordance with the categories indicated below:

- Strategic planning
- Institutional climate and quality of student and staff life
- Improving academic excellence (teaching, research and engagement)
- Transformation
- Improving quality of operations, infrastructure and support services, and
- Financial sustainability

## **Council Performance Objectives: 2015**

Council approved the seven performance objectives for the 2015 financial year:

- **Strategic Plan: Vision 2020**  
Oversight of management's progress in achievement of Vision 2020 APEX Priorities for 2015;
- **Financial Viability**  
Ensuring NMMU generates a budget for 2016 that provides for a reserve accumulation of between 5-10% of revenue from Council funded activities;
- **Academic Excellence:**  
Ensuring Improvement of Average Student Throughput Rates and Research Output in line with National Benchmarks;
- **Improving Quality of Student Life:**  
Ensuring the development of vibrant Culture of Living and Learning on all campuses;
- **Improving Quality of Staff Life:**  
Ensuring a competitive total employee value proposition for all employees;
- **Operations and Infrastructure:**  
Ensuring efficient operational systems and provision of adequate infrastructure to support NMMU operations;
- **Effective and Efficient Management of Council:**  
Ensuring efficient and effective management and execution of Council and Council committee business processes.

Council formally assessed its performance during the period under review in order to determine how effectively it met its responsibilities as the governing body of the University. The outcome of Council's performance assessment was positive.

In accordance with the regulations for reporting by public higher educations, the institutional performance in relation to the 2015 Annual Performance Plan will be reflected in the relevant sections of this report.

### **Statement on Effective Ethical Leadership and Corporate Citizenship**

The Rules of Council, including a Code of Conduct for Council members, are primarily based on the Higher Education Act of 1997, the Institutional Statute and the principles enunciated in the *King III Report on Corporate Governance for South Africa*, where applicable.

The purpose of the Code of Conduct for Council members is to establish agreement on standards of morally acceptable behaviour within Council; to guide moral decision-making; to strengthen commitment to the University; and to enhance the reputation of Council among stakeholders of the University. The Code regulates, *inter alia*, conflicts of interest, prohibited activities, and transgressions of the Code. In addition, the University's core values commit all staff and students to act with integrity; requiring ethical, professional behaviour; and acting in an accountable and transparent manner.

As indicated before, Council was provided with quarterly review reports by the Vice-Chancellor, outlining progress made by the Management Committee (MANCO) in achieving the outcomes specified in the V2020 strategic plan. These reports, together with other relevant documentation, assists Council to monitor and evaluate its performance objectives.

NMMU is committed to contribute to its economic, ecological and social responsibilities through ethical decision-making and continues to report in accordance with the various statutory requirements. NMMU continues to serve the public good through knowledge production; the provision of highly-skilled graduates that advances socio-economic development; and more directly through various engagement projects undertaken by staff and students, taking on the form of community interaction, service and outreach; professional- or discipline-based service provision; teaching and learning and/or research and scholarship.

NMMU has not received any requests for access to information, neither has it been sanctioned or fined for being non-compliant or contravening any statutory obligations.

### **Quality of Student Life**

The provision of holistic student development for life and work as well as ensuring the successful completion of their qualifications remain central to the University's purpose in developing graduates who are socially-aware citizens advancing human dignity, equality and socioeconomic justice. This is generally steered through interventions focused on the improvement and expansion of the Programme Qualification Mix (PQM) and related curricula, as well infrastructure and facilities that collectively support and enhance the living, learning and working experience of our students and staff. To improve the success of our students, we provided support via accessibility to financial aid; quality and affordable on- and off-campus student accommodation; reliable student transport; safe and fit-for-purpose campus environments as well as numerous opportunities for participation in co-curricular activities and community engagement activities.

The Eastern Cape is the second poorest province in South Africa, with the lowest matric pass rate of 65.4%. These factors significantly impact the context that informs the profile of our students, with approximately 79.5% of our students being resident in the Eastern Cape, some of whom face immense challenges, including financial, to sustain themselves. A total of **R309 781 667** was available to assist **12 216** financially-needy and academically-deserving students during 2015. The major funding sources were notably the National Student Financial Aid Scheme (NSFAS) providing 59.8% of the funding which supported **5 596** students. This translated into a year-on-year decrease of **4.7%** in the total funding available, relative to **R325 077 804** in 2014, which provided support to **12 623** students. The remaining **40.2%** of financial support was derived from NMMU Council funding, government departmental bursaries/scholarships, national funding agencies such as the National Research Foundation (NRF) and other private sector contributions.

With the demand for financial support significantly exceeding available funds, the provision of financial support remains an ongoing challenge to the Council and MANCO. Frequent and open communication with the Student Representative Council (SRC) have averted, to a large degree, student protests, finance-related or otherwise.

The growth trajectory, as reflected in the enrolment plan submitted to the DHET, has placed increasing pressure on the existing infrastructure, including on- and off-campus student housing. The provision of student accommodation continue to fall short of demand, despite consistent growth in both these categories of student residences. With the aid of the DHET earmarked Infrastructure and Efficiency Grants over the past number of years, on-campus student accommodation have increased, with a total of 3 231 beds available (1 434 bed on South Campus, 1 266 beds on North Campus, 170 beds on 2<sup>nd</sup> Avenue Campus and 361 beds on George Campus). The number of off-campus accredited accommodation in Port Elizabeth and George increased from 3 108 in 2014 to 3 926 in 2015.

A key focus in enhancing student academic success is the provision of connectivity to students in order to access academic support via Moodle and SharePoint links (online resources, including supplemental instruction, SI) as well as online tools ( that students can use to monitor their performance relating to results of tutorials, assignments, class tests, and exams. The students can access these tools on their smart phones, tablets or personal computers. In addition, a process of **re-imagining and re-positioning teaching and learning as central to the academic project has been initiated to holistically address staff and student academic support. The Centre for Teaching, Learning and Media (CTLM)** conducted a *Lecturer Learning Needs Survey* in which the majority of academics indicated their need to learn how to apply a humanising pedagogical approach in their discipline. Various developmental seminars and workshops were conducted during the course of the year under review to the capacity of academic staff to enhance student learning and development in alignment with V2020.

To facilitate the holistic development of first-time entering students that enables their successful transition and integration into NMMU, a **multidimensional First-Year Success programme** is being developed. The current pre-entry and orientation initiatives together with intentionally-focused student development and success initiatives in- and out-of-class will form part of a comprehensive first-year experience programme called the First-Year Success programme. The concept document was developed and approved by the NMMU Student Orientation and Teaching and Learning Committees.

### **Quality of Staff Life**

NMMU aims to be an employer of first choice within the Higher Education sector, adept at successfully attracting and retaining talented staff who align with and can contribute toward achieving V2020. Effecting the Council-approved Institutional talent continuity strategy for Peromnes levels 2 to 4, saw implementation of various programmes, including the Leadership Effectiveness Advancement Programme, Women in Leadership Programme and Future Leaders Programme. Implementation of the Framework for the Recognition of Excellence (FRE), the Institutional performance management system, was fully implemented in 2015, with performance being linked to pay. Besides serving as a tool via which employees can be recognized at all levels for their excellence, FRE also serves as a tool via which employees can be identified for further growth and advancement as the next cohort of leaders.

**Wellness@NMMU**, the Employee Wellness programme, provided relevant and supportive interventions to assist staff to deal with increased pressures experienced in the workplace as well as the effects associated with the #RhodesMustFall and #FeesMustFall student campaigns. The attendance of these sessions increased substantially, which may, in part, have contributed to the overall reduction in sick leave taken in 2015.

The ongoing intervention, initiated approximately three years ago by the Office of the Vice-Chancellor, the Institutional Culture Enlivening Process, continues to provide an avenue via which both staff and students are being engaged to critically appraise alignment between institutional experiences and the strategic outcomes captured in V2020. Notably, critical discourses continue to be conducted where staff and students are co-creating a 'new normal' in relation to humanising institutional praxis.

### **Excellence in Teaching and Learning**

During the course of 2015, the positions of Executive Deans of Arts and Education, respectively, were filled, while the positions of Executive Deans of Business and Economic Sciences, Law and Science, respectively, were in the process of being filled. These changes in the academic leadership have provided opportunities for new insights to be infused into the academic project.

The #RhodesMustFall and #FeesMustFall student campaigns have foregrounded the need for change to occur in the academic project. Decolonising of the curricula across all programmes and disciplines, ensuring that the programme design, pedagogies, content and assessment methodologies are humanising and relevant to the African context generally, and the South African context specifically, while remaining cognisant of the global factors and challenges prevalent in society at large. Various initiatives have been introduced to refocus and reposition teaching and learning as a SEARCH experience within NMMU – specifically, a SEARCH for knowledge that empowers our vision of providing education for life and work, and the public good. We see positioning the academic project as a SEARCH for knowledge as central to the re-positioning of Teaching and Learning, and to make clear its relationship to RESEARCH, which has often been privileged as the primary purpose and indicator of excellence within the academic project. Instead, we see Re-search as being contingent upon as well as informing the SEARCH for knowledge, and its constant creation and re-creation, which we regard as the central purpose of Teaching and Learning.

Ongoing projects to address this issues includes notably:

- Continuing curriculum renewal, relevance of content, pedagogy, assessment, conducive teaching and learning environment;
- Conducting teaching and learning retreats to ensure the provision of an integrated and consistent approach to teaching and learning, where the quality and relevance is in alignment with V2020, our values and graduate attributes.
- Strengthening of the Faculty Teaching and Learning Committees through the inclusion of senior academics, to become a vibrant and generative space for discussing the critical issues that affects the Academy.
- Opening up the NMMU Teaching and Learning Committee spaces to engage interested staff and students in discussions and experimentation relating to the academic project.

Various initiatives have also been instituted to address the challenge of the aging academy. The regeneration of the academy continues to be addressed via the following projects:

- Future scholars
- Emerging Academics
- Mid-Career Academics and leaders
- Senior Academics and leaders
- Seniors approaching or post-retirement

Consistent with the goal of enhancing student success, the NMMU Siyaphumelela project was launched in 2015. In building on the goal of developing an electronic early warning tracking and monitoring system, the Faculty of Law has developed a system, Risk Analysis and Detection to Assist and Retain Students (RADAR), in collaboration with the Higher Education Access and Development Services (HEADS), which is currently being piloted with the aim of expanding its use to other faculties in 2016.

NMMU continues to recognise excellence in teaching and learning through awards being presented at faculty (Faculty Emerging Excellent Teacher and Faculty Excellent Teacher) and Institutional (NMMU Excellent Teacher, NMMU Teaching and Learning Excellence: Team Award, and the Distinguished Teacher Award) levels. However, the criteria and procedures associated with identifying excellences are under review, in order to align these with other relevant institutional policies. The review will also place more emphasis on the inclusion of peer and student inputs and consider inclusion of criteria used by other institutions and structures such as the Higher Education Learning and Teaching Association of South Africa (HELTASA).

### **Excellence in Research and Engagement**

According to Badat<sup>2</sup>, “The first purpose of universities is the *production of knowledge* which advances understanding of the natural and social worlds, and enriches humanity’s accumulated scientific and cultural inheritances and heritage”. As a University, in pursuit of excellence in knowledge production through research and engagement, NMMU is constantly exploring emergent (and reviewing existing) opportunities to realise our purpose, most notably:

- The Cultural Observatory Project which the Department of Arts and Culture has supported by committing R45 million funding over a period of three years. This is a joint project between NMMU, Fort Hare and Rhodes.
- The Department of Environmental Affairs (Oceans and Coasts Division) awarded NMMU with funding to establish a National Water Pollution Laboratory, intended to serve the whole of South Africa with regards the testing, analysis and research of marine water.
- The Microalgae-to-energy project is being supported by the Department of Science and Technology which awarded a grant to the value of R8.0 million to InnoVenton for the establishment of a 1 Hectare pre-commercialisation facility.

---

<sup>2</sup> THE ROLE OF HIGHER EDUCATION IN SOCIETY: VALUING HIGHER EDUCATION. Saleem Badat, HERS- SA Academy 2009

- NMMU has been very successful in accessing Technology Innovation Agency (TIA) Seed Funding amounting to R2.5 million had been received for five projects. Over the past four rounds of applications, NMMU had R8.5 million awarded for 19 projects in total.

The 2014 audited Research outputs show that the NMMU continues to improve its research standing within the South African context. Research outputs increased by 7.5% from **840 (in 2013) to 898 in 2014**. This represents an increase per academic staff member from **1.39 (2013) to 1.49 in 2014**. The percentage of Research Publication Outputs in international journals increased from **68% (2013) to 71% in 2014**.

The Research Capacity Development (RCD) Office continues to work hard with various interventions aimed at growing the next generation of academics at NMMU. Numerous workshops have been conducted, focusing on *inter alia* Doctoral Proposal preparation, writing retreats for publication preparation, research supervision, and preparing a proposal for funding. These interventions are aimed at assisting our staff, especially the emerging researchers and newly appointed academics from the designated groups. A mentoring programme was put in place to provide support to emerging and newly appointed junior academics.

The provision of staff capacity development opportunities are yielding results as evident in the outcomes of the NRF rating applications that were submitted in 2015. The NRF has provided the outcome of the 7 new applications and 4 applications for re-rating. All 11 submissions were successful, which takes the total number of NRF-rated researchers at NMMU to 80. This is a major achievement, as this represents a significant improvement in the breadth and depth of the research cohort at the NMMU.

### **Infrastructure and Support Services**

Several infrastructure projects are at various stages of completion, in particular:

- New Science building will be completed in January 2016, which will provide much needed space to conduct lectures as well as laboratories and office space.
- New Education Building on Missionvale Campus will be completed in January 2016.
- Extension of the Human Movement Science Building will be completed in first term of 2016
- AstroTurf installation has been completed

Improving accessibility across all our campuses continued in 2015, with R20 million being spent on projects associated with the disability-related improvements that were informed by the accessibility audit conducted in 2011.

To optimise the space available on our campuses, a Space Optimization and Utilisation study was conducted and the report along with recommendations and an action plan was presented to MANCO and will be used in the space optimisation and utilisation model project.

ICT forms the backbone of all our business operations and assists in enhancing the learning experience of our student. The blended learning environment has become a key focus area and has grown exponentially over the last few years, with a 489% growth in Moodle sites since its inception in 2012. Expansion of our Wi-Fi deployment was enabled with the commissioning of a new wireless LAN controller providing capacity to be scaled up to 2 500 wireless access points. The Wi-Fi deployment at the Post Graduate Student village was completed. The student device initiative saw a total of 220 Windows tablet devices handed over to selected students who are not funded, living off campus, registered for an UG qualification in 2015 and who are at academic risk. Access to technology was further increased through the provision of a new 100-seater lab at Missionvale Campus and an additional 43-seater computer lab on the Bird Street Campus. LabStats, a lab management software package, has been rolled out to the new 24-seater Lab at Sanlam Student Village, in order to provide ICT Services with utilization information per station as well as the software being used on machines.

## Financial Sustainability

NMMU, along with the rest of the Higher Education (HE) sector, have been navigating the “perfect storm” of increased political tensions, unfavourable economic and fiscal conditions brought about by slowing economic growth, weakening of the Rand, weak commodity prices, as well as slower than expected expansion in global growth. These factors together with possible regulations concerning student fees and student fee increases, will place downward pressure on already constrained budgets, with no immediate relief to be expected from the National Treasury. However, with a disciplined budgeting approach and implementation of several innovations and efficiency initiatives, NMMU continues to traverse the challenging economic environment.

The annual audit and year-end process for 2015 was conducted and finalised timeously without qualification. A detailed analysis of the financial results and performance are available in the annual financial review report (see page 84). The following table provides an overview of the specific Institutional financial sustainability indicators that are being monitored, which show that NMMU has maintained a relatively healthy financial position.

**Table 1: NMMU Financial Sustainability Indicators: 2013 – 2015**

<b>Sustainability indicators:</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>
Liquidity Ratio (current assets / current liabilities)	8.65	8.31	8.21
Sustainability Ratio (Council-controlled reserves only) (Council-controlled reserves / annual recurrent expenditure on Council-controlled expenditure)	0.18	0.20	0.37
Sustainability Ratio (Total NMMU reserves) Total NMMU reserves / annual recurrent expenditure	1.19	1.16	1.09
Post-retirement Liabilities	R23m	R33m	R63m

However, the economic environment is proving to be increasingly challenging, with limited increases in revenue (subsidy, tuition fees and alternative income streams) and escalating overhead costs. Other variables that have, and will continue to significantly impact institutional and sectoral financial sustainability, notably include the future of fee increases, the current costs associated with and future funding of debt relief, the downward revision of enrolment plans, the recurrent cost of reintegration of contract employees associated with outsourced services as well as the substantial increases in the costs for municipal services.

## Conclusion

Reflecting on the past ten years since the merger, NMMU has been carefully planning its growth trajectory and giving effect to these plans through implementation of sound corporate governance practises, consolidation of its PQM, expansion of its infrastructure, and improving efficiencies in its operational and administrative systems. Advancing the long-term sustainability of NMMU continue to command assiduous, intentional and ethical decision-making, being mindful of the internal and external elements and interdependencies, contradictions and paradoxes inherent in a dynamic and complex system.



**Judge R Pillay**  
**CHAIRMAN OF COUNCIL**

## **2. Council's Statement on Corporate Governance**

### **Status and Role of Council**

Council, established in terms of section 27(4) of the Higher Education Act, 1997 (Act 101 of 1997) as amended, is the highest decision-making body of NMMU and is responsible for the governance and good order of the University. In practical terms, the above implies that Council is responsible for, *inter alia*:

- Governing the University in accordance with the relevant statutory requirements and with due regard to generally accepted governance principles and practices;
- Determining the overall strategic direction of the University;
- Overseeing the proper management of the financial resources and assets of the University;
- Adopting the vision, mission and value statements of the University;
- Approving and monitoring the implementation of Institutional policies and structures;
- Identifying and monitoring the risks relevant to the business of the University;
- Monitoring the transformation process at the University; and
- Adopting its own rules, including the Code of Conduct for members of Council, in terms of which it conducts its activities.

The Audit and Risk Committee assisted Council in carrying out its risk responsibilities by, *inter alia*, reviewing the key risks to the University, considering and monitoring the risk management process and plan.

### **Council and Council Committees**

#### ***Composition of Council***

The composition of Council, as contemplated in paragraph 4 of the Statute, provides for membership of external members as well as employees and students of the University. The external members of the Council constitute more than 60% of its membership, and are appointed for a four-year term. The majority of the external members are appointed on account of their competencies in fields such as governance, finance, law, information technology, business and higher education and training. Unless appointed *ex officio*, internal members are appointed to Council for a three-year term, and students are appointed for one year.

#### ***Meetings of Council***

Council held four ordinary meetings and one special meeting during 2015. Attendance at these meetings averaged 80%. External Council members received honoraria for participation in meetings in accordance with University policies.

#### ***Performance of Council***

During the period under review, Council attended to policy matters and other matters of strategic importance, while ensuring accountability by the Management Committee via reports in the above regard from, among others, the Management Committee via the respective Council committees.

In fulfilling its governance role, Council complied with the relevant laws and regulations, continuing to identify and optimise growth opportunities, and was committed to principles of integrity, accountability, transparency and fairness.

The diverse composition of Council allowed for positive, constructive interactions at its meetings in 2015.

Council formally assessed its performance for 2015 in order to determine how effectively it met its responsibilities as the governing body of the University. The outcome of Council's performance assessment was positive.

The roles of the Chairperson of Council and the Vice-Chancellor are, in accordance with generally accepted governance principles, separated.

The Chairperson of Council is elected from amongst the external members of Council, and is eligible for re-election.

The Registrar is the Secretary to the Council and Council committees.

### ***Committees of Council***

Council has established **seven** committees to assist it in the execution of its functions. All committees are formally constituted with terms of reference and the majority of their membership consists of external members of Council. In terms of the Rules of Council, external members of Council with the appropriate skills and experience chaired all committees.

During the period under review, all matters that served at these committees were dealt with in accordance with the University's document on the delegation of decision-making authority. Attendance at the various committee meetings was satisfactory. The composition and broad functions of these committees are outlined on the following pages.

- Executive Committee

#### *Composition*

The Committee consists of:

- a. The Chairperson of the Council, who is the chairperson: Judge R Pillay
- b. The Vice-Chairperson of the Council: Mr C Gawe
- c. The chairpersons of the other six Council committees contemplated below (with the exception of those chaired by the Chairperson of Council)
- d. The Vice-Chancellor: Prof D Swartz.

#### *Functions and powers*

The Executive Committee:

- a. Makes recommendations to Council on strategic matters, including medium and long-term strategic plans of the University; the Statute and Rules of the University, the executive management structure of the University, the delegation document of the University, institutional policy matters falling outside the ambit of the other Council committees;
- b. Approves the conditions of service of the Vice-Chancellor and matters related thereto;
- c. Approves the Human Resources and Remuneration Committee's recommendations on annual salary increases for employees, including any performance based increments or bonus payments where applicable; specific remuneration packages of members of senior management, excluding the Vice-Chancellor; and reviews of the salary structure of the University
- d. May make decisions on behalf of Council on matters of an urgent nature, provided that such decisions are ratified by Council at its next meeting;
- e. May advise Council on any matter that it deems expedient for the effective and efficient management of the University; and
- f. Performs any other functions as determined by Council.

- Governance Committee

#### *Composition*

The Committee consists of:

- a. One member of Council, elected by Council as the chairperson of the Committee: Ms C Williams
- b. At least three members elected by Council on account of their knowledge and experience in governance practices:
  - i. Mr D Argyrakis

- ii. Prof M Tait
- iii. Ms Z Tshefu
- iv. Prof D van Greunen
- c. The Vice-Chancellor: Prof D Swartz

#### *Functions and powers*

The Governance Committee:

- a. Has final decision-making powers in respect of matters pertaining to the induction of newly-appointed Council members;
- b. Makes recommendations to Council on matters such as the Rules of Council (including the Code of Conduct for members of the Council), the establishment and dissolution of Council committees, the training of members of the Council if required, the annual setting and assessment of the achievement of the performance objectives of Council, matters of an ethical nature, in general;
- c. Recommends Council's performance objectives to the Executive Committee each year;
- d. May advise Council on any governance matter that the Committee deems expedient for the effective and efficient performance of Council;
- e. Must, at the request of Council, advise Council on any matter within the mandate of the Committee; and
- f. Performs any such functions as may be determined by Council.

- Human Resources and Remuneration Committee

#### *Composition*

The Committee consists of:

- a. One member of Council, elected by Council as the chairperson of the Committee: Mr A Mohamed
- b. The Chairperson of the Finance and Facilities Committee of Council: Mr A Biggs
- c. At least three members elected by Council on account of their expertise and experience in human resource management and remuneration matters:
  - i. Mr S Mhlaluka
  - ii. Ms S Munshi
  - iii. Mr M Odayar
  - iv. Mr R Piyose
- b. The Vice-Chancellor: Prof D Swartz
- c. One or more members of the Management Committee on such conditions as determined in the Rules of Council.

#### *Functions and powers*

The Human Resources and Remuneration Committee:

- a. Makes recommendations to Council on human resource and remuneration policy matters and conditions of service applicable to employees in relation to senior management employees, excluding the Vice-Chancellor, in particular, and employees other than senior management employees in general;
- b. Makes recommendations to the Executive Committee on annual salary increases for employees, including any performance based increments or bonus payments where applicable; specific remuneration packages of members of senior management, excluding the Vice-Chancellor; and reviews of the salary structure of the University;
- c. May advise Council on any matter that the Committee deems expedient for the effective and efficient human resources and remuneration matters of the University; and
- d. Performs any such functions as may be determined by Council.

- Finance and Facilities Committee

#### *Composition*

The Committee consists of:

- a. One member of Council, elected by Council as the chairperson of the Committee: Mr A Biggs

- b. At least three members elected by Council on account of their knowledge and expertise in financial management and management of physical infrastructure:
  - i. Mr D Argyrakis
  - ii. Mr M Lorgat
  - iii. Mr S Mhlaluka
  - iv. Mr M Odayar
- c. The Vice-Chancellor: Prof D Swartz
- d. One or more members of the Management Committee on such conditions as determined in the Rules of Council.

#### *Functions and powers*

The Finance and Facilities Committee:

- a. Makes recommendations to Council relating to the financial management and facilities management of the University, including, *inter alia*, the three-year rolling plan of the University as it relates to financial matters; financial policy matters; the annual institutional budget; the financial implications of loans, purchases and long term lease of immovable property; infrastructural development; tuition and other institutional fees; resource allocations; management accounts; annual assessment of budget surpluses for redistribution of the endowment fund of the NMMU Trust;
- b. May advise Council on any matter that the Committee deems expedient for the effective and efficient financial and infrastructural management of the University;
- c. Must, at the request of Council, advise Council on any matter within the mandate of the Committee; and
- d. Performs any such functions as may be determined by Council.

- Audit and Risk Committee

#### *Composition*

The Committee consists of:

- a. One member of Council elected by Council as chairperson, provided that the Chairperson of Council is not eligible for election as chairperson of the Committee: Mr K Riga (B.Com, B.Compt Honours/CTA, CA(SA), M.Com (Domestic and International Tax).
- b. At least three other members elected by the Council on account of their knowledge and experience of the audit function:
  - i. Mr A Daya (BCom, NDip Cost Accounting)
  - ii. Ms A Ludorf (B Juris, LLB, LLM) (*Until 17 November 2015*)
  - iii. Mr M Mawasha (BSc, MSc, MPhil)
  - iv. Ms Adams-Abader (BCom, BCom Hons, CA(SA))

The Vice-Chancellor, the external auditor of the University, the Head of Internal Audit and Risk Management and those members of the Management Committee as determined in the Rules of Council may be invited to attend meetings of the Committee as non-voting members.

#### *Functions and powers*

The Audit and Risk Committee is appointed by Council to assist Council in discharging its oversight responsibilities. The Committee oversees the financial reporting process to ensure the balance, transparency and integrity of reports and published financial information. The Committee performs the functions and exercises the powers prescribed in the Charter of the Audit and Risk Committee. The overall purpose and objectives of the Committee are to review:

- a. The effectiveness of the University's internal financial control and risk management system(s);
- b. The effectiveness of the internal audit function;
- c. The independent audit process including recommending the appointment and assessing the performance of the external auditor;
- d. The University's process for monitoring compliance with laws and regulations affecting financial reporting;

- e. The process for monitoring compliance with the University's Code of Conduct applicable to staff members; and
- f. The oversight for the governance of information technology.

- Higher Education Committee

*Composition*

The Committee consists of:

- a. The Chairperson of the Council, who is the chairperson: Judge R Pillay;
- b. The Vice-Chairperson of Council: Mr C Gawe
- c. At least three members elected by Council on account of their knowledge and experience in higher education:
  - i. Prof H Jeffery
  - ii. Prof E Mokhuane
  - iii. Ms S Nkanyuza (Until 30 April 2015)
  - iv. Prof R Parsons
- d. The Vice-Chancellor: Prof D Swartz
- e. Three Deputy Vice-Chancellors:
  - i. Prof D Zinn
  - ii. Prof A Leitch
  - iii. Dr S Muthwa

*Functions and powers*

The Higher Education Committee:

- a. Makes recommendations to Council on higher education policy-related issues, other national policy issues, global trends in knowledge and production thereof pertinent to the successful functioning of the University and achievement of its vision, mission and strategic goals;
- b. Any higher education related policy and strategic innovations that may make a significant impact on improving the capacity of the University to fulfill its core mandate;
- c. Academic matters related to the strategic plan of the University; and
- d. Performs such other functions as may be determined by Council.

- Nomination Committee

*Composition*

The Committee consists of:

- a. The Chairperson of the Council, who is the chairperson: Judge R Pillay;
- b. The Vice-Chairperson of the Council: Mr C Gawe;
- c. At least two members elected by the Council:
  - i. Mr A Mohamed
  - ii. Ms C Williams
- d. The Vice-Chancellor: Prof D Swartz.

*Functions and powers*

The Nomination Committee:

- a. Determines the knowledge and experience required of members to be appointed to Council in terms of paragraph 5(3)(a) and (b) of the Institutional Statute;
- b. Recommends to Council the appointment of the members contemplated in paragraph 5(3)(a) of the Institutional Statute, in accordance with the procedure determined in the Rules;
- c. Annually reviews the size, demographics and knowledge and experience profile of Council and recommends any amendments in this regard to Council; and
- d. Performs such other functions as determined by Council.

Table 2: Council membership for the period under review

Twelve (12) members appointed in terms of paragraph 5(3)(a) of the Statute						
Member	Knowledge and Experience	Age at the end of 2015	Number of terms on Council (including previous PET and UPE)	Directorships that were disclosed by member in 2015	Membership on Council Committees	
Mr D Argyrakis	Engineering/Energy	72	Member of PET Council from 1987 to 2004, NMMU Interim Council 2005, third term on NMMU Council.	NMMU Board of Trustees	FFC, GC	
Mr A Biggs	Finance	69	Second term on NMMU Council.		FFC, HRREMCO, EXCO	
Dr G Govender	Health	57	First term on NMMU Council.			
Mr M Mawasha	Information technology	49	First term on NMMU Council.		ARC	
Mr S Mhlaluka	Public Sector	47	Second term on NMMU Council.	Board member of Nelson Mandela Chamber of Business	FFC, HRREMCO	
Prof E Mokhuane	Health / Education	66	NMMU interim Council 2005, third term on NMMU Council.		HEC	
Ms S Nkanyuza <sup>1</sup>	Organised labour	55	First term on NMMU Council.		HEC	
Judge R Pillay	Law	63	Member of UPE Council from 2001 to 2004, third term on NMMU Council.		HEC, NC, EXCO	
Mr R Piyose	Human Resources/Business	53	Second term on NMMU Council.		HRREMCO	
Prof M Singh	Higher education and training	66	First term on NMMU Council.			
Ms Z Tshetu	Development Sector, Energy/Minerals	46	First term on NMMU Council.	Umaya Communications (Pty) Ltd, Eyethu Fishing (Pty) Ltd, African Pioneer (Pty) Ltd, Pioneer Slots (Pty) Ltd, Lilibo Investments (Pty) Ltd, Lilibo Minerals and Energy (Pty) Ltd	GC	
Ms C Williams	Governance	55	Second term on NMMU Council.		GC, NC, EXCO	
Two (2) members appointed in terms of paragraph 5(3)(b) of the Statute						
Member	Knowledge and Experience	Age at the end of 2015	Number of terms on Council (including previous PET and UPE)	Directorships that were disclosed by member in 2015	Membership on Council Committees	

Mr C Gawe	Private Sector	76	Member of PET Council from 1999, NMMU interim Council 2005, third term on NMMU Council.	HEC, NC, EXCO
Prof H Jeffery	Higher Education and Training	74	Third term on NMMU Council.	HEC
<b>Five (5) members appointed by the Minister of Education</b>				
<b>Member</b>	<b>Knowledge and Experience</b>	<b>Age at the end of 2015</b>	<b>Number of terms on Council (including previous PET and UPE)</b>	<b>Directorships that were disclosed by member in 2015</b>
Mr V Lwana	Human Resources/Management	55	First term on NMMU Council.	
Mr A Mohamed	Human Resources/Finance	61	NMMU interim Council 2005, third term on NMMU Council.	NC, HRREMCO, EXCO
Ms S Munshi	Law	59	Second term on NMMU Council.	HRREMCO
Prof R Parsons	Business/Finance		Member of UPE Council from 1997, NMMU interim Council 2005, third term on NMMU Council.	HEC
Mr K Riga	Auditing/Finance	48	Second term on NMMU Council.	ARC, EXCO
<b>Vice-Chancellor</b>				
<b>Member</b>		<b>Age at the end of 2015</b>	<b>Number of terms on Council (including previous PET and UPE)</b>	<b>Directorships that were disclosed by member in 2015</b>
Prof D Swartz		55	n/a	Council appointee on NMMU Trust
<b>Three (3) Deputy Vice-Chancellors</b>				
<b>Member</b>		<b>Age at the end of 2015</b>	<b>Number of terms on Council (including previous PET and UPE)</b>	<b>Membership on Council Committees</b>
Prof A Leitch		59	n/a	EXCO, FFC, GC, HEC, HRREMCO, NC
Dr S Muthwa		53	n/a	HEC
Prof D Zinn		58	n/a	FFC, HEC
<b>Two (2) members elected by the Senate</b>				
<b>Member</b>		<b>Age at the end of 2015</b>	<b>Number of terms on Council (including previous PET and UPE)</b>	<b>Directorships that were disclosed by member in 2015</b>
Prof V Lawack <sup>2</sup> / Prof I Wannenburg <sup>3</sup>		43 / 64		
Prof M Tait		48		GC

<b>Two (2) students elected by the SRC</b>						
<b>Member</b>	<b>Age at the end of 2015</b>	<b>Number of Council previous PET and UPE)</b>	<b>Number of terms on Council (including PET and UPE)</b>	<b>Directorships that were disclosed by member in 2015</b>	<b>Membership on Council Committees</b>	
Ms H Bucwa	20					
Mr B Nodada	23					
<b>One (1) academic employee of the University elected by such employees</b>						
<b>Member</b>	<b>Age at the end of 2015</b>	<b>Number of Council previous PET and UPE)</b>	<b>Number of terms on Council (including PET and UPE)</b>	<b>Directorships that were disclosed by member in 2015</b>	<b>Membership on Council Committees</b>	
Prof D van Greunen	49				GC	
<b>One (1) employee, other than an academic employee, of the University, elected by such employees</b>						
<b>Member</b>	<b>Age at the end of 2015</b>	<b>Number of Council previous PET and UPE)</b>	<b>Number of terms on Council (including PET and UPE)</b>	<b>Directorships that were disclosed by member in 2015</b>	<b>Membership on Council Committees</b>	
Ms V Bongela	36					
<b>Chairperson of the Institutional Forum</b>						
<b>Member</b>	<b>Age at the end of 2015</b>	<b>Number of Council previous PET and UPE)</b>	<b>Number of terms on Council (including PET and UPE)</b>	<b>Directorships that were disclosed by member in 2015</b>	<b>Membership on Council Committees</b>	
Ms R-A Levendal <sup>4</sup> / Prof A Mukheibir <sup>5</sup> / Dr N Ntshongwana <sup>6</sup>	48 / 55 / 45	n/a				

1 = Until 30 April 2015

2 = Until 31 March 2015

3 = As from 1 April 2015

4 = Until 31 May 2015

5 = Acting Chairperson of Institutional Forum from 1 June to 31 July 2015

6 = As from 1 August 2015

ARC = Audit and Risk Committee of Council

EXCO = Executive Committee of Council

FFC = Finance and Facilities Committee of Council

GC = Governance Committee of Council

HEC = Higher Education Committee of Council

HRREMCO = Human Resources and Remuneration Committee of Council

NC = Nomination Committee of Council

### **Attendance of Council committee meetings by external consultants**

The following external consultants attended meetings of Council committees during 2015 to address specific items:

- Mr C Lyall-Watson (Department of Higher Education and Training) regarding remuneration trends (EXCO meeting of 6 February 2015).
- Mr C Boezio (NMMU Retirement Fund) regarding the clarification of previously submitted NMMURF Category A and C matters (HRREMCO meeting of 24 July 2015).
- Mr D Rushmere (PSP-Icon) regarding the 10-year master plan for the Faculty of Health Sciences (EXCO meeting of 27 July 2015).
- Mr C Lyall-Watson (Department of Higher Education and Training) regarding remuneration trends and disparity of salaries within the NMMU remuneration system (EXCO meeting of 28 August 2015).
- Mr C Boezio (NMMU Retirement Fund) regarding NMMURF Rule Amendment 6 (HRREMCO meeting of 30 October 2015).
- Mr G Seegers (PwC) regarding the Performance Management Reward Model for PL2-4 (HRREMCO meeting of 30 October 2015).

### **Statement on worker and student participation**

NMMU has declared itself to be a people-centred institution that supports the establishment of sound relationships with both internal and external stakeholders. The Council and management of the University are committed to co-operative governance. In this regard, staff and students serve on the official structures of the University e.g. Council, Senate, Institutional Forum as well as management and Senate committees.

In accordance with the Recruitment and Selection Policy of the University, appointment committees were inclusive of staff and students during 2015.

### **Statement on code of conduct**

The Rules of Council, including a Code of Conduct for Council members, are primarily based on the Higher Education Act of 1997, the Institutional Statute and the principles enunciated in the *King III Report on Corporate Governance for South Africa*, where applicable.

The purpose of the Code of Conduct for Council members is to establish agreement on standards of morally acceptable behaviour within Council; to guide moral decision-making; to strengthen commitment to the University; and to enhance the reputation of Council among stakeholders of the University. The Code regulates, *inter alia*, conflicts of interest, prohibited activities, and transgressions of the Code. In addition, the University's core values commit all staff and students to act with integrity; requiring ethical, professional behaviour; and acting in an accountable and transparent manner.



**Judge R Pillay**  
**CHAIRPERSON OF COUNCIL**

### 3. Statement on sustainability

The long-term viability and sustainability of the Institution is the primary objective of the Council and Management. One of the key purposes of the University is to facilitate developmental sustainability through its core functions of teaching, learning, research and engagement and a relevant PQM profile to address social, cultural, political, economic and environmental challenges at regional, national and international levels.

NMMU has adopted the Sustainability Tracking, Assessment & Rating System (STARS) as a self-reporting framework for recognising and gauging relative progress across the areas of education and research, operations, administration, planning and engagement and innovation. Enhancing efficiencies in the system and reducing our carbon footprint has also been a focus in 2014. The following initiatives are some of those introduced in the Institution:

- The Institution has embarked on the development of three software tools, commenced in 2014, to assist Council and Management to make informed decisions in relation to the size and shape of the Institution as well as consolidation of its PQM. The three financial and planning tools that were being developed and refined include:
  - A Forecast Model, which provides capabilities for the forecasting of the long-term financial viability of the Institution, provides a sense of the key variables that significantly impact Institutional financial sustainability while also providing a financial planning framework at faculty and departmental levels;
  - An Affordability Model, which provides a glimpse of all key variables that impact on the financial viability of an academic department/programme. It also provides scenario planning capability to enable informed planning; and
  - An Academic Planning Model, which provides a high level overview of the appropriateness and financial viability of the academic 'size and shape' of the Institution.
- To enhance energy efficiency, the following interventions were implemented:
  - Installation of heat pumps on two residences in George to replace geysers, with further upgrading of heat pumps associated with Summerstrand South Campus Residences;
  - Fifteen (15) solar panels will be placed at strategic points across all campuses. These panels will serve as stations for charging student electronic devices. The revenue generated from advertisements will be channelled towards addressing student needs; and
  - Upgrading of the lighting in the Indoor Sport Centre on Summerstrand South Campus, involving the installation of energy efficient fittings that resulted in double the light level output while reducing electricity consumption by 50%.
- The challenge of high student drop-out and low throughput rates remains a challenge across the sector. NMMU was one of four South African Higher Education Institutions (HEIs) awarded the Siyaphumelela Grant from the Kresge Foundation to assist in the development of an early warning system to identify 'at risk' students. Through this tracking system, timeous and appropriate support will be provided to students to enhance their chances of success.
- The NMMU implements an extensive number of different engagement programmes, responsive to social, cultural and economic conditions within the local, regional and national environment. The different types of engagement programmes include the provision of profession/discipline-based service, teaching and learning, research and scholarship as well as community interaction, service and outreach.
- The entities most active in producing outputs through engagement and collaboration with external parties include entities in the Faculty of Education (Mathematics and Technology Education Unit, Action Research Unit, Centre for Community Schools and the Visual Methodologies for Social Change Unit); the Faculty of Engineering (Engineering Services Technology Station, eNtsa, funded by the TIA, Volkswagen International Chair of Automotive Engineering, Advanced Mechatronic Training Centre, General Motors Chair of Mechatronics); and the Faculty of Science (InnoVenton

- Chemical Technology Station, Centre for African Conservation Ecology, Centre for Forecasting and Coastal and Marine Research, Govan Mbeki Mathematics Unit).
- Through our seminars, public lectures, community dialogues and big debates, NMMU continues to provide spaces for engagement with stakeholders, both internal and external to the university, on issues pertaining to social, cultural, political, economic and environmental challenges, embracing the principles of equality, human dignity and freedom as reflected in the South African Constitution.

A handwritten signature in black ink, consisting of a large loop at the top, a horizontal line across the middle, and a vertical line extending downwards from the center.

**Judge R Pillay**  
**CHAIRPERSON OF COUNCIL**

#### 4. Report on Transformation

The #RhodesMustFall and #FeesMustFall student campaigns that brought national and international attention to the plight of students also acutely highlighted the need for resources, energies and considered interventions to be focused on accelerating the pace of Transformation within the South African Higher Education sector. The key issues highlighted by these campaigns can be categorised into two broad themes, namely:

- Social justice and inequality issues (including student access; fee-free higher education for the poor; student debt relief; and outsourcing); and
- Transformation of the academic project (including the academic and institutional cultures and co-creation of a decolonised curriculum).

Various initiatives addressing these concerns continue to be implemented and are addressed throughout the report.

Notably in 2015, the key imperatives identified by Senior Management include:

- Diversifying the staff demographic profile, especially academic staff; and
- An inclusive Institutional culture.

The Employment Equity Protocol that was approved by Council in December 2014 was implemented in 2015. In addition, the diversification of the staff profiles associated with the various portfolios was identified as a key performance indicator in all senior management performance contracts. The result of this intervention has seen the appointment of employees at Peromnes 2 to 5 that greatly improved the diversity of the leadership within the Institution. The diversification of the mid-management layer, including Heads of Departments and Directors of Schools, remains a challenge, despite the 2015 round of appointments having resulted in a more diverse profile at that level.

Transformation of the academic project is very complex and requires a deep understanding of the dynamics at play in HEIs. According to Keet and Swartz (2015)<sup>3</sup>,

*... "Six economies are at play within higher education institutions: material, administrative, socio-cultural, affective, intellectual and political. These economies are central to the workings of the university in its inclusionary and exclusionary praxis. The social structure of the academy, is a 'system of rules and practices, influences the actions and outcomes of large numbers of social actors within university settings. The rules, institutions, and practices are embodied in the actions, thoughts, beliefs, and durable dispositions of individual human beings and assign roles and powers to individuals and groups, with distributive consequences for these individuals and groups".*

A task team comprising of senior management and organised labour were set up to develop the survey for both staff and students regarding their experiences of Racism at NMMU. The survey was to have been conducted in October, however, due to the FeesMustFall campaigns, that research project was postponed to the first term of 2016.

#### Staff Development Initiatives

Staff development is ongoing within the NMMU, with the Human Resources Development Office playing a central role in co-ordinating and facilitating the generic training of staff, as well as the submission of statutory reports. Other units involved in skills development of academics specifically include the RCD Office, Research Management Office and the Teaching Development Unit of the CTLM. The section below will provide an overview of some of the initiatives implemented.

---

<sup>3</sup> Keet, A. and Swartz, D. 2015. A Transformation Barometer for South African Higher Education submitted to HESA.

- **Human Resources Development Office**

The Human Resources Development Office provides ongoing generic training and development to staff, including short courses in strategic planning and leadership skills, management skills, emotional intelligence, interpersonal skills, mentorship skills, computer courses, project management, language and writing skills and employee relations-related courses. In addition, there are specific leadership programmes that have been implemented over the past few years to develop a cohort of prospective senior leadership. The Business School has been providing training in the Future Leaders Programme, the Leadership Effectiveness Advancement Programme and the Management and Leadership Programme for middle managers. Specific budgetary provision is made annually to send 2-3 female staff members to the HERS-SA Academy, a prestigious leadership development programme for women in the Higher Education sector.

- **RCD Office**

This office plays a key role in facilitating opportunities for academic staff to improve their qualifications and creating an enabling environment for emerging researchers to access funding opportunities (both internally and externally) for their research. This investment in the development of emerging researchers is based on the ethnic and aging profile of the professoriate at NMMU and is in alignment with the transformational priority to diversify our staff to better reflect a diversity of perspectives and cultures, thus enriching the academic project. Two new initiatives have been undertaken: a programme aimed at supporting younger staff in accelerating the proposal phase of their doctoral studies; and a programme aimed at identifying academically excelling senior UG and PG students and developing them as the next cohort of academics:

- The Doctoral Proposal Development Programme is hosted in partnership with SANTRUST, and is aimed at increasing the number of academic staff that hold doctoral qualifications. The goal is to increase the proportion of staff with doctoral qualifications to 60% by 2020.
- The Doctoral Supervision Programme, hosted in partnership with the NUFFIC-funded Strengthening Doctoral Supervision Programme, is aimed at building the capacity and quality of doctoral supervision within the sector.
- The Next Generation Initiative has been implemented since 2010 and specifically focuses on the development of historically disadvantaged individuals.

- **Research Management Office**

This office plays a key role in facilitating opportunities for senior academic staff to improve their qualifications and creating an enabling environment for them to access funding opportunities (both internally and externally) for their research. A number of initiatives have been undertaken to assist senior academic staff with realizing their research objectives:

- Transformation Equity Research Grant which provides funding for academics to present at overseas conferences and establish an international footprint.
- International mobility funding is available in support of staff to travel overseas for university exchange programmes (in collaboration with the International Office).
- Annual Rating workshop that offers support to researchers who are not yet rated to assist them in their preparation for submission of applications for rating.
- Annual Funding Proposal writing workshop that assists staff with writing successful proposals to access national and international research grants.
- Statistical Analysis workshop that empowers staff and supervisors with statistical skills needed to supervise postgraduate students and for journal articles.
- Funding for international research and incoming partner visits that allows for collaborative research purposes.
- Funding for research theme development and promotion of quality research outputs that assists in increasing research outputs to improve the number of rated researchers.

- **Teaching Development Unit**

Academic support and development is facilitated by the Teaching Development Unit. This unit presents the Teaching Development Programme, which covers the following themes:

- Scholarship of Teaching and Learning Certificate (SoTLC);
- Academic Induction for new lecturers and those in need of a 'refresher' course;
- A blended learning framework for teaching and learning at NMMU;
- Teaching evaluation (student, self and peer evaluation);
- Assessment of student learning capacity development;
- Teaching portfolio development;
- Multilingualism and language policy implementation through innovative teaching practices;
- Transformative curriculum development;
- Research and scholarship in HE Academic Development; and
- Literacies and writing development across disciplines and campuses.

In addition to the above interventions, the DHET has also initiated phase one of the new Generation of Academics' Programme (nGAP), which aims to revitalise and transform the demographic profile of the academics in the higher education sector. NMMU were able to secure five nGAP positions in the following disciplines and faculties:

- Language and Literature (Faculty of Arts)
- Shipping and Ports Management (Faculty of BES)
- Foundation Phase Education (Faculty of Education)
- TVET and Adult Education and Training (Faculty of Education)
- Marine Engineering (Faculty of EBEIT)

With the change in our student profile, academic staff needs to be equipped with the relevant competencies to empower them to teach for diverse abilities and learning styles. Such an inclusive teaching and learning approach should also be aligned with the educational philosophy, as reflected in Vision 2020, as well as the integration of the graduate attributes as specific outcomes of all the programmes included in our PQM.

Opportunities to engage in the collective understandings of dehumanising pedagogy, Africa curriculum and decolonisation of the curriculum, elicited much interest in staff and students. The co-creation of an inclusive African curriculum at NMMU is a project that will be pursued with vigour and the lessons learnt propagated in scholarship both locally and internationally.

Ongoing staff development initiatives are being implemented to address the need to facilitate learning in students that have very diverse abilities and learning styles and to ultimately improve the success rate of our students. The various interventions are dealt with more extensively in the Vice-Chancellor's Report.

**Promoting an inclusive Institutional culture** is another area of focus, with various strategies being implemented to drive this objective, including an Institution-wide 'culture change' process, termed the Institutional Culture Enlivening Process. This process allows for change at different levels: personal change, group/team change and organisation-wide change. The intervention was initiated approximately two years ago by the Office of the Vice-Chancellor to provide a space at senior management level to deepen conversations, especially difficult conversations. This initiative is being cascaded to middle-management level and the student leadership. Strategic funding was provided to enable the process to continue for an additional three years (2015 – 2017). The following aspects will be focused on in the next phase of the project:

**Year 1 of Phase 2 (2015)** will involve **ongoing targeted processes at mid-level leadership as well as engaging with student voices** and will include the following activities:

- A process to scope the ways of being, practical skills, tasks and competencies that embody **Transformational or Catalytic Leadership** to ensure that all positional leaders in the Institution

- have a clearer understanding of what is expected of them in terms of leading Institutional culture change within NMMU, and providing them with the support required to step more fully into these roles;
- A process to identify and re-imagine the lifecycle of **Institutional rituals and work practices** that require rethinking and renewal to give greater effect to V2020 and the 'idea' and 'academic story' of NMMU; and
  - A process to design a **Developmental Evaluative Framework** working with complexity approaches to organisational renewal and change, to track emergences and renewal in the Institution, and to provide new feedback mechanisms in order to 'connect the gains' in the Institution and contribute to the process of renewal through the process of reflection and sense-making.

**Year 2 of Phase 2 (2016)** will focus on curriculum renewal and working with the theme of humanising pedagogies and practices as these are emerging through the work of the Humanising Pedagogies Research Hub and other initiatives in the Institution. It is also anticipated that 2016 will provide opportunities for multiple 'strategic experiments' in the Institution, based on the three main pieces of work identified for 2015.

**Year 3 of Phase 2 (2017)** might take the form of collective learning and reflection and the opportunity to actively contribute to the national and international discourses around transformation in Higher Education with our reflections on our journey. It may also be the next opportunity to test the Institutional Climate Survey as another sense-making tool in the Institution, together with the initiatives flowing from the Developmental Evaluative Framework.

The transformational journey requires deliberate and sustainable resources and interventions to enable deeper and meaningful change to occur at all levels of the Institution, and thereby positively contribute to the broader public good.

### **Broad-Based Black Economic Empowerment**

Appropriate uniform financial policies and procedures have been developed for NMMU and are continuously revised to improve internal controls. The NMMU utilises a Supply Chain Management Policy (SCM) to ensure that the University is committed to delivering significant value to its businesses and for its stakeholders through a responsive supplier database; efficient, effective and economic procurement processes; delivery on the Broad Based Black Economic Empowerment Act (where applicable to NMMU); delivery in terms of the Preferential Procurement Act, the Treasury Document on Unsolicited Bids (where applicable) and King III.

The Tender Adjudication Committee (TAC) is a standing cross functional committee, constituted by MANCO with the objective to review and approve or reject supplier selection recommendations made by the Bid Evaluation Committee (BEC). The TAC is constituted of senior officials of NMMU and committee members are selected for a period of three years to serve on the TAC. The TAC should be constituted of members other than the BEC, to ensure that a transparent review of the evaluation is undertaken. MANCO has the following governance responsibilities:

- approve recommendations in respect of tender, quotations or offers submitted by the TAC;
- consider SCM policy amendments for recommendation to FFC and Council;
- appoint the Chairperson of the TAC and members of the TAC; and
- remove members of TAC

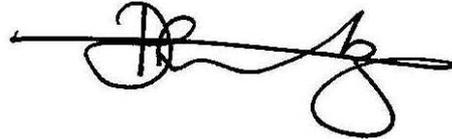
A successful Supplier's Day was hosted in November 2015 to achieve the following objectives:

- assist in developing potential suppliers;
- diversify the supplier database; and
- promote preferential procurement from Black-owned suppliers.

A handwritten signature in black ink, consisting of a large loop at the top, a horizontal line across the middle, and a vertical line extending downwards from the center.

**Judge R Pillay**

**CHAIRMAN OF COUNCIL**

A handwritten signature in black ink, featuring a large loop on the left, a horizontal line across the middle, and a large loop on the right.

**Prof DI Swartz**

**VICE-CHANCELLOR**

## **5. Senate Report**

In 2015, four quarterly Senate meetings were held.

### **Composition of Senate**

The membership of Senate, in terms of paragraph 22 (1) of the Statute, and incorporating changes which occurred during the year, was as follows at the end of 2012:

- a. The Vice-Chancellor;
- b. The Deputy Vice-Chancellors;
- c. The Registrar;
- d. The Head of Transformation, Monitoring and Evaluation;
- e. The Executive Deans of Faculty;
- f. The Campus Principal or Campus Principals;
- g. The Campus Director or Campus Directors;
- h. The Directors of Schools and the Heads of academic departments in Faculties and at such campuses as determined by the Council;
- i. The Head of Library Services;
- j. The Head of Research Management;
- k. The Dean of Teaching and Learning;
- l. The Head of Academic Planning;
- m. The professors of the University;
- n. The Head of Research Capacity Development;
- o. The Head of Academic Administration;
- p. The Head of the Office for International Education;
- q. The Head of Institutional Planning;
- r. Two members of the council who are not employees or students of the University, designated by the Council;
- s. Four members of the Students' Representative Council designated by the Students' Representative Council;
- t. One academic employee from each Faculty, elected by the respective Faculty Boards;
- u. One academic employee from each campus, as determined by the Council, elected by the academic employees concerned;
- v. One employee, other than an academic employee, from each Faculty elected by such employees of each Faculty, provided that all such employees who are located within a Faculty and render a service to such Faculty, irrespective of their reporting lines, are eligible for election;
- w. One employee, other than an academic employee, from each campus as determined by the Council, elected by such employees, provided that all such employees who are located on such campus and render a service to such campus, irrespective of their reporting lines, are eligible for election;
- x. A Black academic employee from each Faculty, elected by the academic employees of each Faculty;
- y. The Chairperson of the Central Timetabling Committee; and
- z. Such additional members as determined by the Senate on the recommendation of the Executive Committee of the Senate and prescribed in the rules.

### **Admissions**

Our Admissions Policy seeks to contribute to access by admitting students who, through the educational experience provided at NMMU, will become economically active and responsible citizens. There are two dimensions to the Admissions Policy, firstly the direct admission and enrolment of applicants who meet the admission requirements. Secondly, the provision of an alternative access route of applicants who fall outside of the direct admission requirements but who have the proficiencies needed to be successful in their studies. This alternative access route seeks to respond to the basic principles and goals of higher

education policy, which promote widening of access and success, whilst also facilitating socio-economic transformation through the success of these students. Applicants who therefore do not meet the direct admission requirements for their chosen programme may be referred for Access Assessment to gain admission via this route. The Centre for Access Assessment and Research (CAAR) has utilised an Access Testing System across various locations in South Africa, to provide an alternative access route to students who do not meet the prerequisites of their first choice programmes.

In 2015 CAAR tested 9 083 first-year students for access purposes of whom 176 were International students. A further 461 first year students were tested as part of the Departmental testing activity after registration. A total 8 916 local prospective students needed to be assessed before an admissions decision could be made, of these 4 538 (50.9%) were accepted, of which 3 049 registered to study at NMMU, 2756 of them were first time entering students, the remainder were transferring either within or from without the institution. Of those who registered, 50.3% registered for a degree, 41.8% for a diploma and 7.9% for a higher certificate. Of the total First-time Entering students 52.4% were tested by CAAR and the remainder were directly admitted. About one-third of the tested students ultimately qualified directly for the programme they registered for - this either through placement by the CAAR consultant or because their final grade twelve results improved.

Included in the 2015 intake was the sixth cohort of applicants with a National Certificate Vocational (NCV) qualification. Of the sixty-six that applied and were tested, thirty-six were accepted and twenty-two registered. Over the past six years 284 applications have been received, all of whom have been tested, of which 150 were accepted and ninety-two have registered. Interestingly, in the 2015 intake cohort 54% had an NCV4 only while 46% had an NCV4 plus another grade twelve equivalent school leaving certificate.

## **Enrolment Trends**

### **First Time Entering Undergraduate Students**

First Time Entering student numbers (not including occasional students, short courses and subsidy type C non-formal offerings) decreased from 6 301 in 2014 to 6 004 in 2015, or by 4.7%. The Faculty of Education showed the highest increase in First time entering student enrolments increasing from 336 in 2014 to 376 students in 2015, translating to an increase of 11.9%. The Faculty of Science also showed an increase of 5.0%, increasing from 654 in 2014 to 687 in 2015. See Annexure 1 for detailed enrolment data.

### **Total Headcount Enrolment**

Total student headcount enrolment decreased from 26 510 in 2014 to 26 318 in 2015, or by 0.7%, with 52.1% of all student enrolments being female. Contact student numbers increased from 26 178 in 2014 to 26 290 in 2015 or by 0.4%. However, the number of distance students declined by 91.6%, from 332 in 2014 to 28 in 2015, with the majority associated with the Faculty of Education. Growth in contact student numbers occurred in the Faculties of Law (9.6%), Health Sciences (7.2%) and Science (5.0%), while a decline in total contact enrolments were observed in the Faculties of Education (12.4%), Arts (1.8%), Business (1.3%) and Engineering (0.8%).

### **Extended Programmes**

A 4.2% growth occurred in the number of enrolments in extended programmes, increasing from 1 588 students in 2014 to 1 654 in 2015. The Faculty of Business showed an increase in extended enrolments of 7.1%, with the most popular enrolments being in the B.Com and Diploma Human Resource Management programmes in 2015. In the Science Faculty, the B.Sc. programmes were the most popular, while the B.Cur and LL.B programmes showed the highest extended enrolments in the Health Sciences and Law Faculties, respectively. A total of 526 students were in the first year of study, 514 in the second year, 225 in the third year, 300 in the fourth year and 89 in the fifth year.

## Postgraduate Enrolment Trends

PG headcount enrolments increased by 2.8% in 2015, from 3 707 in 2014 to 3 811 in 2015. Substantial increases in PG enrolments were observed in the Faculties of Engineering (16.9%), Arts (8.5%), Business (3.8%) and Science (2.4%). Overall, 52.0% of PG are female, with the Faculties of Education (64.3%) and Health Sciences (78.5%) having females constituting the majority of their PG enrolments, while the Faculties of Engineering (71.1%) and Law (66.7%) have males constituting the majority of their PG enrolments.

## International Students

A total of 1 694 international students enrolled in 2015 (up from 1 625 in 2014) and comprised 6.4% of the total student headcount. The proportion of international PG students studying at Masters and Doctoral levels decreased from 20.43% in 2014 to 20.25% in 2015.

## Qualification and Success Rates

The success rate is defined as the completed enrolled Full-Time Equivalents (FTEs) as a percentage of the enrolled FTEs and is an indicator of the success of obtaining credits by students for the awarding of a qualification or the completion of a module for occasional students. Only coursework modules are considered in the calculation, since success rates of research module enrolments do not give a meaningful reflection of the rate of completion of research for master's and doctoral students. The success rates of coursework modules are shown separately for contact and distance students in 2015 compared with 2014 in the following table.

**Table 3: Success Rates per Qualification Type for 2014 and 2015**

Qualification Type	2015			2014		
	Enrolled FTEs	Completed FTEs	Success Rate	Enrolled FTEs	Completed FTEs	Success Rate
<b>CONTACT</b>						
Occasional	253.5	202.5	79.9%	406.7	329.3	81.0%
UG Dipl or Cert	7 508.0	6 031.4	80.3%	7 682.2	5 900.1	76.8%
UG Degree	10 152.4	8 322.6	82.0%	9 626.4	7 729.6	80.3%
PG Dipl or Cert	269.5	228.8	84.9%	268.8	234.0	87.1%
Honours Degree	738.1	630.4	85.4%	686.4	575.0	83.8%
Masters Coursework	392.0	297.5	75.9%	448.7	351.0	78.2%
<b>Total</b>	<b>19 313.6</b>	<b>15 713.2</b>	<b>81.4%</b>	<b>19 119.2</b>	<b>15 119.0</b>	<b>79.1%</b>
<b>DISTANCE</b>						
Qualification Type	2015			2014		
	Enrolled FTEs	Completed FTEs	Success Rate	Enrolled FTEs	Completed FTEs	Success Rate
Occasional	1.0	1.0	100.0%	2.2	1.6	72.7%
UG Dipl or Cert	0.5	0.5	100.0%	48.3	46.5	96.2%
UG Degree	7.0	5.8	82.1%	12.8	10.0	78.4%
Honours Degree				5.6	4.2	75.0%
Masters Coursework	0.1	0.1	100.0%	0.3	0.2	91.7%
<b>Total</b>	<b>8.6</b>	<b>7.4</b>	<b>85.5%</b>	<b>69.1</b>	<b>62.5</b>	<b>90.4%</b>

Qualification Type	2015			2014		
	Enrolled FTEs	Completed FTEs	Success Rate	Enrolled FTEs	Completed FTEs	Success Rate
<b>CONTACT &amp; DISTANCE</b>						
Occasional	254.5	203.5	80.0%	408.9	330.9	80.9%
UG Dipl or Cert	7 508.5	6 031.9	80.3%	7 730.5	5 946.6	76.9%
UG Degree	10 159.4	8 328.4	82.0%	9 639.2	7 739.6	80.3%
PG Dipl or Cert	269.5	228.8	84.9%	268.8	234.0	87.1%
Honours Degree	738.1	630.4	85.4%	692.0	579.2	83.7%
Masters Coursework	392.1	297.6	75.9%	448.9	351.2	78.2%
<b>Total</b>	<b>19 322.2</b>	<b>15 720.6</b>	<b>81.4%</b>	<b>19 188.4</b>	<b>15 181.6</b>	<b>79.1%</b>

A detailed breakdown of qualifications completed in 2015 appears in Annexure 2.

In contact programmes the success rate of students in undergraduate diplomas and certificates were up from 76.8% in 2014 to 80.3% in 2015. There was also an increase in the success rate of undergraduate degree programmes from 80.3% in 2014 to 82.0% in 2015. At postgraduate level, the success rate of diploma and certificate students declined from 87.1% in 2014 to 84.9% in 2015, whilst the success rate of contact honours students increased from 83.8% to 85.4%. In the case of master's students the success rate declined from 78.2% in 2014 to 75.9% in 2015.

It is important to note that the enrolled full-time equivalents in distance programmes are very low and that the comparison of success rates over the two years are thus not very meaningful. The success rate has dropped from 90.4% in 2014 to 85.5% in 2015, but the full-time equivalent enrolments were only 8.6 in 2015.

**The ratio of FTE students to FTE staff have remained constant at 1:29 for 2014 and 2015, respectively. This has improved from 1:32 in 2013.**

**The combined success rate for contact and distance students for coursework modules increased from 79.1% in 2014 to 81.4% in 2015, which is above the national benchmark of 80%.**

#### **Undergraduate outputs by scarce skills**

The NMMU did not reach the targets that were originally set in the approved enrolment plans, except in the human health sciences. For the years 2013 to 2015 the NMMU had 549 (82.4%) more graduates than the number of graduates in the enrolment plan. The success rate in the scarce skills field improved year on year from 82.6% in 2013 to 86.0% in 2015. In the table below, the actual outputs are reflected in brackets relative to the targets.

**Table 4: Undergraduate outputs by scarce skills for years 2013 to 2015**

CATEGORIES	TARGETS (ACTUAL)		
	2015	2014	2013
Engineering	480 (365)	441 (368)	422 (360)
Life and physical sciences	205 (236)	189 (204)	204 (214)
Animal sciences	25 (17)	25 (17)	12 (26)
Human health sciences	273 (537)	219 (362)	174 (316)
Teacher education (B.Ed)	290 (267)	263 (280)	368 (296)

Teacher education (Postgraduate certificate in education [PGCE])	85 (64)	78 (70)	84 (62)
<b>Success rate</b>	<b>86.0%</b>	<b>84.6%</b>	<b>82.6%</b>

### Financial Aid Matters

The need for financial support continue to surpass the provision thereof. In 2015 a total of **R309 781 667** was provided to **12 216** students compared to **R244 770 103** provided to **12 623** students in 2014, which is equivalent to a year on year **increase of 26.6%**. Funding across all funding categories increased relative to the previous year - NSFAS by 19.9%, Government by 15.6%, Private Sector by 106.6%, NRF by 92.7% and Council by 26.6%, relative to 2014 totals. NSFAS and Council funding contributed 59.8% and 15.6%, respectively, of the total funding provided to students in 2015. Despite the substantial increase in the total amount of funding provided to students, the total number of students who could be supported by the funding decreased by 3.2%, from 12 623 to 12 216.

**Table 5: Student Financial Support for 2014 and 2015**

Source	2015		2014	
	Amount (R)	No. of students	Amount (R)	No. of students
<b>NSFAS (UG and PG students)</b>	185 335 364.10	5 596	154 628 049.00	5 951
<b>Government (including SETAs)</b>	20 350 911.00	446	17 597 154.89	637
<b>Private sector</b>	29 492 000.00	1 263	14 276 982.84	983
<b>NRF (UG and PG students)</b>	26 232 650.00	427	13 614 245.31	351
<b>NMMU Council (including Trust)</b>	48 370 742.00	4 484	44 653 671.63	4 701
<b>Total</b>	<b>309 781 667.10</b>	<b>12 216</b>	<b>244 770 103.67</b>	<b>12 623</b>

### Funding for Postgraduate Students

Funding for PG bursaries provided at Honours, Masters and Doctoral level were derived from two main sources, namely, internal research bursaries and bursaries from external sources.

### Postgraduate Scholarship Funding

Postgraduate scholarship funding disbursed through the RCD Office can be divided into a number of categories:

- NMMU Postgraduate Research Scholarships (PGRS)
- Internal Research Bursaries
- External Scholarships and bursaries.

### NMMU Postgraduate Research Scholarships (PGRS)

This category of scholarships is funded through an annual budget allocation from Council and the NMMU Trust. The following table displays information related to the 135 internal scholarships awarded to Honours students in 2015 to the value of R1 584 000. A further amount of R 270 400 was allocated as Merit Awards to Honours students based on their undergraduate performance. A further R 255 771.72 was disbursed in the Financially Needy category to students who did not qualify for NSFAS funding and were assessed to be in financial need.

**Table 6 : NMMU Honours scholarship awards for 2015**

Faculty	No. awarded	Ethnicity	Gender
Arts	24	Black (17); White (7)	Female (18); Male (6)
Business & Economic Science (BES)	57	Black (30); White (27)	Female (35); Male (22)
Education	10	Black (4); White (6)	Female (8); Male (2)

Engineering, Built Environment and Information Technology (EBEIT)	5	Black (2); White (3)	Female (0); Male (5)
Health Science	20	Black (5); White (15)	Female (15); Male (5)
Science	19	Black (4); White (15)	Female (9); Male (10)
<b>TOTAL</b>	<b>135</b>	<b>Black (62); White (73)</b>	<b>Female (85); Male (50)</b>

The following table provides an overview of the disbursement of R8 282 850 to 298 masters and doctoral candidates registered at NMMU in respect of PG Research Scholarships.

**Table 7: NMMU Masters and Doctoral scholarship awards for 2015**

PGRS	Doctoral		Master's (Full Research)		Master's (Coursework)		2015
	No.	Amount (R)	No.	Amount (R)	No.	Amount (R)	TOTAL
Arts	9	320 000	29	724 900	11	160 000	1 204 900
BES	25	650 700	10	263 750	15	225 000	1 139 450
Education	2	62 500	1	30 000	-	-	92 500
EBEIT	15	492 400	22	647 500	-	-	1 139 900
Health Sciences	8	214 900	14	395 000	17	330 000	939 900
Law	3	120 000	2	47 500	2	32 500	200 000
Science	43	1 611 200	68	1 915 000	2	40 000	3 566 200
<b>TOTAL</b>	<b>105</b>	<b>R3 471 700</b>	<b>146</b>	<b>R4 023 650</b>	<b>47</b>	<b>R787 500</b>	<b>R8 282 850</b>

#### Internal Research Bursaries

Internal Research Bursaries are a category of bursaries that are allocated by individual supervisors to honours, masters and doctoral candidates. The sources of funding in this category include NRF grant funding, external contract research grants, and researcher incentive funding. This category of funding has seen an increase of 16.5%, from R7 968 130 in 2014 to R9 281 004 in 2015. From the following table the distribution of these funds can be seen across the seven faculties, with the Faculties of Science and Engineering having received the majority of the funding.

**Table 8: Internal Research Bursary allocations for 2015**

INTERNAL RESEARCH BURSARIES	Doctoral		Master's		2015
	No.	Amount (R)	No.	Amount (R)	TOTAL
Arts	2	27 000	4	22 400	49 400
BES	2	20 000	8	53 239	73 239
EBEIT	28	481 827	33	607 284	1 089 111
Education	5	82 170	4	168 830	251 000
Health Sciences	4	34 687	12	211 081	245 768
Law	2	31 944	7	88 850	120 794
Science	83	3 419 541	96	4 032 151	7 451 692
<b>TOTAL</b>	<b>126</b>	<b>R4 097 169</b>	<b>164</b>	<b>R5 183 835</b>	<b>R9 281 004</b>

#### External Scholarships and Bursaries

Scholarships and bursaries award in the "external" category were derived from funding sources such as the NRF, CSIR, and various private donors and Trusts/Foundations. The following table provides an overview of the total number of awards and scholarship funding for Honours students provided by external funders.

**Table 9: Total number and value of Honours scholarships from external funders for 2015**

FUNDER	AMOUNT (R)	SET	SSH
NRF (All categories)	5 460 000.00	81	19
DEPARTMENT OF ARTS & CULTURE SCHOLARSHIP	467 960.00	0	24
TATA SCHOLARSHIP	125 000.00	0	2
CHIETA	129 653.15	5	0
CATHSETA	375 200.00	1	6
THUTHUKA (SAICA)	1 914 479.20	0	0
<b>TOTAL</b>	<b>R8 472 292.35</b>	<b>87</b>	<b>51</b>

NRF funding were awarded across all three categories namely, freestanding (R360 000), scarce skills (R600 000) and innovation (R2 250 000). Additional Innovation funding amounting to R2 250 000 supported 45 students. The following table provides details of the R5 460 000 that was distributed across all Faculties to 123 Honours and BTech students.

**Table 10: NRF Honours & BTech Scholarships in 2015**

FACULTY	INNOVATION	SCARCE-SKILLS	FREE-STANDING	ADDITIONAL INNOVATION
Arts	4	0	4	1
BES	8	4	9	3
EBEIT	11	2	0	19
Education	0	0	0	0
Health Science	6	1	1	2
Science	16	8	4	20
<b>Total no. of students</b>	<b>45</b>	<b>15</b>	<b>18</b>	<b>45</b>

There was a significant increase (210%) in NRF bursaries and scholarships at Honours and BTech levels in 2015, relative to 2014, when 78 students received a collective R1 760 000. The following table provides a summary of the distribution of this funding.

**Table 11: NRF Bursaries and Scholarships for Honours and BTech Students in 2014 and 2015**

Funding Categories	2015		2014	
	Number of Students	Total Value of Scholarships	Number of Students	Total Value of Scholarships
Freestanding	18	R360 000	18	R 360 000
Innovation	45	R2 250 000	45	R 1 800 000
Scarce Skills	15	R600 000	15	R 600 000
Additional Funding	45	R2 250 000		
<b>TOTAL</b>	<b>123</b>	<b>R5 460 000</b>	<b>78</b>	<b>R 1 760 000</b>

A total of R10 440 500 was awarded to 130 students at Masters and Doctoral levels. The following table provides a summary of Faculties and disciplines where these scholarships were awarded.

**Table 12: Summary of NRF Masters and Doctoral Freestanding allocations made in 2015 per Qualification, Faculty and Discipline**

No. of Students	Qualification		Faculty							Discipline	
	Masters	Doctoral	Science	EBEIT	HS	BES	Law	Arts	Educ	SET	SSH
130	73	57	80	16	14	6		10	4	96	34
<b>Total (R)</b>	<b>R10 440 500</b>										

The following table shows an increase of 26.4% in NRF M&D freestanding bursaries received in 2015, relative to R8 263 334 in 2014. A 43.1% increase in NRF M&D grantholder bursaries were received in 2015, relative to R2 816 000 in 2014.

**Table 13: Percentage variance between total Masters and Doctoral Freestanding and Grantholder NRF awards in 2014 and 2015**

<b>2015</b>	<b>2014</b>	<b>% Increase/Decrease of NRF M&amp;D Freestanding bursaries awarded in 2015 as compared to 2014</b>
R 10 440 500.00	R 8 263 334.00	26.4%
<b>2015</b>	<b>2014</b>	<b>% Increase/Decrease of Grantholder-linked bursaries awarded in 2015 as compared to 2014</b>
R 4 031 000.00	R 2 816 000.00	43.1%

Table 14 provides a summary of the total number of NRF grantholder-linked awards made to NMMU masters and doctoral candidates.

Table 15 provides an overview of all external scholarship funders for Masters and doctoral candidates (excluding the NRF) for the 2015 academic year.

Table 14: Summary of NRF Grantholder allocations made in 2015 per Qualification, Faculty and Discipline

No. of students	Qualification			Faculty						Discipline		Total		
	Undergraduate	Honours	Masters	Doctoral	Science	EBEIT	Health Sciences	Law	BES	Arts	Education		SET	SSH
93	6	20	38	28	62	10	6	3	2	2	7	72	20	R 4 031 000

Table 15: List of External Funders (excluding NRF) allocations made in 2015 per Qualification, Faculty and Discipline

FUNDERS (EXCL NRF)	No. of students	Qualification			Faculty							Discipline		Total (R)
		Masters	Doctoral	Science	EBEIT	Health Sciences	BES	Arts	Law	Education	SET	SSH		
Aspen Pharmacare	1	1				1							1	40 000
Ernst and Ethel Eriksen Trust	3		3	1	1						1	2	1	36 000
SANREN/MMMU	2	2		2	2							2		160 000
Fitzpatrick Institute	2	2		2								2		180 000
CSIR/MMMU	9	5	4	4	4				1			8	1	710 000
HB Webb Trust	6	4	2			3		1	1	1			6	30 000
WRC	3	2	1					3				3		240 000
Dormehl														
Cunningham Trust	56	47	9	31	5	10		1			9	36	20	786 983
TATA Africa	8	5	3	3	3			3	1		1	3	5	350 000
CHIETA	3	2	1	3								3		39 646
Dept. Arts & Culture	33	33							33				33	503 891
NIHSS	4		4						4				4	504 000
CATHSSETA	3	2	1			2			1				3	204 000
<b>TOTAL</b>	<b>133</b>	<b>105</b>	<b>28</b>	<b>44</b>	<b>12</b>	<b>16</b>	<b>8</b>	<b>41</b>	<b>1</b>	<b>11</b>	<b>56</b>	<b>77</b>	<b>77</b>	<b>R 3 784 520</b>

A comparison between total external scholarship funding received for 2014 and 2015 for Masters and PhD candidates shows a significant increase of 149%, as reflected in the following table.

**Table 16: Percentage difference between total external funding received (excluding NRF) for 2014 and 2015**

2015	2014	% Increase/Decrease of total external funds awarded in 2015 as compared to 2014
R 3 784 520.61	R 1 518 476.00	149%

### **Academic Planning**

The Nelson Mandela Metropolitan University (NMMU) recognises that a coherently and holistically planned academic offering is an important factor in vision 2020. To this end, the University academic size and shape is given effect at programme level, where planning takes place around the different programmes offered by different disciplines, and the number of students these programmes, and therefore the qualifications, can accommodate.

### **HEQSF ALIGNMENT PROCESS**

The Higher Education Qualifications Sub-Framework (HEQSF) alignment process which has been a central focus of activity over the last three years has now been concluded. The summary of the categories of programmes is indicated below.

#### **Category A Programmes**

In 2015 all category A programmes deemed accredited by the Higher Education Quality Committee (HEQC) of the Council on Higher Education and approved by the Department of Higher Education and Training (DHET), were included in the University HEQSF aligned PQM. This year 2016 is the first year of offering of these HEQSF aligned programmes.

#### **Category B**

For Category B programmes, the re-curriculum process was considered, with some programmes being moved to category C. The evaluation of category B by HEQC and DHET was completed at the end of 2015. The HEQSF aligned PQM is now being populated with the category B programmes. These will be ready for offering in 2017.

#### **Category C**

Category C programmes consist of the re-categorised programmes as well as the original programmes, of which the bulk consist Bachelor of Technology and Education programmes/qualifications. Faculties are still busy developing new programmes/qualifications, some of which are reflected under the changes in the PQM.

### **CHANGES TO THE PQM**

There has been development of programmes/qualification which will impact on the PQM. It is hoped that as faculties engage with curriculum development, consolidation, and size and shape are continuously taken into consideration. The changes are detailed below.

#### **Changes/addition of new programmes/qualifications to the PQM**

##### **Business and Economics Science**

- PhD in Development Finance – Addition to PQM in 2016
- Postgraduate Diploma in Applied Economics – Change to PQM in 2015
- Advanced Diploma in Business Studies – Change PQM in 2015
- Master of Business Administration – Change to PQM in 2016

##### **Law**

- Postgraduate Diploma in Labour Law Practice – Change to PQM in 2016

## Health Science

Bachelor of Health Sciences in Biokinetics – Change to PQM in 2016

### 2015/2016 APPROVED NEW PROGRAMMES

The following table provides an outline of all the new programmes that had been approved between 2014 and 2015 and the status of such programmes with regard to DHET approval, HEQC accreditation and South African Qualifications Authority (SAQA) registration.

**Table 17: New programmes approved by Council and the status of DHET approval, HEQC accreditation and SAQA registration**

FACULTY	New Programmes	DHET Approved	HEQC accredited	SAQA Registered
<b>Arts</b>				
1.	Advanced Diploma in Journalism	Yes 30/10/2014	Submitted 01/10/2015	
2.	Diploma in Journalism	Yes 13/10/2015	Submitted 14/01/2016	
3.	Bachelor of Visual Arts Honours	Yes 13/10/2015	Form 2 not completed	
4.	BA Honours in Philosophy	Yes 13/10/2015	Same as above	
5.	Advanced Diploma in Architectural Technology	Yes 22/01/2016	Same as above	
6.	BA Honours in Political and Conflict Studies	Yes 22/01/2016	Same as above	
7.	Advanced Diploma in Architectural Design	Yes 22/01/2016	Same as above	
8.	Bachelor of Arts Honours in Anthropology	Yes 05/02/2016	Same as above	
9.	Master of Arts in Creative Writing	Yes 05/02/2016	Same as above	
10.	Bachelor of Architectural Studies Honours	Yes 05/02/2016	Same as above	
11.	Master of Architecture (Professional)	Yes 05/02/2016	Same as above	
<b>Business &amp; Economic Sciences</b>				
12.	Advanced Diploma in Accountancy	Yes 17/12/2014	Submitted 01/10/2015	
13.	MCom in Strategic Management and Accounting Finance	Yes 13/10/2015	Form 2 not completed	
14.	Doctor of Business Administration	01/07/2015	Submitted 14/01/2016	
<b>Education</b>				
15.	BEd in Foundation Phase Teaching	Awaiting Education Qualifications Clearance	No, not submitted yet to APC	
16.	BEd in Intermediate Phase Teaching	Same as above	Same as above	
17.	BEd in Senior Phase and FET Teaching	Same as above	Same as above	
18.	PGCE in Further Education and Training Teaching	Yes 25/01/2016	To be Submitted in April 2016	
19.	PGCE in Senior Phase and FET and Training Teaching	Yes 25/01/2016	Same as above	

20.	BEd Honours in Educational Psychology	Yes 12/12/2014	Resubmitted 18/08/2015	
21.	BEd Honours in Language Education	Yes 12/12/2014	Yes 09/09/2015	Yes 9/03/2016
22.	BEd Honours in Mathematics Education	Yes 12/12/2014	Yes 09/09/2015	Yes 9/03/2016
23.	BEd Honours in Science Education	Yes 12/12/2014	Yes, with condition 09/09/2015	Yes 9/03/2016
24.	Postgraduate Diploma in Educational Psychology	Yes 12/12/2014	Resubmitted 18/08/2015	
25.	Postgraduate Diploma in Language Education	Yes 12/12/2014	Yes 09/09/2015	Awaiting SAQA notification
26.	Postgraduate Diploma in Mathematics Education	Yes 12/12/2014	Yes 09/09/2015	Same as above
27.	Postgraduate Diploma in Science Education	Yes 12/12/2014	Yes 14/09/2015	Same as above
28.	PGDip in Educational Leadership and Management	Yes 12/12/2014	Resubmitted 18/08/2015	
29.	Advanced Diploma in Technical and Vocational Teaching (TVT)	Submitted for evaluation of teaching qualification 01/12/2015		
<b>EBEIT</b>				
30.	BEng Technology in Civil Engineering	Yes 23/05/2014	Yes 22/03/2016	
31.	BEng Technology in Electrical Engineering	Yes 23/05/2014	Yes 22/03/2016	
32.	BEng Technology in Industrial Engineering	Yes 23/05/2014	Yes, with condition 22/06/2015	
33.	BEng Technology in Mechanical Engineering	Yes 23/05/2014	Submitted 04/08/2014	
34.	Advanced Diploma in Quality	Yes 27/06/2014	Submitted 04/08/2014	
35.	Diploma in Operations Management	Yes 14/07/2014	Deffered 18/05/2015	
36.	Advanced Diploma in Operations Management	Yes 14/07/2014	Submitted 10/01/2015	
37.	Advanced Diploma in Construction Management	Yes 30/11/2014	No, Form 2 not completed	
38.	Advanced Diploma in Quantity Surveying	Yes 30/11/2014	Same as above	
39.	MPhil in Information Technology Governance	Yes 14/07/2014	Yes with conditions 09/09/2015	Yes 09/03/2016
40.	Bachelor of Information Technology	Yes 31/03/2015	Submitted 25/02/2016	
41.	Higher Certificate in Mechatronic Engineering	Yes 25/08/2015	Submitted 14/01/2016	
42.	Bachelor of Engineering Technology in Marine Engineering	Yes 25/08/2015	Submitted 14/01/2016	

43.	PGDip in Operations Management	Yes 01/07/2015	Form 2 not Completed	
44.	BSc Hons in Construction Management	Yes 25/08/2015	Form 2 not Completed	
45.	BSc Hons in Construction Health and Safety Management	Yes 25/08/2016	Form 2 not Completed	
46.	BSc in Construction Studies	Yes 25/08/2015	Form 2 not Completed	
<b>Health Sciences</b>				
47.	Bachelor of Clinical Medical Practice	Pending DHET approval		
48.	Master of Pharmacy in Clinical Pharmacy	Pending DHET approval		
49.	Master of Arts in Clinical Psychology	Yes 27/05/2015	Submitted 01/10/2015	
50.	Master of Arts in Counselling Psychology	Yes 27/05/2015	Submitted 01/10/2015	
51.	Master of Health Management	Yes 13/10/2015	Not Completed	
52.	PGDip in Health Management	Yes 13/10/2015	Not Completed	
<b>Law</b>				
53.	Diploma in Criminal Justice	Yes 31/03/2015	Submitted 14/01/2016	
<b>Science</b>				
54.	Advanced Diploma in Analytical Chemistry	Yes 30/10/2014	Yes with Conditions 02/12/2015	Awaiting SAQA notification
55.	Advanced Diploma in Agricultural Management	Yes 30/10/2014	Not completed	
56.	Advanced Diploma in Forestry	Yes 30/10/2014	Not completed	
57.	Advanced Diploma in Game Ranch Management	Yes 30/10/2014	Not completed	
58.	Advanced Diploma in Nature Conservation	Yes 30/10/2014	Not completed	
59.	Advanced Diploma in Wood Technology	Yes 30/10/2014	Not completed	
60.	BSc Hons in Physiology	Yes 28/01/2016	Not completed	

### Programmes deactivated 2015

The following table provides a summary of the programmes that were deactivated during the period under review.

**Table 18: Summary of programmes deactivated during 2015**

Faculty	Programme name
<b>Science</b>	1. Bachelor of Science (Materials Development) (20022)
<b>Education</b>	2. Master of Education Coursework (Curriculum Policy, Development and Management) (30515)
<b>EBEIT</b>	3. National Diploma in Civil Engineering (Extended) (3328)
<b>BES</b>	4. National Diploma Financial Information Systems (NDip FIS) (4958/ ex 3958)
	5. Bachelor of Commerce: Marketing Management in Business Management and Accounting ( 40031)

	6. Bachelor of Commerce: Marketing Management in Business Management and Psychology (40032)
	7. Bachelor of Commerce in Economics (45034)
	8. Bachelor of Commerce in Economics (Extended) (45096)
	9. Bachelor of Commerce in Business Management (45033)
	10. Bachelor of Commerce in Business Management (Extended) (45097)

The following table reflects all the Category C programmes which had been deactivated because no students are registered in these programmes.

**Table 19: Category C programmes deactivated**

<b>Arts</b>	1. Advanced Certificate in Education: Arts and Culture (15700)
	2. Advanced Diploma in Applied Choral Conducting (12900)
	3. Bachelor of Music Education (10700 – A1/A2)
	4. Master of Philosophy: Public Administration (Coursework and Research): Full-time/Part-time (19600 – A1/A2)
	5. Master of Arts: South African Literature (Coursework) (14700)
	6. Master of Technology: Architectural Technology (Research) (5251 – A1/A2)
	7. Master of Philosophy in South African Politics and Political Economy (14400)
	8. Master of Arts: Political Science (Coursework) (12700)
	9. Master of Arts: African Languages (Coursework and Research) (12018 – A1/A2)
	10. Bachelor of Arts: Honours (General) (11000)
	11. Master of Arts (General) Coursework (12000)
<b>Education</b>	12. Postgraduate Certificate in Higher Education (30710)
	13. National Professional Diploma in Education (NPDE) Foundation Phase (33014)
	14. NPDE Intermediate Phase (33015)
	15. NPDE Senior Phase (33016),
	16. Advanced Certificate in Education: Language in Learning and Teaching (ACE: LLT 37080)
<b>EBEIT</b>	17. Postgraduate Diploma in the Built Environment (full-time /part –time) (47550 – 01/21)
<b>Health Sciences</b>	18. Bachelor of Arts in Human Movement Science (10800)
	19. Bachelor of Psychology in Sport Psychology (64200)

### Establishment of New Units, Centres, Entities and Institutes

Council approved the establishment of the following:

- South African International Marine Institute
- Centre for African Paleoscience
- Centre for Broadband Communication
- Centre for Community Technologies

### Quality Advancement and Enhancement

The role of the Quality Advancement Unit (QAU) is to provide strategic support to all academic and service divisions in matters relating to quality enhancement, and to facilitate quality reviews at Departmental, Faculty/Division and Institutional levels. However, ownership of quality-related matters resides within the Faculties/Divisions. Addressing quality matters should therefore be conducted *via* their respective strategic and budgeting processes.

The QAU was actively involved with the preparation for reviews in the following Faculties /Programmes which received external accreditation visits:

### EBEIT

The Engineering Council of South Africa conducted accreditation visits in September 2015 for National Diplomas and the BTech degrees in Engineering:

- Civil
- Electrical

- Industrial
- Mechanical

The above programmes received full accreditation until the next accreditation cycle and students receiving these qualifications will be internationally mobile graduates.

### **Health Sciences**

The Department of Professional Social Services worked closely with HEQC and the QAU throughout 2015 in order to gain accreditation status for a revised Bachelor of Social Work.

The actual National Review took place in 2014, but the report only became available towards the end of 2014 after which an improvement plan was drafted and submitted to HEQC. The full accreditation of this program has strategic importance to NMMU and at National level to ensure the wellness of all South Africans. The HEQC follow-up visit for accreditation purposes is scheduled for early April 2016.

Much work has gone into preparing for external reviews by the Health Professions Council of South Africa (HPCSA) for the Bachelor in Radiography (visit in February 2016) and BHSc in Medical Laboratory Sciences (visit in March 2016). These are new degrees at NMMU and are strategically important for NMMU on its journey to establish a Medical School.

### **Arts**

The Bachelor in Architectural Studies and Masters in Architecture received an accreditation visit by the South African Council for the Architectural Professions (SACAP) in April 2015. Two international members were part of the accreditation panel and full SACAP and international Commonwealth Association of Architects accreditation was granted. This accreditation gives recognition to the standard of work produced by NMMU staff and students.

### **NMMU-Initiated Reviews**

The following academic and support services reviews were conducted. All review panels were constituted in accordance with the policy and included external members.

#### Academic Programmes

- The Department of Biochemistry and Microbiology in the Faculty of Science was reviewed on 15 and 16 October 2015.
- The programmes in Development Studies, both bachelor and Honours were reviewed on 31<sup>st</sup> August and 1<sup>st</sup> September 2015, likewise the MPhil in Development Finance. These are new programmes and are reviewed after the first cohort of student graduates.
- The National Diploma in Interior Design was reviewed on 15 - 16<sup>th</sup> July 2015, and received a very favourable report. Peer academics commented on the exceptionally high standard of work produced by the students.
- The Diploma in Human Resources Management was reviewed by South African Board for People Practices on 20 - 21 October 2015.

#### Institutional Services

A review of Student Housing Administration using external panel members were conducted in the 2<sup>nd</sup> semester, 2014. The report was received by the department early in 2015 and an improvement plan was subsequently developed and actioned in 2015. The Student Housing Administration was commended on its Living and Learning programme with the purpose to create a culture of learning in residences. The process of accrediting off-campus accommodation was commended as being novel, even though some deficiencies were identified.

### **New and/or Revised Policies / Frameworks / Protocols**

The following new policy was approved by Council:

- Commercial Leasing Policy.

The following policy revisions were approved by Council:

- Supply Chain Management Policy

- Rules and Procedures for Conferring of Honorary Awards
- Policy on Recruitment and Selection
- Quality Advancement Policy
- Policy on Innovation Awards
- Policy for Establishment, Operation and Review of Engagement Entities
- Policy on Overtime Work, Including Work on Sundays and Public Holidays
- Policy for Entertainment, Travel and Subsistence
- Policy on the Management of Leave
- Alumni Constitution.

### **Academic Excellence: Awards, Accolades and Recognition**

- **InnoVenton’s Microalgae to Energy project**, which is an innovative, cost-effective process for the cultivation of microalgae that can be processed with waste coal to produce energy, was the technology for which **NMMU won the “Technology most likely to make and impact on public procurement” award at the inaugural Innovation Bridge event.** This is an initiative of the **Department of Science and Technology** to connect universities with potential funders and investors.
- **Professor Danie Hattingh, Director of eNtsa, and his team has received approval from the American Society of Mechanical Engineers for the use of WeldCore®** – a friction taper hydro-pillar welding and repair process, which is the result of 15 years of research. This process can be used in the country’s power generation and petro-chemical industries. eNtsa is an engineering technology station at NMMU which has driven a number of innovative engineering solutions.
- **Prof Janine Adams** was awarded the Silver Medal at the 52<sup>nd</sup> meeting of the Southern African Society of Aquatic Scientists for her contribution to aquatic research and training in South Africa.
- **Prof Graham Kerley**, Director of the Centre for African Conservation Ecology, received the Zoological Society of Southern Africa Gold Medal for outstanding achievements in Zoology in Southern Africa over a number of years.
- **Professor Rossouw von Solms** (Head of the Institute for Information and Communications Technology (ICT) Advancement at NMMU), together with his daughter Dr Suné von Solms, received the Best Paper Award at the recent International Institute of Information and Systemics Conference in Orlando, Florida.
- **Prof Janet Wesson** (Computing Sciences) was awarded the International Federation for Information Processing Outstanding Service Award for her contribution to the Informatics Community by the General Assembly of the International Federation of Information Processing (IFIP). Prof Wesson has served as South Africa’s representative on the IFIP committee for Human-Computer Interaction since 2000.
- ACE research associate **Dr Andre Boshoff**, was awarded the Stevenson Hamilton Medal for 2015 for outstanding contributions towards the image and awareness of Zoology, especially among the general public.
- The following two researchers were included in the **Mail & Guardian’s 200 Young South Africans** list, which showcases the young stars who are shaping the country’s future.
  - **Mr Olwam Mnqwazi** (left) is a researcher at the Centre for Integrated Post-School Education and Training (CIPSET) and has been featured in the Education category.
  - **Ms Prudence Mambo** is a post-doctoral researcher at Innoventon and has been featured in the Environment category.
- **Ms Mary-Ann Chetty**, Senior Innovation Manager of the Department of Innovation Support and Technology Transfer, was selected as one of 40 South Africans to participate in the 2015 Mandela Washington Fellowship for Young African Leaders.
- **Ms Jaci Barnett**, Director of the Department of Innovation Support and Technology Transfer, received the inaugural award for “Distinguished Contribution to the Innovation Management Profession”, presented to her by the Honourable Minister Naledi Pandor, at the Southern African Research and Innovation Management Association conference Gala Dinner, in recognition of excellence in Innovation Management and her contribution to the development of the technology transfer profession locally and internationally.

### **Representation on External Academic-related Bodies**

- **Prof Janine Adams** (Botany) was invited to serve on the CSIR (Natural Resources and the Environment) Research Advisory Panel, and the NRF 5-year Institutional Review Panel (Biodiversity and Environmental Sciences cluster).

- **Mr Justin August**, a lecturer in the Psychology department, was appointed by the Minister of Health to serve on the Professional Board for Psychology of the Health Professions Council of South
- **Prof Avinash Govindjee** has accepted an invitation to join the African Leadership Network as a member for a five-year period. The African Leadership Network is made up of over 1500 members and alumni from over 40 countries who represent top leadership in the private sector, government, civil society and academia.
- **Dr Hilda Israel** (Applied Languages Studies) was selected as Vice-President of the English Academy of Southern Africa.
- **Mr Charles Qoto** has been appointed by the Minister of Health to the Professional Board for Environmental Health in the HPCSA, representing educational institutions training Environmental Health Professionals.
- **Prof Hennie van As** (Institute for Law in Action) was elected as the Eastern Cape representative on the National Committee of the Environmental Law Association.
- **Prof Pieter van Niekerk** (Agriculture and Game Management) was elected as President of the Confederation of Hunters' Associations of South Africa.
- **Prof Adriaan van der Walt** was appointed as National Chairperson of the Employment Conditions Commission by the Minister of Labour.

#### Promotions to full Professor

- **Prof Pierre le Roux**, Department of Economics
- **Prof André Mukheibir**, Department of Private Law.

#### Inaugural Professorial Lectures

- **Prof. Rose Boswell** presented an inaugural lecture on 27 May 2015, entitled 'Colonial Tales, Alter-Narratives and the Enduring Value of Anthropology'
- **Prof Mario du Preez** presented an inaugural lecture on 13 August 2015, entitled 'Environmental Ethics, Protection and Valuation'
- **Prof Paul Watts** presented an inaugural lecture on 20 August 2015, entitled 'Utilising New Technology to Enable Sustainable Chemical and Drug Manufacturing in Africa'
- **Prof Shelley Farrington** presented an inaugural lecture on 26 October 2015, entitled 'Family Business: A Legitimate Scholarly Field'
- **Prof Paul Makasa** presented an inaugural lecture on 11 November 2015, entitled 'Contested Urban Landscapes: Transforming the South African Urban Environment From Spaces of Despair to Spaces of Hope'

#### Academic Events

##### Conferences and/or Congresses Hosted at NMMU

The following regional, national and/or international conferences were hosted by NMMU during the period under review:

- **Community Nutrition Symposium** was hosted by the Department of Dietetics on **14 May 2015 on governmental policies on community nutrition**. The opening and closing remarks were delivered by Prof P Kuzwayo, a leading expert on community nutrition education in South Africa. Other speakers at the symposium were Mrs J Nyarko, Head of the Integrated Nutrition Programme of the Department of Health in the Eastern Cape, Mr U Siyo from the Department of Social Development and Ms J Sishi that is in charge of the School Nutrition Programme of the Department of Education.
- **7<sup>th</sup> Information Technologies in Environmental Engineering International Conference 2015** held on **15 to 16 July 2015** with **Sustainability** as the central theme. Keynote: Professor Emilio Luque - Modelling, Simulation, Prediction and Computation The role of computation (HPC) to improve the quality of the results of simulation when computation is used to provide the best possible value for the models' parameters.
- **19<sup>th</sup> International Education Association of South Africa Annual Conference** with the theme **Knowledge Generation Across Borders** was held on **19 to 21 August 2015**
- **8th Annual Private Law and Social Justice Conference on 22 and 23 August 2015**, with the theme **20 years of the Bill of Rights: Rhetoric, Retrospect and Ramifications for the Future**. The 2016 conference was part of the Faculty of Law celebration of 20 years Bill of Rights

- NMMU Campus Health Service organised a conference focusing on **Gender Based Violence, under the theme " PICKING UP THE PIECES" on 24 to 25 August 2015**
- **The Centre for the Advancement of Non-Racialism and Democracy (CANRAD) hosted a conference on Non-Racialism in South Africa – past, present and future: Debates and controversies on 27-29 August 2015**
- **4<sup>th</sup> South African Development Studies Association Conference** was hosted on **12 October 2015** under the theme **Development in Troubled Times**
- **1<sup>st</sup> Supplemental Instruction National Conference for Southern Africa** held on **19 to 21 October 2015** with the theme **SI IN THE 21<sup>st</sup> Century**
- **African Cyber Citizenship Conference 2015** was held on **2-3 November 2015**, with the theme **Cyberspace and its impact on Society**
- School of Language, Media and Culture hosted a **Mini-Conference on 12 November 2015** under the theme **multilingualism@nmmu**
- **10<sup>th</sup> Southern Hemisphere Conference on the Teaching and Learning of Undergraduate Mathematics and Statistics** held on **22 – 27 November 2015**. Professor Tim Dunne of the University of Cape Town, South Africa and Professor João Frederico Meyer of the University of Campinas, São Paulo, Brazil have accepted our invitation to be keynote speakers.
- The Association of South African Quantity Surveyors Eastern Cape Chapter jointly hosted a two day colloquium with the Department of Quantity Surveying where a range of thought-provoking topics were discussed by specialists in the Built Environment. The colloquium was also part of the NMMU Quantity Surveyors Legacy programme for third-year BSc Construction Economics students.

### Public and Guest Lectures

Various institutional entities hosted events such as public lectures, seminars during the period under review. The following table provides an overview of some of the events that had presented.

**Table 20: Events hosted during the course of 2015**

DATE	EVENT	GUEST SPEAKER/S
27 April	CANRAD and Ikamva SANLAM Student Village, Emerging Young Voices: Youth Activism a Motive Force for Social Change? Higher Education Transformation	Malaika Wa Azania
28 April	Sustainable Futures Lecture Seminar Series at George Campus	Prof Derick de Jongh, Director of The Albert Luthuli Centre for Responsible Leadership at the University of Pretoria
5 May	Promoting excellence through gender equality: Experience from Trinity College, Dublin	Prof Eileen Drew REMINDER
6 May	Faculty of Business and Economic Science: Professorial Inaugural Lecture: Prof Pierre Le Roux: Macroeconomic Theory after the great recession of 2008: The need for a market process approach.	Prof Pierre Le Roux
7 May	The Indian Oceans Blue Economy: Perspectives on the Indian Oceans Rim Association and opportunities for South Africa	Professor V.N. Attri, Chair of Indian Ocean Rim Studies, University of Mauritius
13 May	Global Energy Market Dynamics and Effects on Africa	Dr Iraj Abedian
18 May	NMMU Business School: Leadership and the changing role of business in society.	Prof Oliver Williams
20 May	Tweens, sexual double standards and social media	Dr Mathabo Khau
22 May	Memorial Lecture Series: Dr Beyers Naude: Speaking truth to Oom Bey: Transformation in a democratic South Africa.	Bishop Brian Marajh
27 May	Faculty of Arts: Professorial Inaugural Lecture: Prof Rose Boswell: Colonial Tales, Alter-narratives and the enduring value of Anthropology	Prof Rose Boswell

27 May	Socially Engaged Scholarship: The Different ways of understanding Social Engagement, are the existing Conceptual frameworks and Typological Imperatives for Theory and Practice ay NMMU? AEON CAEC, CANRAD AND CIPSET.	Facilitated by Laura Best and Prof Enver Motala
28 May	REDISA, the Recycling and Economic Development Initiative of South Africa, has really starting putting the concept of the Circular Economy into practice	Hermann Erdmann, CEO of REDISA
28 May	CANRAD, NMMU Arts and Culture, South End Museum: Memory and the St Helena presence in South Africa	Prof Daniel Yon
3 July	NMMU Buisness School: The realities of Innovation	Dr James Berg, NIVA, Norway
5 August	Unconventional Energy: Future Directions towards Environmental Stewardship over Unconventional Energy Lifecycle	Dr Audrey D Levine, Fulbright Specialist
11 August	CIPSET and Earthlife Africa	Vladimir Slivyak, Russian Group, Ecodefense
12 August	Women in Science: The cream of a Very Unequal Crop	Annette Lovemore
13 August	Faculty of Business and Economic Science: Professorial Inaugural Lecture: Prof Mario Du Preez: Environmental Ethics, Protection, and Valuation	Prof Mario Du Preez
13 August	NMMU Business School: Exploring Intercultural Competence, Key to successful Global Leadership	Dr Darla Deardorff, Senior Fullbright Specialist, Duke University,
14 August	Faculty of Engineering, Built Environment and Information Technology, SAIEE: The future of optical fibre development	Pieter Viljoen
20 August	Faculty of Science: Professorial Inaugural Lecture: Prof Paul Watts, Utilizing New Technology, to enable sustainable chemical and drug manufacturing in Africa	Prof Paul Watts
26 August	Faculty of Science: Professorial Inaugural Lecture: Prof David Bell, Protons, Planets, and People: A systems perspective	Prof David Bell
10 September	Steve Biko Memorial Lecture: Black Poverty and the search for the Human Race: "The thesis, antithesis and synthesis	Advocate Mojankunyane Gumbi
28 September	SAIEE Bernard Price Memorial Lecture Eastern Cape	Prof Saurabh Sinha
29 September	Raymond Mhlaba Annual Lecture: A struggle for ethical transparent and accountable society.	Former Pres Kgalema Motlanthe
26 October	Faculty of Business and Economic Science: Professorial Inaugural Lecture: Prof Shelly Farrington: Family Business: A legitimate scholarly field	Prof Shelly Farrington
26 October	Global Affairs Lunchtime dialogue: Politics and government in Germany	Dr Rainer Lisowshi
29 October	Nuclear Energy Lecture	Tom Blee, Science Council for Global Initiatives
29 October	NMMU Business School: South Africa's entrepreneurial spirit.	Herman Mashaba
2 November	Global Players to talk at NMMU, Global Director: Digital Marketing: Huawei	Nick Graham
5 November	Faculty of Engineering, Built Environment and Information Technology, SAIEE: South African Grid Core Requirements for Renewal Power Plants	Clement Venter

11 November	Faculty of Arts: Professorial Inaugural Lecture: Prof Paul Makasa: Contested Urban Landscapes: Transforming the South African urban environment from spaces of despair to shapes of hope	Prof Paul Makasa
16 November	NMMU Business School, Project Nelson Mandela Bay, What do residents say	Project Nelson Mandela Bay

### Deepening Academic Excellence (Teaching, Research and Engagement)

A range of Committees oversee the quality and management of the academic project at NMMU, such as Executive Committee of Senate, Senate, the NMMU and Faculty Teaching and Learning Committees, Faculty Boards, the Academic Planning Committee and the Quality Committee. Furthermore, there are a number of institutional policies, Faculty rules as well as administrative procedures that provide guidelines for the consistency and regulation of teaching and learning, assessment and instructional delivery.

### Academic Excellence: Teaching and Learning

HEADS provides a range of staff as well as student learning, development and support services and programmes, many of which are undertaken in collaboration with Faculties and with specific reference to students, to a lesser extent, with Student Affairs to contribute to the academic success and development of desired graduate attributes in our students. Through its programmes and services, HEADS continues to develop practical interventions to address the strategic objective of fostering holistic student development through both in- and out-of-class formal and co-curricular learning activities, which is reflected in V2020.

### Enhancing Student Learning

Ensuring and enhancing academic access and success, holistic student development, and vibrancy in student life experiences remain a key imperative across all executive portfolios. Alternative access is provided via the Centre for Access Assessment and Research that assess students who do not meet the minimum admission criteria. Of the students that graduated in December 2014 and April 2015, **45.4%** (i.e., **2 861 students**) were tested by the access assessment programme, of which **339** were postgraduate students whose first entry to the university involved an admissions testing activity. More specifically, of the undergraduate and post graduate students that graduated between 2012 and 2015, **9 247** were tested for the alternative access assessment route, thus showing the value of the access assessment route in enhancing access for success. Without this route, a possible 9 247 students that graduated in this period might not have been admitted to undergraduate studies at NMMU.

To enhance student success, various initiatives were implemented, notably:

- **Enabling Students to Make the Transition to University**

Transitioning from school to University is a daunting experience for first-time entering students. To create a welcoming environment and assist our first-time entering students to adapt to the demands of academic life, an **8-day orientation programme** is hosted before the commencement of academic lectures. The orientation programme was **attended by 3 725 of the first-time entering students**. The programme is peer-led by senior students trained in facilitation. These How2 buddies accompany their group across the diverse range of activities included the Orientation programme, and mentor their buddy group throughout the first term.

One of the activities presented during the Orientation Programme is the **Nelson Mandela Champion Within: Basic Edition** (NMCW) dialogue programme, conducted in partnership with Life College. NMMU academic and PASS staff members facilitated five sessions where a total of **2 305 students attended** these dialogues over the period of a week during the 2015 Orientation period. The NMCW facilitation team was expanded to include **36 senior NMMU students** trained to assist the facilitation team with items such as the audio-visual equipment, lighting, sound and energisers. The Student Pioneer Development and Recruitment Plan was implemented in 2015 to address the future growth of student facilitators.

- **Career and Personal Development, and Counselling**

Our students receive guidance regarding career development and support in coping with the challenges of university life, academic adjustment and personal/emotional issues. In 2015, 1 771 students received individual counselling at the Student Counselling, Career and Development Centre. A further 6 182 students were

supported as part of group-based interventions and the core competencies addressed are outlined in the following table.

**Table 21: Distribution of clients seen for group-based interventions**

Core Competence	%
Career and Employability Development	12%
Learning Development	22%
Orientation	49%
Personal counselling and development	18%

- **Learning Development and Support Initiatives Offered by CTLM**

**Keys to Success** workshops (23) were held in both the first and second semester of 2015 covering various topics (e.g. goal setting, time management, study strategies etc.). In addition CTLM staff worked with 30 academics to present additional Keys to Success sessions in classrooms during lectures. The following table outlines the topics presented at the Keys to Success.

**Table 22: Topics presented in Keys to Success sessions**

Academics/Department	Topic
Ms Barry & Ms Naude (Pharmacy)	Time management and Study strategies
Ms Janine Christiaan (BCom)	Presentation skills
Dr Ann Lourens (Industrial Engineering)	Learning styles, study strategies and time management
Dr Tim Pittaway (Agriculture)	Goals, Study strategies, Test and Exams tips
Ms Leyli Zondi (Biomedical)	Presentations, Study strategies, Referencing & plagiarism
Ms Teri Campher (IT)	Time Management, Communication, Diversity
Ms Magriet Bosma (Innoventon)	Workshop on Stress Management
Ms Ansulene Prinsloo (Accounting)	Assisting with Academic Strategies
Mr Hugo Bartis (Tourism)	Employability workshops
Dr Lester Cowley (Computer Science)	Lunch time sessions on CV Writing
Ms Lene Smit (Architecture)	Time management
Dr Amanda Werner (HR Management)	Student success theories
Ms Busisiwe Mjo (HR Management)	Workshops for first years
Ms Tracy Beck (Applied Accounting)	Work Readiness programme
Residences Leadership	Workshop on Diversity
Residences: Sanlam Village	Exam Preparation workshop
Residences	Employability workshop

**Supplemental Instruction** is an academic assistance programme that increases student performance and retention. It is a non-remedial, institution-wide approach to retention. It targets traditionally difficult academic subjects and provides regularly scheduled, out-of-class, peer facilitated sessions. The Supplemental Instruction programme is one of NMMU's primary strategies for supporting student learning. The programme was offered in 127 modules across all faculties and campuses. There were 104 Supplemental Instruction leaders offering over 85 Supplemental Instruction sessions per week. Attendance has increased by 34 451 contacts since 2006, indicating the significant need for more support to our students.

Besides the above interventions, tutorship and mentorship programmes form part of the array of interventions to support students.

- **Co-curricular Record (CCR)**

The NMMU Co-Curricular Record (CCR) is **an official institutional record to formally recognise involvement in NMMU co-curricular activities and awards and recognitions per academic year of study.** The provision of the CCR aims to assist students to develop themselves holistically, develop the attributes required of NMMU graduates and pursue their career and personal goals throughout their university experience. This innovative approach is the first of its kind in South Africa and serves as a benchmark for other universities to consider.

Growth in the CCR has been phenomenal. CCR was piloted in 2012 with 4 Co-Curricular Involvements and 470 students. Targeted group trainings have resulted in the increased development and inclusion of a diverse range of co-curricular involvements and awards being featured on the CCR, as well as an increased awareness and understanding of the CCR by students. In 2015, the system grew to include 364 unique Co-Curricular Involvements, 96 Awards & Recognitions and over 3 900 student requests, with 2 305 additional students' currently pending, awaiting system upgrades.

In addition to the above projects, the Kresge-funded Siyaphumelela project is also focused on enhancing student success. Various sub-projects have been funded, most notably:

- **Department:** Applied Accounting  
**Project Title:** Designing and implementing a Development Programme covering academic, personal and career components for the Top performing students in the Departments of Applied Accounting, HRM, Marketing, Economics and Management.  
**Purpose of the project:** The overall purpose of the project is to offer a development programme for top performing students registered for the Diplomas in Accountancy, Human Resource Management, Marketing and Economics. The programme covers personal, career and academic development where each participant could explore and grow their potential.  
**Budget:** R142 625.00
- **Department:** Human Resource Management (in collaboration with CAAR, CTLM)  
**Project Title:** The development and implementation of a framework for managing academic success of undergraduate HRM students.  
**Purpose of the project:** To identify and manage 'at risk' students in collaboration with CAAR and to develop and implement a sustainable framework for dealing with underperforming students in collaboration with CTLM. The aim is to improve student success through an integrated approach to student support with include individualized counselling and coaching.  
**Budget:** R75 000.00
- **Department:** CTLM  
**Project Title:** Using data-driven teaching and learning interventions to improve NMMU student achievement and success.  
**Purpose of the project:** To establish a working group within CTLM whose aim will be to productively use student performance data obtained from different institutional sources and Moodle (institutional learner management system) to contribute to the shaping of data driven models that can be used to understand the factors affecting student achievement, and design appropriate learning interventions.  
**Budget:** R31 500.00
- **Department:** Accounting Sciences  
**Project Title:** Exploring the identification and monitoring of first year 'at risk' students.  
**Purpose of the project:** Developing a database and an application which indicates whether a student is 'at risk' in Accounting 1 using the predictors of success variables which have been identified through statistical analyses.  
**Budget:** R44 865.00
- **Department:** Education  
**Project Title:** Enhancing the first-year academic experience and 1<sup>st</sup> year student retention in a module with large numbers.  
**Purpose of the project:** Using tutorials and trained tutorial leaders to improve the academic experience and retention of first year Education students enrolled in a module with large numbers (450+). Senior students will be developed professionally and personally to offer tutorial sessions.  
**Budget:** R49 000.00
- **Department:** School of Accounting  
**Project Title:** Academic Development Programme for Vice-Chancellor Scholars in the School of Accounting (PinnAcle).  
**Purpose of the project:** The development of an academic mentorship system for high performing students in the School of Accounting and integrating it with the School of Accounting's teaching, learning

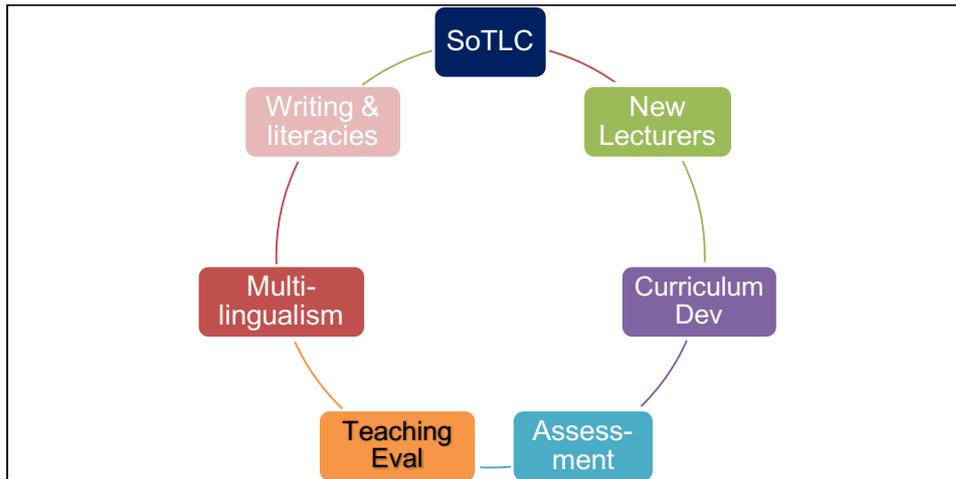
and throughput strategies. The mentorship programme is aimed at the holistic development of students in aspects such as leadership, social responsibility and academically.

**Budget:** R75 000.00

**The above interventions may, in part, have contributed to the improved in student success rates to exceed the national norm.**

### Professionalising and Enhancing Teaching Practice

The need to re-position and re-imagine teaching and learning emerged as a focal point in 2015. In a sense, this has started a process of “positive restlessness” in that a “business as usual” approach to teaching and learning is no longer acceptable and not in the best interests of student learning and success. Among the aspects under the spotlight are enhancing the status of teaching and academics as teachers. Some of the initiatives and programmes in this regard will be highlighted below.



**Figure 1: Overview of initiatives and programmes being implemented to reposition teaching practice**

### Scholarship of Teaching and Learning Certificate (SoTLC)

One of the Vision 2020 strategic priorities is to create and sustain a responsive learning environment conducive to excellence in teaching and learning and holistic student success. To empower academics in this regard, the Scholarship of Teaching and Learning Certificate (SoTLC) was introduced and offered by the Teaching Development Unit of CTLM in 2011.

The SoTLC offers a collaborative space for TL development in the NMMU to explore ‘teaching and learning’. The programme’s objectives are to work collaboratively with academics, especially novice academics, to enable life-long learning and self-directed reflective practitioners. It positions Scholarship of Teaching and Learning as a pathway to excellence. Evaluation data reveals development through expanded scope and depth as well as increased participant satisfaction ratings.

One of the drivers of the Teaching Development and Innovation Fund money is to grow the number of SoTL-related outputs. For 2015, the outputs were:

- 1 refereed subsidy generating journal publication
- 5 papers published in subsidised conference proceedings
- 1 manuscript submitted to journal
- 2 internal research reports
- 3 papers presented at international conferences and 2 at local conferences

**A total of 16 academics obtained the SoTLC at a ceremony was conducted in November 2015. The average usefulness rating is 89%, which is higher than the target usefulness rating of 80%.**

## Curriculum Development

The curriculum development programme is still being developed and established within CTLM but was approached from HEADS' second strategic priority: Establish and sustain a culture of teaching development, excellence and scholarship at NMMU with the aim to enhance epistemic and meta-epistemic access through curriculum and instructional design framework. Hence, engaging with curriculum development has been the highlight of 2015. To assist academics, a video was developed as a teaching and learning resource for curriculum development within CTLM. The video is an adaptation of "Teaching Teaching and Understanding Understanding", which is based on John Biggs' constructive alignment (<http://www.daimi.au.dk/~brabrand/short-film/>). Windows Movie Maker was used to break the video into sections and to insert slides and images to facilitate discussion. The aim is to pause the video where indicated to discuss certain aspects highlighted by the slides that are inserted into the video. The video and accompanying instructions are shared on YouTube at <https://www.youtube.com/watch?v=OXq3Uyfi18E>. This resource has been shared with the national PGDipHE for Academic Developers cohort as an Open Source resource to use as part of their practice. So far the developer (Ms Anne Olsen) has been approached by Wits and North West University for permission to adapt and use the resource.

A Short Learning Programme on Assessment in Higher Education has been developed as part of an accredited HE programme for HE practitioners who are required to design, develop and implement assessment for any instructional offering.

## Blended and Technology Enhanced Learning

The purpose of the Blended Learning programme is to enhance the uptake of Blended Learning at NMMU by:

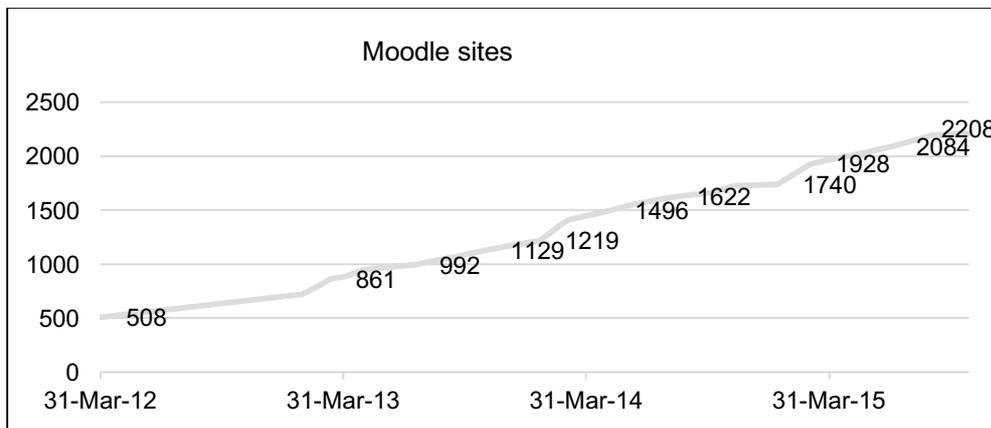
- Creating awareness about the nature of Blended Learning and its application for teaching, learning and assessment at NMMU;
- Promoting engagement in the sphere of Blended Learning, and
- Fostering commitment by providing ongoing support, involvement in research initiatives, and by creating available teaching development spaces and opportunities, and training for academics on different levels to create enabling environments, a shared vision, collaboration, to effecting change towards technology adoption, utilising of Blended Learning platforms, technologies

The number of Moodle sites has increase by 331% since March 2012. Logins, posts and activities have increased by over 200% since March 2012. The following table indicates the latest lecturer and student users per faculty.

**Table 23: Number of Lecturer and Student Users on Moodle Learning Management System**

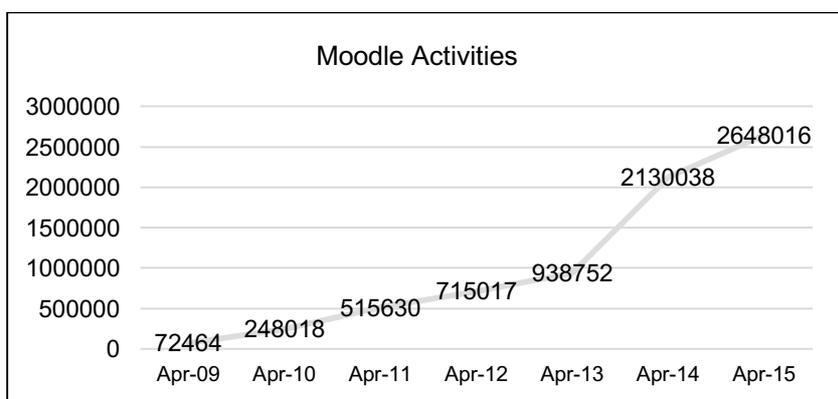
Faculty	Lecturer	Student
Arts	87	3683
BES	142	7893
EBEIT	100	6379
Education	90	2524
George	37	556
Health Science	122	3904
Law	17	2769
Science	83	5946

The figures below depict the increase in use and adoption of the Moodle Learning Management System (LMS) at NMMU. Figure 2 depicts the growth in the number of Moodle sites since 2012. At present there are 512 users with lecturer roles and 18836 users with the student role.



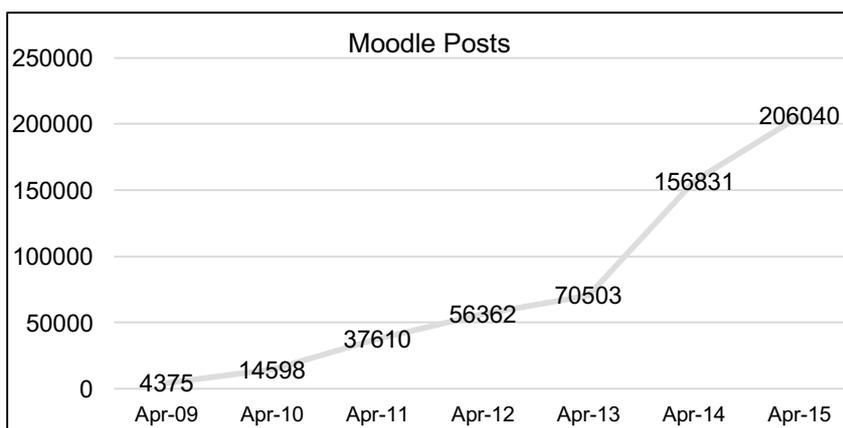
**Figure 2: Growth in Moodle sites since 2012**

Figure 3 represents accessing Moodle for both reading and writing activities (for example quiz, forum post, file upload, view content).



**Figure 3: Accessing Moodle for both reading and writing activities**

Figure 3 represents the number of active responses (i.e. inserting or adding information) such as submitting a quiz, submitting an assignment, responding to a discussion forum and uploading content to the LMS



**Figure 4: Number of active responses on Moodle**

Figure 4 shows the phenomenal increase in Moodle activity since its inception in 2009.

### Multilingualism Enhancement

This programme assists in improving the quality of teaching and learning interactions in academic contexts at NMMU. Implementing multilingualism in these contexts is a way the University responds to transformation in higher education and to the diversity of its students as promised in its policies. In this programme academics are supported with multilingual strategies that they can use to improve their students' learning. The use of these strategies integral to the praxis of humanising pedagogy, particularly when used for students who do not

have English as a home language. It can lead to demonstration by our students of in-depth disciplinary knowledge, which is an attribute that we want to see in our graduates and improved throughput rates.

Some notable activities towards advancing multilingualism include:

- The development of five multilingual glossaries plus eleven Public Relations documents. Some of the multilingual glossaries were shared with two Technical Vocational Education and Training Colleges.
- Presentations on multilingualism in five of the seven faculties, creating awareness about the NMMU Language Policy and strategies to be used to implement multilingualism in teaching and learning.
- Participation in SoTLC multilingualism workshops and also responding to requests on repeats of these workshops (e.g. at Missionvale and in some faculties).
- Participation for the first time in research supervision of students from the Department of Applied Languages (e.g. co-supervising two MA students).

**Initiatives are ongoing to develop isiXhosa as an Academic Language**, as isiXhosa is the home language of the majority of NMMU students. These initiatives are aimed at providing epistemological access to gaining knowledge and understanding subject content taught in English through translations into and tutorials in isiXhosa. In addition, these initiatives are aimed at utilising isiXhosa as a Language of Teaching, Learning and Assessment through parallel teaching (in Afrikaans, English and isiXhosa), particularly in tutorials. Twenty-three multilingual glossaries have been developed in a range of modules across all the faculties to enhance student success in their modules.

Besides the integration of multilingualism into the academic project, the Institution is also in the process of reviewing its rituals at institutional events such as Graduations, to ensure that it reflects an African context.

### Teaching and Learning Excellence Awards

**NMMU Excellent Teacher Awards** were bestowed on two recipients in recognition of their excellence in teaching:

- Mr Mukhtar Raban (Arts), and
- Ms Cheryl Schroder (EBEIT)

**The NMMU T&L Excellence Team Award** was bestowed on the following team, in recognition for their teamwork in advancing T&L:

- The blended Learning Team with members Dr Hermien Johannes, Mr Simon Goldstone, Ms Koshala Terblanche and Mr Shaun Meyer.

The following staff received the **Faculty Emerging Excellent Teacher and Faculty Excellent Teacher Awards** in recognition for excellence in teaching, as reflected in the following table.

**Table 24: List of Recipients of the Faculty Emerging Excellent Teacher and Faculty Excellent Teacher Awards in 2015**

Faculty	Faculty Emerging Excellent Teacher	Faculty Excellent Teacher
Arts	Ms Claudette Leppan	Mr Mukhtar Raban
BES	Ms Bomikazi Zeka	Ms Tracey Beck
EBEIT	Ms Sharon Dent	Ms Cheryl Schroder
Education	Mr Deon Swartz	Dr Margie Childs; and Prof Hugh Glover
Health Sciences	Mr Ryan Raffan	
Law	Mr Shuaib Rahim	Tanya Wagenaar
Science	-	Dr Pragashni Padayachee; and Mr Tiaan Pool

### Teaching and Learning Innovation

The Teaching Development Grant is a source of funding that provides access to resources to NMMU academic and PASS staff members for:

- Teacher development projects; and
- Innovative teaching and learning projects.

Applications for this funding have grown substantially each year as have the number of projects to which funding was awarded. In 2013, 2014 and 2015 respectively, 15, 25 and 35 teaching development and innovation projects were funded. **In 2015, the funding awarded to projects in these two categories amounted to R1 210 170.**

The topics covered in the projects vary and include:

- Programme, curriculum and module development, which often involve tapping into the expertise of national and international discipline experts.
- Experiential learning, often with an engagement focus.
- Blended learning especially in terms of developing learning sites with e-tivities, formative assessment exercises, visual/digital content, e-tutoring and e-support, and summative e-assessment as well as alternative forms of assessment (e.g., videos).
- Language-related initiatives linked to enhancing English proficiency and multilingualism (especially with an electronic focus) as well as writing development and support.
- Tracking student success and developing supportive interventions through mentoring, tutoring and academic development initiatives (for both students who are struggling and for high achievers).

Two of the **key enablers** of successful projects identified are the **motivation and commitment of project leaders and teams** who take ownership for the project and its success, as well as the availability of senior students to act as assistants, tutors, researchers, and so on. The other key enabler is the **availability of funding via the Teaching Development Grant.**

Some of the outcomes of the projects which provide some evidence of impact and dissemination beyond the projects themselves include:

- Presenting and show-casing Teaching Development and Innovation Fund projects at NMMU events such as teaching and learning breakaways, faculty teaching and learning committees, etc. For example, 3 of the projects related to tracking student progress in various departments were presented at the formal launch of the Kresge-funded Siyaphumelela project. The work done in these Teaching Development and Innovation Fund projects formed part of the basis for the institution-wide student tracking system that will be developed in the Siyaphumelela project.
- Innovations and evidence gathered in some Teaching Development and Innovation Fund projects have been submitted as part of evidence for accreditation purposes for various programmes.
- Teaching and learning aids and materials have been developed. These include videos (covering key concepts and experiments), learning materials and exercises (some electronic); and e-assessments.
- At least one short learning programme has been developed to train Library and Information Services' staff in learning facilitation to enhance the delivery of the training courses they offer.
- Curricula have been redesigned for an entire department, new modules developed and the way in which learning is designed and facilitated in at least two modules has been re-imagined.
- International collaborations have developed in 3 projects.
- Academic development interventions (e.g., student advising, and mentorship programmes in the School of Engineering and Student Housing), have contributed to increased rates of student success.
- Experiential learning provided to students in at least one project has resulted in more students getting placement in a large accounting firm as trainee accountants.
- Recipients of Teaching Development and Innovation Fund money have won various excellence awards at NMMU – in 2015: 2 won T&L Excellence awards and one an engagement excellence award. These recipients have indicated that the Teaching Development and Innovation Fund projects enhanced their profiles and could have contributed to their achieving the award.

### **Academic Excellence: Research and Engagement**

NMMU continues to make significant progress in its drive to create an environment which encourages and rewards research excellence, with the aim of improving the university's research profile. The following is a brief account of progress made in 2015.

## Strategic Priority

One of the key priorities within NMMU's V2020 is to create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture. This will be underpinned by four strategic goals:

- To promote research and innovation that contributes to local, regional, national and global sustainability;
- To create and support an environment that fosters research quality and productivity;
- To develop and sustain the research capacity of staff and students; and
- To promote a broad conceptualisation of research, scholarship and innovation.

## Institutional Research Themes

The following thirteen institutional research themes were formally launched and are in the process of being further developed so that they are aligned to institutional, regional and national priorities. Furthermore, the themes are being further developed into full interdisciplinary themes, through seminars, research workshops and the identification of potential areas for collaborative research, in order to drive research at NMMU in a strategic manner as well as to encourage the establishment of centres of excellence.

- Science, Mathematics and Technology Education for Society;
- Sustainable local economic development;
- Cyber citizenship;
- Manufacturing technology and engineering;
- Nanoscale materials characterisation, new materials and processes;
- Strategic energy technologies;
- Sustainable human settlements;
- Coastal marine and shallow water ecosystems;
- Humanising pedagogies;
- Democratisation, conflict and poverty;
- Biodiversity conservation and restoration;
- Health and wellbeing; and
- Earth stewardship science.

## Research Governance

The Research, Technology and Innovation (RTI) division is headed by a Deputy Vice-Chancellor: Research and Engagement (DVC: R&E). The DVC: R&E is assisted by three directors who head the following departments: Research Management, RCD and the Innovation Office.

Strategic leadership and management for research and innovation activities is provided by the NMMU RTI Committee, a sub-committee of Senate, chaired by the DVC: RE. It is also, *inter alia*, responsible for monitoring and evaluating the quality and quantity of NMMU's research and innovation activities and outputs as well as recommending RTI policies and procedures for approval by the relevant NMMU structures. The NMMU RTI Committee has a number of operational Sub-committees: Research Committee, Innovation Committee, Publication Committee, Internationalisation Committee, Engagement Committee and two Research Ethics Committees (one Human and the other Animal). Each Faculty has its own Faculty RTI Committee.

## Institutional Policy and Guidelines Development

Institutional policies relevant to Research and Engagement are reviewed in accordance with the policy governance framework. The following policies were revised during the period under review:

- Policy on Innovation Awards; and
- Policy for Establishment, Operation and Review of Engagement Entities.

## Research Entities

Research entities are intended to position NMMU at the forefront of national and international research in relation to the institutional research themes. Research entities contribute towards the establishment of a vibrant research and innovation culture by creating a research environment that fosters and enhances multi-/inter-/cross-/transdisciplinary research.

By the end of 2015, there were four Institutes, twelve Centres and thirteen Units. The entities fulfilled their mandates successfully during 2015 by producing high level outputs in the form of peer-reviewed journal articles, books and book chapters, conference proceedings, Masters and Doctoral graduates and patents.

### Technology Stations

NMMU has two Technology Stations funded by the TIA: eNtsa, previously the Automotive Components Technology Station, headed by Prof. D. Hattingh, and the Downstream Chemicals Technology Station, headed by Dr G. Dugmore. The aim of the Technology Station programme is to assist SMMEs to improve their competitiveness and innovation in a selected technical area. The two NMMU Technology Stations assist many SMMEs in the Port Elizabeth area.

### Research chairs

NMMU currently has fourteen research chairs, nine of these are funded through the SARChI programme. In 2015 three more research chairs were awarded by the Department of Science & Technology (DST) through the SARChI programme, managed by the National Research Foundation (NRF). A fourth chair was awarded to NMMU by Services Sector Education and Training Authority (SETA).

- Chair in Education, Work and Society (SETA). The incumbent is Dr L. Powell.
- Chair in Identities and Social Cohesion (SARChI). The chair is in the process of being advertised.
- Chair in Marine Spatial Planning (SARChI). The incumbent is Prof M. Lombard.
- Chair in Food Security (SARChI). The incumbent is Prof M. Roberts.
- Chair in Nanophotonics (SARChI). The incumbent is Prof R. Botha.
- FirstRand Foundation Mathematics Education Chair (FirstRand/SARChI). The incumbent is Prof W. Olivier.
- Chair in HIV/Aids Education (NMMU). The incumbent is Prof N. de Lange.
- GMSA Chair of Mechatronics (GMSA). The incumbent is Prof I. Gorlach.
- VWSA-DAAD International Chair in Automotive Engineering (VWSA-DAAD). The incumbent is Prof U. Bekker.
- Chair for Education in Human Settlements (National Department of Human Settlements). The incumbent is Prof S. Mbanga.
- Chair in Law of the Sea and Development in Africa (SARChI). The incumbent is Prof P. Vrancken;
- Chair in Shallow Water Ecosystems (SARChI). The incumbent is Prof R. Perissinotto.
- Chair in Microfluidic Bio/Chemical Processing (SARChI). The incumbent is Prof P. Watts.
- Chair in Earth Systems Science (SARChI). The incumbent is Prof D. Bell.

### NRF Evaluation and Rating of Researchers

#### New NRF Ratings

The following staff were rated for the first time, as reflected in the following table.

**Table 25: NMMU Researchers Rated For First Time in 2015 by NRF**

FACULTY	NAME	NEW RATING
BES	Prof. J. Makuwira	C2
Science	Prof. P. Nel	C2
	Dr. H. Dallas	C2
	Dr. S. Govender	Y2
	Dr. E. Olivier	Y2
	Dr. J. O'Connell	Y1
Education	Prof. S. Blignaut	C3

### NRF Evaluation and Rating of Researchers

NMMU recognises the rating of researchers as an important benchmark of research excellence in South Africa. The number of NRF rated researchers at NMMU was 80 in 2015 compared to 77 in 2014, ensuring that NMMU retained its place among the top ten South African universities in terms of NRF ratings. The NRF-rated researchers includes **13 black** and **25 female** rated researchers. The distribution of NRF-rated researchers is reflected in the following table.

**Table 26: Category Distribution of NMMU NRF-Rated Researchers in 2015**

CATEGORY	NUMBER	CATEGORY	NUMBER
A1	2	C1	13
B1	2	C2	35
B2	5	C3	12
B3	3	Y1	1
		Y2	7

NMMU has programmes in place to increase the number of rated researchers as well as the number of black and female rated researchers. To this end, Distinguished Professor Mark Watson who is currently B-rated has been contracted by NMMU to assist with improvement in the quality of rating applications in the 2016/2017 round.

### Support for Emerging Researchers

The NMMU provides for specific funding streams to support emerging researchers, for example, research and postdoctoral fellowships, and internal funding streams for staff members. To sustain an enabling environment for emerging researchers the NMMU provides specific funding. However, external funding were also applied for, as reflected below.

- **Postdoctoral and research fellowships hosted by NMMU**

Postdoctoral and research fellowships remain an important platform for bringing in new skills and knowledge to strengthen research teams and specific research focus areas at NMMU. During 2015 the following fellowships were supported:

- 3 Research Fellowships – funded by NMMU Council
- 1 Research Career Advancement Award – funded by the NRF
- 27 Postdoctoral Fellowships – funded by NMMU Council, NRF, and Claude Leon Foundation.

- **Internal funding for Emerging Researchers**

The main internal funding categories include: top-up of NRF Thuthuka grants, the Research Development Fund (RDF), the Transformation & Equity Grant, mobility grants, and Teaching Relief Grant (TRG). Funding from the NMMU Council and supplemented by a portion approved as part of the DHET Research Development Grant provided the obligatory top-up required for Thuthuka grants. A total of 15 researchers are funded through the NRF Thuthuka Programme for emerging researchers and a total of **R940 814** was invested in top-up grant funding. The following table provides a summary of the internal funding streams for emerging researchers:

**Table 27: Funding Streams available to emerging researchers during 2015**

Funding category	Funding source	Awards	Amount (R)
Thuthuka Top-ups	Council + DHET RDG	15	940 814
Research Development Fund	Council + DHET RDG	27	629 306
Transformation & Equity Research Grant	Council + DHET RDG	27	285 175
Mobility Grants	DHET RDG	4	97 216
Teaching Relief Grant	Council + DHET RDG	26	776 960
<b>TOTAL</b>		<b>99</b>	<b>R2 729 471</b>
<b>Council funding Total (R407 557) and DHET Research Development Grant Total (R292 962)</b>			

The Research Development Funding category provided seed funding for research-related costs in three main categories: funding for staff pursuing either Masters or Doctoral degree studies; funding for staff who have recently attained doctoral degrees; and bridging funding for staff newly appointed at NMMU. During 2015, a total of **R629 306** was awarded to 27 staff members as **Research Development Funding**. A total amount of **R285 175** for the **Transformation and Equity Research Grant** was awarded to 27 researchers who needed assistance with funding for presentations at conferences. The **Teaching Replacement Grant** offers teaching relief for staff members who are pursuing further qualifications as well as for staff who need to complete publications. A total amount of **R 776 960** was disbursed to 26 members of staff.

### External Funding for Emerging Researchers

The NRF remains the largest external funder of emerging researchers at NMMU. The Table contains a summary of the three main NRF programmes from which funding for emerging researchers was received. These grants are supported via three NRF funding instruments namely, Thuthuka programme (15 awards), Sabbatical Grants to complete doctoral studies (6 awards), and the Training & Collaboration Grant (1 award).

**Table 28: NRF Funding to Emerging Researchers in 2015**

Category of funding	Amount (R)
Thuthuka	951 414
Sabbatical Grants for completion of Doctoral Studies	693 100
Training & Collaboration Grant	97 000
<b>TOTAL</b>	<b>R1 741 514</b>

### External Funding for Emerging Researchers

The NRF remains the largest external funder of emerging researchers at NMMU. The following is a summary of the three main NRF programmes from which funding for emerging researchers was received.

**Table 29: Sources of External Funding Available for Emerging Researchers in 2015**

Sources of external funding	Amount (R)
Thuthuka	625 912
Sabbatical Grants for completion of Doctoral Studies	200 000
Training & Collaboration Grant	97 000
<b>TOTAL</b>	<b>R 922 912</b>

### Funding Awarded From External Funding Agencies

The NRF remains by far the largest external funder of research at NMMU and awarded R70 044 177 in 27 programmes during the 2013/14 financial year compared to R42 688 908 the previous year. Included in the NRF allocation is the Technology and Human Resources for Industry Programme in which nine staff members participated in seven projects. The total amount awarded by NRF was R1 659 030 and from industry partners **R3 292 232**. There were 17 successful applicants who received grants for the Knowledge Interchange Collaboration (KIC) program amounting to R474 362. Two researchers were awarded R918 000 by Sasol.

### DHET research output units

The research output units allocated by the DHET for research publications and graduating master's and doctoral students represents a crucial benchmark of research excellence and is based on successful doctoral and master's graduates and subsidies generated through academic publications.

In the 2015 assessment of 2014 research publication units there was an increase in the number of journal publication units, **from 252.81 in 2013 to 281.42 in 2014 (10.2% increase)**. The book and conference proceedings units for 2013 and 2014 were 89.28 and 84.60, respectively (5.3% decrease). Master's and doctorate output units increased **from 469 units in 2013 to 532 units in 2014 (11.8% increase)**.

**Table 30: Highest qualification profile of permanent staff associated with 2014 and 2015**

Highest Qualification	2015	%	2014	%
Less than Masters	141	22.6%	130	21.6%
Masters	210	33.7%	202	33.6%
Doctoral	273	43.8%	270	44.9%
<b>Grand Total</b>	<b>624</b>	<b>100.0%</b>	<b>602</b>	<b>100.0%</b>

The improvement in the number of research publication units may, in part, be attributed to the improvement in the number of staff with Masters and Doctoral qualifications as their highest qualifications, as reflected in the

table above. This again links to the initiatives by the RCD office in supporting staff to improve their qualifications.

### External Contract Research Funding

**There was a significant increase in the number of research-related contracts** signed with external parties in 2015, and a significant increase in the value of the contracts (**in excess of R111 million**). The most significant contract signed in 2015 was with the Department of Arts and Culture for R45 million to establish and host the National Cultural Observatory. The Observatory, headed by Prof Richard Haines, will collect and publish statistics on culture and the impact of culture in all spheres of life. An amount of R8.5 million was received from the Department of Science and Technology to develop a platform for algae technologies, leading on from the successful microalgae-to-energy project being managed by Prof Ben Zeelie of InnoVenton. Funding of R7 million was received from the International Fund for Agricultural Development (IFAD) to investigate climate change resilience among emerging farmers. CSIR (Meraka Institute) has provided funds of R6.6 million for the establishment and operation of NMMU's Centre for Broadband Communication. These funds are being provided from the Department of Science and Technology via CSIR under their ICT Roadmap. The Centre has also benefitted from an agreement with CISCO for the donation of equipment worth in excess of R50 million over the next few years. The TIA provided continued funding of R7.9 million per year for the operation of the technology stations, eNtsa and InnoVenton.

### Intellectual Property and the Commercialisation of Research

NMMU continued to manage innovations disclosed in previous years and well as new innovations disclosed in 2015. There was a slight increase in disclosures from 2014 to 2015, and eight new projects and initiatives were started. **Two provisional patent applications** were filed as well as **two Patent Cooperation Treaty applications**, and **a record 13 patents were granted** in countries around the world based on previously filed applications. These were mostly for **patents relating to NMMU's Microalgae-to-Energy technology**.

The Microalgae-to-Energy project received funding from the Department of Science and Technology for the construction of a micro-demonstration plant at NMMU. This has proved to be a major milestone in the development of the technology as the process could be run continuously to test system integration. Numerous commercial discussions are underway to test the market before a proposal for a large scale plant can be finalised and funding sought. The welding technology project funded by the TIA was completed in late 2015. The technology was successfully used during Sasol's shutdown and in numerous interventions with Eskom. Discussions are underway to staff the company for full commercial operation. A new project using micro-structured reactors for the production of solar grade silicon is receiving attention from an industry partner and a funder. This is the subject of a provisional patent application which could revolutionise local production and beneficiation. The technology could also be used to produce actives for HIV drugs more cost effectively.

A major boost to the development and commercialisation efforts of NMMU has been the TIA's Seed Fund. Specifically designed to take projects from basic research to prototype, the NMMU has been very successful in accessing this fund for projects from a range of disciplines including psychology, mechanical engineering and physics. In 2015, eight projects were funded for R3.6 million.

The NMMU's wholly owned company, Innovolve (Pty) Ltd, exited from its interests in the rose preservation technology, commercialised through African Floralush (Pty) Ltd, following a decision by the business to relocate to Kenya. Innovolve also exited from its interests in Laduma Ngxokolo's knitwear business, as the business is now in a strong position to move forward independently. Involvement of Innovolve in the commercialisation of a novel rubber chemical through Rubber Nano Products (Pty) Ltd has continued, with the business experiencing severe management challenges in early 2015. However, the business is now on a stronger footing as it received funding from the TIA to set up a demonstration plant to produce large market samples.

The Department of Science and Technology and the South African Research and Innovation Management Association has presented the DST/SARIMA Award for "Distinguished Contribution to the Innovation Management Profession" to **Ms Jaci Barnett**, Director: Innovation Support and Technology Transfer.

## Establishment of NMMU's Incubator

**Propella, the NMMU's incubator**, is jointly owned by Innovolve and a private sector enterprise development partner. Officially launched in June 2015, but only with full occupation of the South End premises from October, Propella already has **24 incubatees at various stages of business development. Propella has also been designated a Telkom Future Makers Hub, to develop ICT entrepreneurs, and will receive funding of R25 million** in cash and kind from Telkom over the next five years. This has placed Propella at the heart of an innovation precinct between the Summerstrand campuses and the industrial areas, with strong links to the growing creative precinct in Central. Propella has a creative arts satellite on NMMU's Bird Street campus to support arts entrepreneurs.

The NMMU still champions the Regional Innovation Forum (RIF) that brings together stakeholders from academia, industry and government to provide a voice for innovation in the region. In March 2015, RIF and NMMU held an industry-university meeting day, to bring together groups of multi-disciplinary researchers to solve industry challenges in a format of "one question, one meeting, one hour". Ongoing funding from the Department of Science and Technology will allow NMMU to drive new RIF projects in 2016.

## Memoranda of Understanding (MOUs) entered into during 2015

A number of partnerships and MOUs were initiated with local and international stakeholders to enable capacity building and research opportunities. These include:

- Hanns Seidel Foundation
- Automotive Industry Development Centre
- COEGA Development Corporation (Pty) Ltd
- Department of Environmental Affairs; Health Professions Council of South Africa & South African Institute of Environmental Health
- Electoral Commission of South Africa (SRC Elections)
- GyroLAG (SA)
- Happimo Non-Profit Company
- School of Applied Non-Destructive Examination (SANDE) Non Destructive Testing Training
- Sports 4U (Pty) Ltd

## Recognising Excellence in Research, Creative and Performing Arts and Innovation and Technology Transfer

The main purpose of the NMMU Research Awards is to give recognition to the top researchers who have made significant contributions towards research at the NMMU during the relevant reporting period. High impact and quality academic research outputs are of paramount importance, rather than quantity. The following are taken into consideration: publications, conference involvement, supervision of PG students, national and international recognition, research grants and human capital development.

The Research and Engagement Awards were awarded on 15 September 2015 in recognition of excellence in research and engagement in the various categories listed below. The guest speaker was Prof Richard Cowling an NRF A1-rated researcher at NMMU.

### NMMU Researcher of the Year 2015 – Dr. Pierre Pistorius

### NMMU Research Excellence Awards – Prof. M. Watson; and Prof. Z. Tshentu.

The following staff were recipients of Faculty Researcher and Emerging Researcher of the Year Awards, as reflected in the following table.

**Table 31: Recipients in 2015 of Faculty Researcher of the Year and Emerging Researcher of the Year Awards**

FACULTY	Faculty Emerging Researcher of the year	Faculty Researcher of the Year
Arts	Dr. A. de Villiers	Prof. H. van Vuuren
BES	-	Prof. E. Venter
EBEIT	Dr. B. Haskins	Prof. D. van Greunen
Education	Dr. M. Khau	Prof. N. de Lange
Health Sciences	Dr. M. Baard	Prof. I. Truter

<b>Law</b>	Adv. G. van der Walt	Prof. A. Govindjee
<b>Science</b>	Dr. B. Scholtz	Prof. N. Strydom

### **Creative and Performing Arts Awards**

NMMU recognizes that the outcomes of scholarship and scholarly activities from creative work may differ from published research and patents. It is further acknowledged that creative production and outputs entail scholarly discourse as they represent the culmination of a lengthy period of questioning, reflection, analysis, evaluation and expression.

In recognition of excellence in creative and performing arts, the following staff were presented with **Performing and Creative Arts Awards**:

- Ms. A. Wentzel (Visual Arts); and
- Dr. M. Minguzzi (Architecture)

### **Innovation and Technology Transfer Awards**

Two Innovation Awards were made in 2015 for work substantially completed in 2014. These were:

#### ***Innovation Excellence Project Award***

Mr Etienne Phillips, Group Specialist: Automation & Controls, eNtsa.

Mr Phillips was recognised for his contribution to a novel maximum power point tracking mechanism for the Twerly renewable energy streetlight. The combined innovation of the mechanism and online monitoring make the Twerly one of the most advanced street lighting systems in the world, with the ability to grow as technology becomes available in the future.

#### ***Emerging Innovation Excellence Award***

Ms Dalray Gradidge, Co-ordinator: Research & Development, Student Counselling, Career & Development Centre, HEADS

Ms Gradidge was awarded for her contribution towards driving new products for Student Counselling Centres that can be used within the NMMU and at other universities. Three products have been developed and successfully commercialised. NMMU has ensured that the products are within the reach of all institutions while providing NMMU with some income that can offset the expenses incurred in developing the products for our own use – this is a very sustainable model for this type of commercialisation.

### **Engagement**

Engagement is a core function and, in 2015, the university continued to implement initiatives towards achieving its V2020 engagement strategic goals and objectives. The NMMU's engagement activities and projects are classified into four broad categories, as set out in the institutional Engagement Conceptual Framework and Typology:

- Engagement through Community Interaction, Service and Outreach
- Engagement through Professional/Discipline-based Service Provision
- Engagement through Teaching and Learning and
- Engagement through Research and Scholarship.

NMMU's Engagement activities straddle these categories which should be seen as an inter-dependent and integrated continuum.

### **The Emerging NMMU Engagement Typology**

A study was undertaken in 2015 to identify the emerging NMMU institutional engagement typology and strengths, which involved the analysis of 120 flagship and benchmark projects registered on the NMMU Engagement Management Information System. The emerging engagement typology indicates that the engagement initiatives (projects) involve a combination of teaching and learning, professional/discipline based service provision and engaged research components and that very few of the projects involve only one category of engagement.

The flagship and benchmark projects could be grouped according to broad engagement focus areas that were found to be closely aligned to some of the NMMU Research Themes:

- Science, Mathematics and Technology Education for Society
- Citizenship, Humanizing Pedagogics and Democratization, Conflict and Poverty Alleviation
- Manufacturing Technology and Engineering
- Strategic Energy Technologies
- Sustainable Human Settlements and Economic Development
- Environmental Projects: Coastal Marine and Shallow Water Ecosystems, Biodiversity Conservation and Restoration, Earth Stewardship Science
- Teaching and Learning and Curriculum Development
- Health and Wellbeing

The study found that the institutional engagement-enabling structures in the form of research and engagement entities (Units, Centres and Institutes) promoted and facilitated closer working relations and partnerships between the university and the various communities it serves. These faculty-based and centralised entities are not only changing interactions between the university and its external communities, but also in terms of institutional spheres of government, industry and the university with specific reference to knowledge and technology transfer and the changing nature and role of the university in innovation and development for South Africa. The study also found that senior male academics were the most extensively engaged.

The faculties and entities at NMMU that were the most active in producing scholarly outputs through engagement and collaboration with external partners and knowledge networks include:

- Faculty of Education (Science Mathematics and Technology Education Unit, the HIV and Aids in Education Chair);
- Faculty of Engineering, the Built Environment and Information Technology (eNtsa, Volkswagen International Chair of Automotive Engineering, General Motors Chair of Mechatronics, Advanced Mechatronics Training Centre, Centre for Community Technologies);
- Faculty of Science (InnoVenton, Centre for African Conservation Ecology, Institute for Coastal and Marine Research, Sustainability Research Unit, Centre for Expertise in Forecasting);
- Faculty of Business and Economic Sciences (Unit for Economic Development and Tourism) and
- Centralized entities (HIV and Aids Research Unit, Earth Stewardship Research Institute, Centre for Post School Education and Training).

### **Engagement – Institutional Advances**

In 2015 NMMU for the second time awarded funding grants specifically aimed at supporting Engagement projects. The following projects were supported:

- NMMU Arts & Culture Drama Programme (Mr Michael Barry, Communication & Stakeholder Liaison)
- NMMU George Campus Open Day Sport Clinics (Mr Petrus Boukes, Madibaz Sport)
- Art Meets Science Meets Place (Prof Richard Cowling & Ms Mary Duker, Botany & Arts)
- Shell Eco Car Marathon (Mr Karl Du Preez, Mechanical Engineering)
- Polymer Science and Technology Engagement Outreach: Linking Industry and Learners (Mr Fanus Gerber, Chemistry)
- Lego Robotics (Mr Ronald Leppan, Information and Communication Technology)
- Heritage and Cultural Centre: NMMU George Campus (Mr Martin Loubser, Operations George Campus)
- Drive To Success Interactive Game (Dr Ann Lourens, Industrial Engineering)
- NMMU Racing: DibaE Electric Race Car (Mr Bryndan Roberts, Mechanical Engineering)
- Science to Schools Outreach (Dr Gletwyn Rubidge, Chemistry)
- Alternatives to Violence National Network (Prof Lyn Snodgrass Politics & Conflict Management)
- NMMU Baja Bug (Mr Trevor Stroud, Mechanical Engineering)
- Online Continuing Education Programme for Mental Health Professionals (Prof Louise Stroud, Psychology)
- Cyber Safety Calendar Competition (Prof Johan Van Niekerk, Information Technology)
- Pay-it-Forward Community Outreach Initiative (Dr Amanda Werner, Human Resources Management)

These grants will continue to be made on an annual basis for Engagement projects and initiatives that are of strategic value to the NMMU and that are not directly funded via Teaching and Learning and Research funding sources. Innovative projects and initiatives that contribute towards the integrated teaching and learning,

research and service functions of the university receive preference. New and existing Engagement projects qualify for funding. The fund therefore provides project funding for establishing and developing new Engagement initiatives and for expanding and sustaining existing Engagement initiatives.

### **Engagement Excellence Awards**

The NMMU recognised and rewarded staff who excelled in integrating engagement into their teaching, learning and research activities. At its annual prestige award function in September 2015, awards were made to the following employees:

- **Prof Hennie van As** (Centre for Law in Action)
- **Prof Christo Fabricius** (Sustainability Research Unit, George Campus)
- **Prof Frans Prinsloo and Ms Elize Naudé** (Accounting)
- **Prof Johan van Niekerk** (Centre for Research in Information and Cyber Security)
- **Ms Mary Duker and Mr David Jones** (Faculty of Arts); and
- **Dr Tim Pittaway** (Agriculture and Game Management).

### **2015 Engagement Highlights**

- *Second NMMU Engagement Colloquium*

The second NMMU Engagement Colloquium occurred on 27 October 2014 and served as a platform for presenting and discussing the findings of the research project, as well as showcasing Engagement Excellence and best practice at NMMU. It was also an opportunity to revisit and evaluate the progress made in implementing the V2020 Engagement Strategic Goals and Objectives and to identify specific needs related to Engagement training, funding, infrastructure and support. Nineteen staff members showcased their Engagement activities (including six previous Engagement Award winners). Presentations were recorded and are available for viewing on the CAEC website. The aim is to create an institutional repository of exemplary projects, while also serving as a medium to showcase Engagement Work at NMMU to internal and external audiences, as well as serving as a tool for mentorship, building community of practice and developing a scholarship of Engagement. The Engagement Colloquium will be staged on an annual basis.

- *Engagement Information Management System (E-MIS)*

In 2014 NMMU introduced and implemented the first in-house developed Engagement Management Information System (E-MIS) in South African Higher Education. The primary purpose is to provide a way that NMMU's Engagement footprint and effectiveness can be tracked and data of close to 130 projects were loaded onto the system by the end of 2015. The E-MIS is aligned with the NMMU's Engagement Conceptual Framework and its four categories.

The E-MIS was a collaborative development project between the Centre for Academic Engagement and Collaboration (CAEC) and ICT Services. The system was developed by a BTech student in Information Technology, Brent Styles, and implemented under the technical guidance of Ms Dierdre Els (ICT Services). The system holds many benefits in terms of institutional planning and quality control. For staff members who are actively involved with some form of Engagement at NMMU, the most obvious benefits of this system include:

- their Engagement projects and activities will be noticed and acknowledged via Management systems and structures (this creates a space to showcase what they are doing);
- they will create an accessible central repository for their project information by means of which they can track, review, report on and plan their projects;
- they will be able to use the E-MIS summative reports as part of their personal portfolio for promotions, assessments, funding and award applications

- *The Engagement Information Development web pages*

These webpages have been developed as an easily accessible and user-friendly repository of information and documents relating to Engagement, a tool to showcase Engagement at NMMU (video clips of colloquium presentations and slide shows are available for viewing). It is also a site for persons interested in building a community of practice around Engagement and the scholarship of Engagement.

<http://caec.nmmu.ac.za/Engagement-Information-and-Development>

- *First Engagement/Engaged Scholarship Writing Retreat*

The Centre for Academic Engagement and Collaboration (CAEC) hosted NMMU's first Engagement-focused Writing for Publication Retreat in October 2015 and January 2016. This one-day conceptualisation session (October 2015) and 4-day dedicated writing retreat (January 2016) provided the space and time to staff members who have publishable data about Engagement practices at NMMU to construct articles for publication in peer reviewed and accredited journals. It will also begin to establish a dedicated Engagement-focused scholarship network and community of practice at NMMU.

- *Student Community Interaction, Service and Outreach*

A wide range of experiential learning, internship, volunteerism and service opportunities were provided to students either as part of their teaching and learning and research activities but also through structured programmes such as Beyond the Classroom, the 67 Hours Student Volunteer Programme and the Unity in Africa Foundation/NMMU Women of Worth Programme. These programmes are managed by the Department of Student Governance and Development and the student societies.

### Public Advocacy and Engagement Events

Numerous events are hosted annually across all Faculties and Research Entities throughout the academic calendar. The following table reflects some of the public advocacy events that were hosted, in partnership with internal and/or external partners.

**Table 32: Selected Events Hosted by CANRAD in Partnership with Internal and/or External Partners**

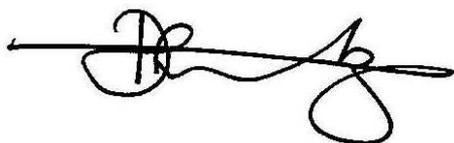
DATE	EVENT	GUEST SPEAKER
18 February	"Connecting the Local to the Global: A Feminist Approach to Teaching, Scholarship and Activism."	Dr Mumbi Mwangi (St. Cloud State University, USA)
19 February	Interactive Film Screening: Soft Vengeance – Albie Sachs and the New South Africa	Albie Sachs (activist and former judge of the Constitutional Court of South Africa) and Abby Ginzberg (Filmmaker and Director of Soft Vengeance)
26 February	"How useful is Intersectionality? What does it bring to our conceptual and analytical framework? Does it allow us to tackle the full scope of race, class, gender and identity today?"	Professor Melissa Steyn (DST-NRF SARCHI Research Chair in Critical Diversity Studies at WITS) and Professor Rozena Maart (Director, Centre for Critical Research on Race and Identity, UKZN)
4 March	The Herald & NMMU Community Dialogue Mandla Langa in Conversation with Vusi Pikoli on his Latest Book 'The Texture of Shadows'	Mandla Langa (Author of 'The Texture of Shadows') and Vusi Pikoli (Former National Prosecuting Authority Boss)
5 March	In partnership with the Students' Representative Council and the Palestine Solidarity Committee A Difficult Dialogue – 'What are the Political Parties' Position on the State of Palestine/Israel'	The DA – Stevens Mokgalapa (Shadow Minister of International Relations and Co-operation and Member of Parliament) The EFF – Mbuyiseni Ndlozi (EFF National Spokesperson and Member of Parliament) The ANC – Khalid Sayed (The Chairperson of the ANC Youth League in the Western Cape)
18 March	"Feminist Narrative and Life Methodology: Exploring the tension between Domesticity and Education in the narrative experience of African Women in Higher Education."	Dr Mumbi Mwangi (St. Cloud State University, USA)
24 March	In partnership with NAPDI, NMMU Alumni Association and the NMMU Arts and Culture Department hosted the Raymond Uren Legacy Initiative	Leslie Maasdorp
31 March	CANRAD and KAS Community Dialogue 'Speak Out Against Xenophobia'	NMMU Sociology Hons Student – Dominique Rala Rala; NMMU Masters Conflict Mgt Student – Thomas Terblanche; Refugee Rights Centre

**Table 32 (continued): Selected Events Hosted by CANRAD in Partnership with Internal and/or External Partners**

13 April	“Dismantling Patriarchy in the 21 <sup>st</sup> Century.”	Dr Mumbi Mwangi (St. Cloud State University, USA) Four NMMU Students: Lumphulo Joka, Keneilwe Nkholi, John Opondo and Zilondiwe Goge
22 April	The Herald and NMMU Community Dialogue Mzilikazi Wa Afrika in conversation with Sam Nzioki on his latest book 'Nothing Left To Steal'	Mzilikazi Wa Afrika (Author of 'Nothing Left To Steal') and Sam Nzioki (NMMU HOD – Journalism, Media and Philosophy)
23 April	NMMU Anti-Xenophobia March	Phumulo Masualle-The Premier of the Eastern Cape; Professor Derrick Swartz – NMMU VC; Brian Makamure – The SRC International Officer Nalinda Ndlebe – SASCO Representative
27 April	CANRAD Difficult Dialogue: 'Youth Activism as a Motive for Change: The Transf Agenda in Institutions of Higher Learning'	Malaika Wa Azania Thabang Queench
7 May	The Herald and NMMU Community Dialogue 'Demolishing History: What Should Be Set in Stone?'	Mlungisi Rapolile ( EFF Prov Coord); Marnus Van Staden (AfriForum Prov Coord); Christian Martin (Khoi Activist); Adv. Sonwabile Mancotywa CEO National Heritage Council); Mondli Makhanya (SA National Editors' Forum)
12 May	NMMU Courageous Conversation Critical Theory Seminar - “All I Need is One Mic: Hip Hop Culture, Youth Activism and Democracy.”	NMMU Staff and Students DESSA (Rapper, singer, spoken word artist and essayist from Minneapolis, Minnesota, USA)
14 May	“Sex at NMMU. Chemistry in Everyday Life. How to Navigate Meaningful Relationships.”	Professor Larry Icard (College of Public Health, School of Social Work at Temple University, Pennsylvania, USA)
22 May	In partnership with the Kagiso Trust, Beyers' Naude Memorial Lecture Series	Siviwe Sawuti (4 <sup>th</sup> Year NMMU Education Student); Annabelle Lloyd (Grade 11 Glenwood House School) Dean Langeveldt (4 <sup>th</sup> Year Education Student) Nombuyiselo Duma (George Nature Conversation student)
25 May	Africa Week Debate 'NMMU as a Dynamic African University. What do we mean by this?'	Dominique Rala Rala (Sociology Hons Student); Sam Beynon (Political Science Hons Student); Prof Joleen SteynKotze (Political and Gov. Studies); Professor Simphiwe Sesanti (Journalism, Media & Philosophy)
26 May	The Herald and NMMU Community Dialogue 'Triumphs and Heartaches – A Courageous Journey by South African Patriots'	Mosibudi Mangena (Author of 'Triumphs and Heartaches – A Courageous Journey by South African Patriots', Former AZAPO President and Former Minister of the Department of Science and Technology) and Andile Mngxitama (Black Consciousness Activist, Thinker and Co-Founder of the Landless People's Movement)

**Table 32 (continued): Selected Events Hosted by CANRAD in Partnership with Internal and/or External Partners**

27 May	Socially Engaged Scholarship - "The Different Ways of Understanding Socially Engaged Scholarship. What are the Existing Conceptual Frameworks and Typologies? What are the Imperatives for Theory and Practice at NMMU?"	NMMU Entities: AEON, CAEC, CANRAD and CIPSET
28 May	"The 'Question' and 'Problem' of Identity."	Dr Dan Yon (York Uni, Toronto and UCT, CT)
5 June	CANRAD and KAS and Love Life Community Dialogue 'Youth Activism and Democracy'	High School Learner; NMMU Student; Love Life Representative
4 August	"Black Women's Bodies and the Nation"	Prof Shirley Anne Tate
5 August	The Herald and NMMU Community Dialogue "Recovering Democracy in South Africa"	Prof Raymond Suttner
6 August	"Challenging the language of Non-Racialism in South Africa"	Prof Raymond Suttner
9 August	"Alternative Humanising Education and the Creation of a New Scholar"	Mr Thomas Terblanche Ms Dominique Ralarala Mr Qhama Zondani Mr Monwabisi Soxuz
10 August	"Social Movements, Popular forms of Mobilization and Democratic Change"	Mr Ongama Mtimka Mr Mkhusele Mtsila Mr Simpiwe Msizi Mr Mzwandile Bambiso
18 August	"The role of Effective Intercultural Communication and Competence in the Advancement of Non-Racialism"	Dr Darla Deardorff and Dr Jay Govender
20 August	"Yes we are here, now do something: Looking Beyond the Visibility and Inclusivity Model of LGBTIA Advocacy"	Mr Tinoashira Chikuni
29 August	Beyers Naude Memorial Lecture Series	Prof Christie van Der Westhuizen, Mr Dominee Laurie Gaum and Mr Robert Pearce
1 October	Book Launch "Let's Talk Frankly: Letters to Influential South Africans about the State of our Nation"	JJ Tabane; Luzuko Koti; Thabo Masombuka; Dr Danny Jordan
13 October	"African Identity"	Mr Nqaba Mpfu
29 October	In partnership with Love Life, CANRAD hosted the Youth Dialogue "Youth Activism and Democracy in South Africa"	Zwide Youth
30 October	In partnership with Love Life, CANRAD hosted the Youth Dialogue "The State of Education in South Africa"	Kwa Nobuhle Youth
16 November	The Herald and NMMU Community Dialogue South Africa Local Election 2016	Uitenhage and Despatch Community Members



**Prof. D.I. Swartz**  
**CHAIRPERSON: SENATE**

## 6. Report of the Institutional Forum

The Institutional Forum (IF) is constituted as contemplated in paragraph 33(1) of the Institutional Statute. The IF convened four ordinary meetings during the course of 2015. In addition, an extraordinary meeting was convened in order to consider the University's Employment Equity Report for the period 1 July 2014 to 30 June 2015.

In relation to the **Implementation of the Act and the National Policy on Higher Education**, IF members were provided feedback by the Chairperson regarding the annual Department of Higher Education and Training (DHET) meeting for IF Chairpersons. The main issue that emerged was that of governance in relation to Council. It was suggested that IF should only have an advisory role in Council, and not be represented as a member. The concern, as advised by the Registrar, has been raised with the Governance Committee of Council. IF will report accordingly when the matter has been concluded.

On issues of **Race and Gender Equity Policies**, IF made recommendations to Council including the following:

- That, having considered the Employment Equity Report for the period 1 July 2014 to 30 June 2015 (in terms of the Employment Equity Act, 55 of 1998), an additional committee to vet decisions of existing appointments committees be set up, thereby ensuring that the transformation objectives of the Institution are observed and adhered to. IF analysed and discussed employment profile trends, including affirmative action measures and barriers to employment. It was noted that equity candidates were not provided development opportunities within the Institution due to a lack of experience, resulting in the equity profile remaining inequitably skewed. IF will be monitoring the impact of the steps the University's Human Resources Department will be taking to rectify the discrepancy.
- IF supports the decision taken by Council, in response to the #FeesMustFall Campaign, to insource service workers and not to implement exclusion of students due to financial constraints. IF notes and supports the commencement of an Institutional Research Project aimed at investigating racism at NMMU and the different patterns in which racism are expressed in the praxis of the social structure of NMMU. This will be achieved by addressing the following:
  - To conduct a document review of institutional policies, committees, resources allocation, staff and student grievances and disciplinary actions;
  - To analyse quantitative and qualitative data relating to staff development, recruitment, selection and retention aimed at addressing redress and equity;
  - To analyse quantitative and qualitative data relating to student access and success;
  - To conduct a review of public written media (e.g. local and national newspapers);
  - To conduct in-depth interviews with both staff and students and initiate remedial interventions and recommendations, where appropriate.
- As the university has set up a Gender Forum, IF expects to report on its progress in the next annual report.

On issues of **selection of candidates for senior management positions**, IF was represented on the appointment panel constituted for the recruitment process for the following positions:

- Executive Dean: Law
- Executive Dean: Science
- Executive Dean: Business and Economic Sciences
- Executive Director: Human Resources Development

IF members were duly consulted during the appointments process and supported it.

On issues relating to an **inclusive institutional culture**, the University is continuing with its Institutional Culture Enlivening Process which began with engaging senior management in 2014. In 2015, the process included mid-level management and student leadership. In addition, the Vice-Chancellor's office, together with University leadership, has started Courageous Conversations with students on issues of transformation such as rearticulation and a language policy.

On issues relating to the institutional **language policy**, the University is in the process of implementing language transformative initiatives, focusing on the development of African languages. As isiXhosa is the dominant language in the Eastern Cape Province, the university is working on developing it as an Academic language at NMMU.

A handwritten signature in blue ink, appearing to read 'PNT', is positioned to the left of a vertical line.

**Dr P. Ntshongwana**  
**IF CHAIRPERSON**

## 7. Report of the Vice-Chancellor

### Statement of self-assessment

Council endorsed the following three apex priority areas (APAs) for the second three-year (2015-2017) cycle of Vision 2020. These include aligning the academic size and shape of NMMU to Vision 2020, creating a supportive and affirmative institutional culture, and developing an integrated long-term financial and resourcing plan. This assessment reflects an aggregated summary view of the individual performances of the executive management team comprising the Vice-Chancellor, Deputy Vice-Chancellors, Executive Directors, and by extension, the crucial role of Deans. The assessment report will highlight some of the key initiatives undertaken in 2015.

According to the National Development Plan, the aim is to improve education, training and innovation and increase enrolment at universities by at least 70% by 2030 so that enrolments increase to about 1.62 million; increasing the percentage of PhD qualified staff in the higher education sector to over 75% by 2030; and producing more than 100 doctoral graduates per million per year by 2030.

In alignment with these strategic goals, NMMU has progressively grown at an average annual rate of 1% in total headcount over the past 10 years. Although the rate of growth is below our targets, this is attributed to the strategic decision to reduce education-based distance enrolments and enhance contact enrolments – which have seen positive and consistent growth.

We continue to develop new academic programmes and rearticulate existing programmes to better promote the exciting and novel possibilities, including our expansion into Marine and Maritime sector (in support of Operaiton Phakisa) and the establishment of a Medical School to address the massive demand for healthcare professionals in South Africa. Two of the three new SARChI Chairs that have been awarded to the NMMU, have a marine / maritime focus, in support of our drive to grow the marine / maritime focus of the NMMU.

- “Marine Spatial Planning” (Recipient: Dr Mandy Lombard)
- “Marine Food Security” (Prof Mike Roberts)

The consolidation of the PQM is ongoing. Consultations regarding the criteria to be used for evaluating the viability of all programmes have reached an advanced stage, including the development of models that will be used to assist in this process.

With NMMU being the product of a merger of UPE and PET, after incorporation of the Vista campus, the profile of our staff, especially the academic profile, remains an ongoing challenge. The diversity of leadership at Peromnes levels two to five was enhanced during the year under review, with the appointment of nine external candidates:

- Prof MJ Boswell (Executive Dean of Arts)
- Dr SF Moeng (Executive Dean Education)
- Mr LE Hashatse (Senior Director Communication & Stakeholder Liaison)
- Ms RM Gajjar (Senior Director Internal Audit & Risk Management)
- Dr LJ Powell (Research Chair Institutional Planning)
- Dr RN Kizito (Director Centre for Teaching, Learning and Media)
- Mr CM du Preez (Director ICT)
- Ms M Jogee-Jamal (Director Operational Finance)
- Ms Y Lumka (Director Sports Bureau)

The ongoing Institutional Culture Enlivening Process continues to provide both staff and students with opportunities to engage on institutional culture and how this phenomenon affects their working and learning experiences, respectively. Besides the Institutional Culture Enlivening Process, various interventions have been undertaken to improve the quality of life for our staff and students.

The annual awards outlined in framework for excellence recognition have been well received by across all levels of the University’s permanent employees. In addition, the human resources division, in collaboration with the ICT division, is in the process of developing a user-friendly electronic **Total Reward Statement** to enable employees to have visual access to a summary of their remuneration and benefits (monetary and non-monetary) at NMMU, promoting the Employer of Choice imperative. This leading practice in Higher Education

enables employees to evaluate the total value proposition of being employed by the NMMU. Opportunities continue to be created for both staff to engage on topical and current issues so as to cultivate civic agency through critical consciousness and engaging more deeply with the notion of socially-engaged scholarship.

### ***Financial Sustainability***

Even though a sound set of financial results was achieved in 2015, it is becoming increasingly important to identify revenue optimisation and cost management strategies going forward, as subsidy decreases in real terms with a stronger reliance on fees and other revenue sources to balance the budget, as well as the need to secure investment funding to finance Vision 2020 imperatives. The political realities of zero-fee increases, debt relief and in-sourcing have come at a time when higher education funding was experiencing growing operational funding challenges, largely due to declining levels of subsidy, expanded student numbers, and multiple demands on its resources. Although NMMU has weathered the storms for many years now, a new operating reality has forced itself upon the University. It is clear that it cannot be business as usual, given the new demands on the University system.

If it can be reasonably assumed that fees will diminish as a percentage of total income in coming years, then universities are going to increasingly become more heavily dependent on state subsidy to finance their mandates – that is, apart from third stream income. If we are to grow subsidy yield on the basis of existing programmes, and therefore without benefitting from major top-ups as a result of Government intervention in the next two to three years, then a great deal of attention needs to be paid to better cost management and revenue optimization in order to successfully support the goals of NMMU, including our growth and development objectives.

The complexity of the implications of insourcing the contract employees will become increasingly evident in the coming months, as these employees are taken on board. Already 5% of the 2016 budget will be top-sliced to create more space for the on-cost implications of insourcing. A series of cost saving measures are being implemented in respect of utilities management, services and overheads, vacant and unfilled posts in areas where savings can be made without compromising operational effectiveness. These measures have to ensure better efficiency savings and more prudent use of resources. In addition, a review the macro-organisational structure that has been in place since the merger is being undertaken to align with the different set of realities we are facing in 2015 going forward.

Beyond subsidy growth, it has become imperative to bring all strategically-significant third-stream income generation drivers under a single point of policy and strategy coordination in order to realise their inherent potential more systematically and deliberately in conjunction with line managers. These drivers include inter alia:

- The NMMU Trust;
- all short learning programmes currently lodged with individual academics and departments;
- making better financial use, with clear returns, of NMMU land assets, including commercial development of the vacant land opposite Second Avenue Campus, and once acquired, the undeveloped land next to the CSIR campus;
- utilising key labs to provide revenue-bearing services to industry, public corporations and State entities, including local government in areas such as water, healthcare, energy management; and
- more aggressive renting out of venues during vacation and downtime periods.

### **V2020 Strategic Plan – Integrated Transformation Plan**

Many of the dominant assumptions that underpin the NMMU strategic planning model, including V2020, cannot remain unaffected by the events in Higher Education in 2015. The wave of national student protests associated with the #RhodesMustFall and #FeesMustFall campaigns highlighted demands for social justice and equality in higher education within the context of a wider socio-economic system which perpetuate many inequalities inherited from the colonial and apartheid era, despite 21 years of political democracy. The above campaigns together with the discussions and resolutions of the Ministerially convened second Higher Education Transformation Summit conducted on 15-17 October 2015, have accentuated the need for the senior leadership to engage robustly with multiple stakeholders, including our staff and students, in co-creating a future for the University that is sustainable and remains true to the noble values we embrace.

## Academic Excellence

As indicated in the Senate Report, various initiatives and innovations are being introduced to align the Academic Project with what is reflected in V2020. There has been an increase in the overall success rate to 81.4%, up from 79.1% in 2014, which is above the national norm of 80%. The year on year increase in the number of graduates is also a positive indication of the impact of the ongoing efforts by the relevant divisions and faculties.

The consolidation of the PQM is ongoing. The challenging process of developing an institutional cycle of strategic planning, budgeting and reporting to more effectively align resource deployment against the apex performance areas has also been put into place. This complex process will unfold within the various departments across all the Faculties and support services divisions, with the aim of optimising the current resources (infrastructure, human, financial) and unlocking resources to more effectively generate and supplement the current income streams. The DVC: Teaching and Learning has been charged with the responsibility of leading the academic component of the “size and shape” planning process, working closely with deans and academic staff. It will be guided by Vision 2020 and form the basis of a three year enrolment planning cycle. During the course of 2015, sixteen new programs had been approved, whilst seventy-eight other programmes have been discontinued. However, more difficult choices may well have to be made with respect to the outcomes of the current ‘size and shape’ planning process. We have also begun to streamline the process of programme approval for more rapid turnover, and are in the process of creating a more robust integrated planning and approval process to coordinate human resources, technology, infrastructure and financial considerations.

## Future Trajectories and Strategic Academic Planning

The two principal expansionary efforts mandated by Council since 2012 include the establishment a new Marine and Maritime Sciences capability and a Medical School. Since that mandate had been issued by Council, significant progress has been made in respect of both these strategic initiatives.

### Maritime and Marine Sciences

In December 2015 Council endorsed the Maritime and Marine Sciences Strategy. This will provide the framework to guide activities aimed at building the relevant capabilities and developing academic programmes and short learning programmes. Strengthening and expanding on **local, national and international partnerships** forms an essential facet of realising our Maritime and Marine Sciences Strategy.

NMMU was successful in its application to the DHET to assist with funding towards the purchase of the CSIR campus, which will be serving as the **Maritime and Marine Sciences Campus**. The purchase of the CSIR campus is in process and should be concluded by mid-2016.

The **Institute for Coastal and Marine Research** was launched in 2015, where several masters and doctoral candidates are enrolled. There are also initiatives underway towards the development of inter- and multi-disciplinary marine sciences programmes including a **joint multi-disciplinary Masters programme in Marine Spatial Planning**, in collaboration with Agder University in Norway.

Advanced discussions are in progress with Norway to establish an **International Training Academy for Fisheries Law Enforcement** officials (called **FISHFORCE**) at NMMU. The establishment of this Academy is of national interest, and is being supported by R40 million funding from Norway and additional support from the Department of Agriculture, Forestry and Fisheries, INTERPOL, the *United Nations Office on Drugs and Crime*, the International Labour Organisation and the African Union.

In the Engineering Faculty, the Bachelor’s programme in **Marine Engineering** has been developed and accredited, and it is envisaged that the Bachelor’s in **Nautical Sciences** be developed in the coming year, with the support of R350 000 seed funding recently awarded by the Transport Education and Training Authority (TETA). EBEIT is also exploring a suitable academic platform for the **construction of small vessels** as well as specialised vessels, in alignment with the Operation Phakisa oceans economy objectives. A **Finnish Professor of Practise** from the Aalto University will be appointed in 2016 (as part of an MOU agreement) to assist EBEIT in building capacity in navigation, naval design and naval architecture.

In addition, the Department of Environmental Affairs (Oceans and Coasts Division) has awarded NMMU with funding to establish a **National Water Pollution Laboratory** to assist in providing capacity to conduct ocean water studies. As previously highlighted, there are a number of Research Chairs associated with Maritime and Marine Sciences. The research chairs will contribute significantly to the extent and depth of our research activities in the marine and oceanographic sciences.

### **NMMU Medical School**

Phase 1 of the Medical School project was successfully completed to grow the Faculty of Health Sciences from “the bottom up”, In December 2015, Council gave in principle support for the **10-year Master Plan** (i.e. Phase 2). This plan was also endorsed by the Director General of DHET. Implementation of Phase 2 began in April 2016, for which **DHET funding** to the value of R63 million will be awarded over the next three years.

To this effect, the **portfolio of medical-related academic offerings** continue to expand with NMMU still awaiting approval from the DHET and the DoH to offer the Bachelor of Clinical Medical Practice qualification. In addition, the development of the Community Oriented Primary Care (COPC) curriculum is underway, while we are working towards obtaining approval from the HPCSA via its professional Board for Medicine and Dentistry, for implementation of the following programmes:

- Training of Clinical Associates (BCMP) in 2017;
- clinical skills training (with the assistance of UCT/WSU) in 2018 to the first cohort of Cuban-trained South African doctors, prior to them obtaining registration as medical practitioners with the HPCSA.
- a 3rd year graduate (GEMP) and multi-entry medical UG training MBChB in 2020.

### **Building an Affirmative & Vibrant Institutional Culture for Students and Staff**

#### **Vibrant Student Life**

The holistic development of our students for both work and life, forms a key element in recognising the associated skills and competencies that they have acquired when participating in co-curricular activities as part of the educational experience. There are several categories of student societies active across the various campuses, 26 academic; 4 political; 24 religious/spiritual; 21 developmental/community service, 21 sporting codes and 19 arts and culture societies, where students could broaden their life experiences whilst also enhancing their future employability as well-rounded graduates. Our students have achieved various national and international accolades, most notably:

- Madibaz Athletics top Athlete, Anaso Jobodwana competed in the 200m final at the IAAF World Championships in Beijing and achieved a bronze medal. He qualified with an excellent personal best time of 20.01 seconds, in second position after Usian Bolt in the semi-final.
- Euan Martins, a Bachelor of Nursing Science student, who has been recognised as an emerging young student leader in the Nursing field and selected to represent NMMU and South Africa at the STTI (Sigma Theta Tau International) Biennial Convention which took place in Las Vegas, Nevada, USA from 7 to 11 of November 2015.
- Razell Mohamed, a third year BEd student, who won two gold medals at the Destiny Championships 2015. The tournament focuses on various types of martial arts. Destiny is the annual NMA/ISKA National championships and is attended by teams from all over the world with an average attendance of about 1100 competitors.
- Koyisa Mgedezi and Emmanuel Ferreira are two third year Forestry students at the George Campus. Koyisa's report earned her the overall third place while Emmanuel's report received special recognition. They were invited by the Federal Russian Federation, via the Department of Agriculture, Fisheries and Forestry to participate in a contest in Russia in 2015. The purpose of the contest was to encourage cooperation among young people of different countries to develop their environment-oriented awareness, to support student initiatives in protection, conservation and regeneration of world forest resources at local and global levels and to share knowledge in forest management, environment and practical experiences. Twenty-six countries participated and thirty-five presentations were made.
- In November 2015, Jason Cross and Nicholas Jordaan won the 2016 Imagine Cup Pitch Video Challenge. This competition is the first phase of the 2016 Imagine cup and was **fiercely contested by teams from across the entire world**. They were crowned as the “2016 Big Idea: Pitch Winners” in the Game Design category, for their game idea entitled “Dragons and Sheep”.
- NMMU Microbrewery team did very well in the 2015 SAB Intervarsity Brewing Competition held recently. Of the five categories, NMMU placed in two, achieving second place in the Carling Black Label Lager

Award with their lager named “**The Nelson**” and 3rd place in the Castle Milk Stout Winter Warmer category with their “**Red Mistress**”. **The Nelson also placed second in the overall best brew of the competition.** In the photo from left to right: Dale Annear – BSc Honours (Microbiology), Ned Camille – MSc (Biochemistry), Kenneth Oosthuizen – Technical staff member (Department of Biochemistry and Microbiology), William Fewell – PhD (Biochemistry), Richard Davis – BEd student and team captain Stephen Clarke – PhD (Biochemistry).

- NMMU Ballroom & Latin Dancing team took part at the intervarsity Ballroom and Latin-American Dancing Nationals. Our dancers achieved final placing’s in fourteen of the sixteen sections that were entered, and semi-final positions in all sixteen of the sections. The NMMU team won two silver and three gold medals for individual couples and in the overall results, they achieved fourth place for the Team Match Medley, third place overall on points and were winners of the Raucous Rose Spirit Cup for the second consecutive year.

### **Human Resources: Unlocking and Maximising Staff Potential**

During the course of 2015, NMMU made a number of executive and senior-level appointments (Peromnes two - five) in key academic leadership and professional areas, affected as listed below:

#### **Appointments:**

##### **Permanent and Long-Term Contract (LTCs) appointments:**

- Prof MJ Boswell (Dean of Arts -LTC)
- Ms M Jogee-Jamal (Director Operational Finance)
- Mr LE Hashatse (Senior Director Communication & Stakeholder Liaison - LTC)
- Dr SF Moeng (Executive Dean Education -LTC)
- Dr RN Kizito (Director CTLM)
- Ms RM Gajjar (Senior Director Internal Audit & Risk Management -LTC)
- Ms Y Lumka (Director Sports Bureau)
- Dr LJ Powell (Research Chair Institutional Planning)
- Mr CM du Preez (Director ICT)

##### **Long-Term Contract Renewals:**

- Dr SM Bosire (Chief Information Officer)
- Prof HJ Nel (Senior Director Institutional Planning)
- Ms LA Best (Special Assistant to VC)

##### **Internal Appointments**

- Prof HJ van As (Professor Public Law)

##### **Terminations:**

##### **Resignations:**

- Ms LS Govender (Director Organisational Development)
- Prof MK Orcan (Professor Economics)
- Prof VA Lawack (Dean of Law)

##### **Retirements:**

- Mr KG Matiso (Dean of Students)
- Prof P Webb (Professor Science & Technology)
- Prof H France-Jackson (Professor Maths & Applied Maths)
- Prof GS Horn (Professor Logistics)
- Prof NJ Dorfling (Dean of Business & Economic Sciences)
- Mr S Viljoen (Director ICT)

## Other

- Mr KD Pather (Senior Director Internal Audit & Risk Management)

## Ad Personam promotions:

- Prof SE Blignaut (Professor Curriculum Development)
- Prof SM Farrington (Professor Business Management)
- Prof P le Roux (Professor Economics)
- Prof M du Preez (Professor Economics)
- Prof A Mukheibir (Professor Private Law)

## Improving the quality of operations and support services

HR-related innovations, new developments and Business Process Re-engineering (BPR) remain a key priority as a means of enhancing self-management of information by employees and line managers.

Business Process Re-engineering (BPR) projects executed during 2015 included:

- **An HR-dashboard site:** continuous development of this site enables real-time, smart reporting of salient HRMIS metrics. This will enable better-informed, factual decision-making, using real-time pertinent information graphically summarised as dashboards, graphs or trend lines, indicating the organisation's performance against its objectives, operationally and strategically. At present such reporting features are available for the performance management system. Other reports include: Headcount, Resignations, Employee Exits, Equity Permanent Employee Turnover, Equity Permanent Secondary Contracts and non-permanent short-term contract (STC) Institutional Behaviour.
- **FRE e-Work Plan Agreement:** an automated user-friendly, efficient system was developed and implemented in 2015, linked to the officially implemented performance management system, Framework for the Reward and Recognition of Excellence (FRE). The e-Work Plan Agreement (WPA) is completed on-line, saved to a centralised, paperless database, for completion and viewing by line managers and employees. The system allows users to upload their strategic commitments, enabling tracking and report management, including extracting scores to link to remuneration for 2016 salary adjustments, with high levels of data integrity. The e-learning platform, MOODLE, has also been used to create on-line training modules to support employees and line managers. These include video clips as well as quizzes for both line managers and employees, which reinforce learning and assist users to fully understand the system as well as manage expectations in terms of delivery.
- **A Total Value Proposition Statement:** a user-friendly on-line Total Value Proposition Statement (TVPS) was developed for implementation in 2016, to create awareness of the competitive nature of the total reward and remuneration of employees at NMMU. This statement expresses, in financial terms, the Total Value Proposition that arises from being employed at NMMU. Employees will have real-time and visual access to a summary of their remuneration and benefits (monetary and non-monetary) at NMMU, promoting the Employer of Choice imperative.

## Governance and Legal compliance

- **Regularisation of non-permanent employment contracts at NMMU**

Flowing from amendments to section 198 of the Labour Relations Act (LRA), NMMU conducted a comprehensive compliance and financial review and addressed all at-risk fixed-term contracts early in 2015. Given the risk exposure (reputation, cost and otherwise) related to this employment practice, continuous attention is required by line managers to ensure legal compliance to the Act. A proactive approach is crucial whereby a growing pool of deemed permanent at-risk employees is prevented by following the protocol/ parameters for appointment. These are available on a dedicated website to assist line managers to judiciously perform this function.

- **Monitoring of atypical employment processes**

Line managers may still continue the practice of allowing employees to commence work without a valid contract of employment. Monitoring is required to ensure adherence by line managers where on-going

“ad hoc” capacity is required where deemed permanent status can occur. This aspect of the atypical employment process will continue to receive focused attention.

- **Compliance with fixed-term contracting**

A further challenge is the possibility that line managers may fail to identify all possible atypical employment risk in their various departments. Continued support is provided to advise and assist line managers to better understand section 198 requirements, to effect correct fixed-term contracts. Monitoring through Employee Relations is crucial to ensure potential risks arising from the section 198 amendments are appropriately mitigated.

- **Amended Employment Equity Act: Equal pay for Equal Work**

With the amendments to section 6 of the Employment Equity Act, there is renewed focus of fixed-term contract employment, with scrutiny on treating all comparable employees equally.

The principle of equal pay applies to work that is the same (identical or interchangeable), substantially the same (sufficiently similar) or of equal value, when compared to an appropriate comparator of the same employer. Where comparable work is of equal value, employees rendering such comparable work should not be paid unequal pay, based on a prohibited ground of discrimination.

The transparent and inclusive post-merger Harmonisation and Internal Parity interventions already set the remuneration landscape at NMMU for fair remuneration practices. (Salary disparities will always exist but are defensible if they are based on discriminatory grounds.) Further work is under way in analysing remuneration patterns at NMMU, to identify potential risk areas and propose recommendations to eradicate differences in terms and conditions of employment of employees who perform work of equal value, given the legal risks associated with incomparable treatment in non-permanent employment.

- **HR-related Policies**

***Policy on Recruitment and Selection:*** This policy was reviewed in totality in order to provide enhanced clarity in various areas. The revised version, which has been approved by Council in December 2015, is intended to prevent misunderstandings and misinterpretations by the stakeholders.

***Policy on the Management of Leave:*** This policy was updated in 2015 in order to bring it into line with other policies and the revised Conditions of Service. The policy now has more guidelines regarding governance and encompasses recent statutory changes to various Acts. It also, inter alia, gives same-sex couples equal rights, particularly in respect of adoption leave, which is aligned to maternity leave and parental leave, in place of paternity leave.

***Policy on Employee Disciplinary Procedure and Code:*** This policy was last updated in 2013 and was due for review in 2015. These types of codes will be continuously amended based on operational requirements, prior history and misconduct trends. The disciplinary code was initially changed as it did not contain a strict grid system of sanctions. This grid is a guideline relevant to sanctions and allows for greater flexibility but retains reference to serious misconduct in order to provide certainty to employees that certain types of misconduct are serious and may warrant dismissal.

## **Employee Wellness**

The NMMU Employee Wellness Programme builds its strategy on the following definition of Employee Wellbeing: “To achieve a positive state in which the employee of NMMU is able to function at, or near, their optimal level, whether defined and measured in terms of physical, mental, emotional and/or social functioning, with significant implications for the individual, their family and community, the Institution and society at large”.

The internal pressures to perform and excel, and more prominently, the external pressure and disruption caused towards the end of the academic year distinguished 2015 as a very challenging year. The role of the Employee Wellness Programme had to fit these challenges and the ultimate results in utilisation proved its relevance and role as a supportive function to people management.

Of significance about the Employee Wellness Programme at NMMU is the utilisation rate in respect of Employee Assistance Services to address a preventative approach towards lifestyle illnesses, stress-related conditions, financial wellness-related concerns, and personal and work-life matters. The general utilization of the Wellness Programme offering shows an increase of 7% between 2011 and 2015 (5% in 2011; 8% in 2012; 8% in 2013; 10% in 2014; 12% in 2015). The cost per employee to provide the NMMU Employee Wellness Programme is currently R34.00. The year-on-year increase in respect of the programme cost equates to an average of 4% based on 1600 permanent employees

### ***Sick Leave Trends***

Sick leave in 2015 was at its lowest since sick leave monitoring and analysis was initiated in 2007. The sick absence percentage for Quarter 4 2015 was 1.26%, 0.78% lower than that for the corresponding period in 2014.

The international norm (all sectors) is 3%, which means that NMMU is well within the range. Despite this, sick leave abuse continues to be of concern, but is closely monitored not only to stem the sick leave taken within NMMU, but also to ensure timeous intervention that may assist employees to retain and, ultimately, maintain their health.

### ***Strategy-supportive Labour and Employee Relations***

The trend of cooperative and joint-problem solving Labour and Employee relationships was experienced for the greater part of 2015. This and other co-creative approaches to Labour and Employee Relations will be critical in navigating the volatile, uncertain, complex and ambiguous future within universities in South Africa. Strong focus was placed on line management taking ownership of the employment relationship in the workplace through a training intervention conducted in collaboration with external legal advisors. The in-depth training emphasised substantive and procedural fairness relevant to disciplinary matters in the workplace and procedures related to conducting disciplinary enquiries, from initiation and drafting charges, to the finalising the disciplinary discussion (disciplinary discussion is a form of a disciplinary process where the misconduct is of a less serious nature).

### **Employee Relations**

Continuous weekly engagements with organised labour (Nehawu and NTEU) occurred as a means of ensuring proactive dialogue on issues of mutual interest. This is done in addition to the quarterly Employee Relations Forum which is a sub-committee of MANCO. During the year, NMMU has once again experienced a very stable work environment and healthy union-management relations, characterised by a strong joint problem-solving orientation.

Continued focus has been placed on building capacity among line managers to exercise greater ownership of the employment relationship. Training interventions included Initiating Formal Disciplinary Enquiries and HR for non-HR Managers.

## **Organisational Development and Human Resources Development**

### **Human Resources Development (HRD)**

Training and development interventions took place throughout the year, targeting mainly leadership development and women employees in particular. Several short learning programmes were presented where many of the programmes were specific for women in leadership. Women were also targeted in academia regarding writing skills for research purposes, where in collaboration with the RCD Office, short learning programmes were provided for women in order to provide competencies in this area.

During 2015, a second group of six equity employees were identified and placed on a two-year in-house executive leadership programme titled Future Leadership Programme (FLP). The group has completed their first year and will continue until the end of 2016. In October 2015, twenty-five employees were identified for the one-year long Leadership Effectiveness Advancement Programme (LEAP), as presented by our Business School.

## Employment Equity

An employment equity protocol was developed and implemented at the start of 2015. The protocol provides specific direction regarding the recruitment, appointment and retaining of equity employees. The protocol has served to promote the equity profile of the University and has highlighted the importance of equity to the management band. The profile of the staff as at 31 December 2015 is reflected in the following table.

**Table 33: Profile of permanent and temporary employees as at 31 December in 2014 and 2015.**

APPOINTMENT TYPE	APPOINTMENT	2015	2014
PERMANENT	Academic	591	559
	PASS*	1 022	976
	<b>Permanent Total</b>	<b>1613</b>	<b>1 535</b>
LONG-TERM CONTRACT	Academic	31	45
	PASS*	161	154
	<b>Contract Total</b>	<b>192</b>	<b>199</b>
<b>GRAND TOTAL</b>		<b>1 805</b>	<b>1 734</b>

\*PASS: Professional, Administrative and Support Services

## Organisational Development

The University's performance management system for employees on Peromnes levels five to seventeen, namely FRE (Framework for the Recognition of Excellence), had for the first time, a rewards and recognition model added for 2015. The model was negotiated with the unions during salary negotiations and agreement reached. Remuneration adjustments were not linked to FRE for the 2015 financial year.

Each faculty developed a matrix in order to provide academics within the faculties, an understanding of what is expected regarding performance for each of the different levels i.e. Professor, Associate Professor, Senior Lecturer and Lecturer. The matrixes serve as a guide for academics in directing and measuring performance.

Training was provided by means of targeted classroom training sessions and by making use of the University's i-Learn online support system. All aspects of the requirements were covered by these i-Learn programmes. Further classroom training, specifically in isiXhosa, was provided to all employees who did not have easy access to computers. Technological support was also provided and a "help-desk" was set-up at the start of the process to ensure ease of participation.

As at end of the period under review, 97.5% compliance was achieved regarding completing the FRE process for the 2015 year. Those who were unable to complete their FRE as well as those who are appealing their FRE assessment are being assisted during March 2016.

Senate recommended during 2015 that the FRE system be adapted for academics and that the process be administered over a three-year cycle period, rather than the current annual cycle. This is currently under investigation.

A Talent Continuity Policy for Peromnes 2 to 4 was developed together with an implementation plan. Specific critical position where the current incumbent will be retiring soon was examined and steps put in place to ensure the smooth handover for the successor, whether it is an internal or external person.

## Improving Quality of Operations, Infrastructure and Support Services

### Infrastructure Projects

Most of the current building programmes of new infrastructure is nearing completion, notably:

- Practical Completion of the **new Education (Foundation Phase) Building** at Missionvale Campus is due at end of December 2015.
- **New Science building** - Practical completion expected in January 2016.
- **Engineering building Phase 2 (North Campus)**: The design process is being finalized. The construction tender will be published towards the end of 2015.
- **New AstroTurf (South Campus)**: The project will be completed by November 2015.
- **Institutional Art gallery (Bird Street Campus)**: The project has been completed.
- **Life rights retirement village (2<sup>nd</sup> Avenue)**: A RFQ for a feasibility study has been published.

- **Addition student's residences:** Bridging finance has been granted by MANCO in order to initiate the planning phase **for 400 beds.**
- **The Beyer's Naude Memorial Garden of Contemplation** was completed and launched on Friday 30 October 2015.

There are other projects which are still in the conceptualization and planning phase, including

- **Transportation hub** - An appeal has been lodged against the rezoning decision of the Municipality. We are awaiting the outcome of the appeal process.
- **Life Rights Feasibility Study** – this is underway and an outcome is expected early in 2016.
- **Disability Access Requirements** – the Disability Unit has all identified interventions needed to address infrastructure disability related issues, and conversion and implementation has been costed at R20 million.
- **Marine and Maritime Campus** - the urban design consultants have been appointed to facilitate the conceptualisation and design possibilities for the conversion of the CSIR campus.

A **Space Optimisation and Utilisation Project was initiated in 2015** and has been completed. The report was presented to MANCO along with recommendations and an action plan. This information will be used as part of a broader institutional change management process to be undertaken in liaison with the DVCs and Deans to ensure that our infrastructure is optimally utilised. This model will assist in assessing infrastructure and spatial planning and utilisation as we establish a “new normal” with respect to assessing financial viability and affordability.

ICT services have implemented various interventions to enhance the core functions of T&L and R&E as well as improvement of business processes, most notably:

- A new Postgraduate Application Tracking system has been created that also allows sending of application status SMS's to students. The same feature has been applied to the existing Undergraduate Application Tracking system.
- Masters and Doctoral System Administration Project Software that will assist in streamlining the administration of Master's and Doctoral dissertation and thesis is in the final testing phase and will be in full use in January 2016.
- A mechanism was added to streamline bulk electronic communication with On-Line applicants. Electronic Emails and Letters via ITS: Training sessions were held with users to allow them to use the improved functionality in ITS
- On line Residence Registration option Sign off and user testing occurred in October. Roll out planned for January 2016.
- RADAR (Risk Analysis and Detection to Assist and Retain Students) - This project is a student early warning system, and has become a pilot project under the umbrella of the Siyaphumelela project. It is aimed at identifying student success indicators at an early stage based on test and assignment data. Testing of the first phase of the project (Individual student indicators) is in progress.
- A project to automate Pending System Requests for Governance Administration has been initiated.
- On line Document Search Facility is a web facility that allows users to search for financial documents on line and was released to the NMMU by ITS.
- A project to automate the grievance processes at HR Employee Relations has been initiated.
- LRA Changes to On Line Web Appointments System.
- Total Reward Statement - HR is developing a statement which will reflect a staff member's total salary package for an academic year. The statement will be sent to all permanent and long term contract staff via the InfoSlips mechanism twice a year. Progress to date: Extracts to populate the statement have had to be re-written and resent to infoslips. Infoslips are busy mapping the data.
- A project is being undertaken between ICT, HR, Strategic planning and others to consolidate the BI initiatives at the NMMU.
- A facility to allow the processing of EFT payments to persons that are not staff or students will be rolled out.
- Finance and Financial Aid are busy streamlining the processes in Financial Aid and have requested a number of software enhancements. A project plan has been agreed with the team and the development of the enhancements that are quick wins have started.

Various ICT-related infrastructure improvements have been implemented, most notably:

- Installation of a 43-seater computer lab on the Bird Street Campus.
- A new 100 seat computer laboratory was installed at Missionvale Campus.
- Continued implementation of the student device initiative where Windows tablet devices were distributed to selected students who are not funded, are at academic risk, not living on campus, registered for an UG qualification in 2015 and are in study period one.
- Expansion of our Wi-Fi deployment was enabled with the commissioning of a new wireless LAN controller providing capacity to be scaled up to 2 500 wireless access points. The Wi-Fi deployment at the Postgraduate Student village was completed.
- A new 96-core fibre optic network link has been commissioned and is operative between North Campus and 2<sup>nd</sup> Avenue Campus. The previous WiFi link offered a fixed bandwidth of 100Mbps, whereas the new fibre optic link offers a bandwidth of 2Gbps, a 20-fold increase.
- Innovations in the imaging and reprographics functions have resulted in cost savings. The imaging landscape is self-funded and has lowered the cost of imaging and has also contributed towards third stream income via the 15% levy paid to the central coffers. Duplex printing has significantly reduced paper usage at NMMU.
- Innovative changes to the telephone system have continued to realise savings for NMMU. Calls are routed via the data network across TENET (NMMU Internet Service Provider) and peered with mobile service providers. This innovative routing has reduced the overall telephone cost for the NMMU considerably.

Being constantly mindful of constrained resources, the creative and sustainable utilisation of available resources remains a key priority. To this effect several **sustainability initiatives** were implemented, notably:

- Strategic budget allocation for the appointment of a Sustainability Engineer to conceptualise, coordinate and drive sustainability initiatives going forward.
- The reverse osmosis plant has been completed as part of the new Education Building, and complements the rainwater harvesting project.
- The bicycle solar power project is completed and operational.
- The photovoltaic (PV) farm brief has been completed and will be advertised in early 2016.

## Alumni

Since the establishment of the Alumni Relations Office (ARO) in 2010 the overall strategy was to engage alumni of NMMU and its predecessors to support the realisation of institution's vision and goals and become active ambassadors. The Alumni Association with its active Alumni Executive Committee is enjoying growing support as experienced through its governance activities as well as its relationship building events. During 2010 the Alumni Relations Strategic Focus Areas were revisited and revised to include the further development of *Alumni Intelligence*; telling *High Impact Inspirational Stories*; establishing *Shared Passion Groups and Networks*; creating *Opportunities for Alumni and Friends to make a Difference in Society*; helping to improve the *Institutional (pre-alumni) Experience* and increasing the number of *Passionate Supporters both internal and external*. It is pleasing that the overall engagement interaction through events and other forms of communication were positive including from alumni who graduated from the former institutions. Reaching the close to one hundred thousand alumni remains a challenge and require a collaborative and integrated approach. The ARO has close working relationships with faculties, Madibaz Sport, Office for International Education, Communication and Stakeholder Liaison and Student Affairs to support the creation of a strong alumni culture.

During NMMU's tenth anniversary year the ARO engaged alumni and friends through twenty-three events locally, in the major SA cities as well as London and New York. Two successful community concerts in aid of the Alumni Bursary Fund were held with more than 1 000 attendees at each event. The Student Alumni Society (SAS) engaged students through eighteen events to create awareness of the role and functions of alumni relations. A new format quarterly electronic newsletter was introduced to share shorter more strategically focused stories and to complement the annual printed newsletter which is distributed to forty three thousand alumni. Different alumni information update formats were also introduced to allow updates via different platforms.

The Alumni Association supported thirty-nine students with bursaries worth close to R200 000 and contributed R100 000 to the VC Bursary Campaign, R10 000 to the George Campus Bursary Fund and R5 000 to the Campus Health Nutrition Programme. A further R500 000 was allocated to various university and alumni

projects by the Association. The University Shop (an Association unit) turnover increased by 14% compared to the previous year. Increased turnover clearly indicate growing support for the brand.

The Association also acknowledged three Alumni Achievers and five Alumni Rising Stars during 2015. Three Special Awards were also made at the Annual awards function. Since the establishment of the Alumni Awards in 2010, twenty-three alumni received Alumni Achiever awards, twenty-one alumni received Rising Star awards and eleven Special Awards were made. Representing different disciplines and eras and coming from different parts of South Africa and the world, the award recipients all support NMMU's vision, mission and values.



**Alumni Award recipients 2015** - Back from left: Ruan Viljoen, Nicholas Graham, Prof Lennox Nqkubela Ruxwana, Gugu Nxiweni, Songezo Zibi, Patrick Upton Front from left: Kevin Hustler, Andrew Hannington, Michelle Brown and Zola Yeye

### **Financial Sustainability**

As indicated in my self-assessment statement, the issue of financial sustainability have become a focal area for all public higher education institutions across the HE sector. With increased political tensions, as well as unfavourable economic and fiscal conditions brought about by slowing economic growth, weakening of the Rand, weak commodity prices, and slower than expected expansion in global growth, the NMMU, together with the rest of the Higher Education Sector, are facing very challenging times. These factors together with possible regulations regarding student fees and student fee increases will place downward pressure on already constrained budgets, with no immediate relief to be expected from the National Treasury. With the **Presidential Commission of Inquiry into HE funding** not having completed its mandate on alternatives to the HE funding framework, no concrete decisions can be made regarding any changes in funding for the HE sector.

Although NMMU has weathered these unpredictable issues for many years, a new operating reality has dawned and NMMU needs to respond to these challenges, given the new demands on the university system. Variables that will significantly impact institutional and sectoral financial sustainability include the zero percent increase in fees for 2016 and the future of fee increases, the current costs associated with and future funding of debt relief, as well as the recurrent cost of reintegration of contract employees associated with outsourced services. However, the full financial impact of reinstating the remaining outsourced contract employees has not been fully unravelled, and will have a significant effect on the institution's financial sustainability.

### **Conclusion**

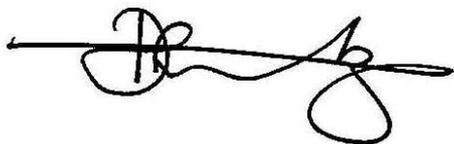
Despite the enormous challenges that was faced during the course of 2015, NMMU has improved on its success rates (above that of the national average), increased its research outputs, increased the number of NRF-rated researchers, increased the number of staff with PhDs and remain on track with its growth and expansion plans.

However, with the unpredictability associated with the political and economic settings in our country as well as globally, the future contexts within which planning and decision-making will occur, will certainly involve

increased volatility, uncertainty, complexity and ambiguity, with financial sustainability becoming much more challenging than before.

### **Acknowledgements**

I wish to acknowledge the immeasurable contributions of the Chancellor, the Chair and Deputy-Chair of Council, all external members of Council who either chair or are members of Council sub-committees, all other members of Council, my executive colleagues and the extended management team, and the continued invaluable contributions of our staff, student leadership and general student constituency during the course of 2015.

A handwritten signature in black ink, appearing to read 'DI Swartz', with a long horizontal line extending to the left and a large loop at the end.

**Prof DI Swartz**  
**VICE-CHANCELLOR**

## 8. Report on Internal Administrative/Operative Structures and Controls

The NMMU maintains a system of internal controls that govern business processes, using information and communication technology (ICT) where possible. Such systems are designed to support the responsible pursuit of the University's business objectives in an efficient, effective and compliant manner.

Council, through the Audit and Risk Committee, is responsible for the governance of systems of controls in respect of the University's financial and non-financial processes. Management is responsible for the implementation of effective, feasible and compliant internal controls.

Risk-based external and internal audit plans are presented to the Audit and Risk Committee for approval. The Audit and Risk Committee monitors the progress of planned audits and ensures that the reported controls deficiencies are appropriately and timeously addressed by management.

A combined assurance model is applied to ensure that financial and non-financial controls are evaluated in a structured and feasible manner by independent, qualified assurance providers. Annual statutory, compliance and required specialist audits are outsourced to third parties. Internal audits are performed by an in-house Audit and Risk Management department that is functionally accountable to the Audit and Risk Committee. An Internal Audit charter is in place and reviewed annually.

The University's ICT governance framework is outlined in the ICT Policy. During the year, the five-year ICT Strategic Plan has been approved by the Audit and Risk Committee and presented to Council.

For the year under review, the Audit and Risk Committee has considered the assessment of financial and non-financial controls as reported by assurance providers and is satisfied with management's remedial plans to address significant findings.



**KM Riga**  
**SENIOR DIRECTOR: AUDIT**  
**AND RISK MANAGEMENT**



**RM Gajjar**  
**CHAIRPERSON: AUDIT AND**  
**RISK COMMITTEE**

## 9. Report on Risk Exposure, Assessment and Management

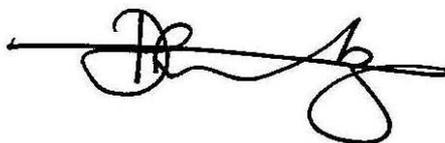
The Council is responsible for the governance of risk at the NMMU and this responsibility has been delegated to the Audit and Risk Committee. The NMMU's risk management processes are aligned to and support the responsible pursuit of the Vision 2020 objectives. Risk management is embedded in day-to-day decision-making processes at the NMMU through a system of internal controls and relevant stakeholder engagement processes.

A formal risk management process is in place that requires the completion of risk registers by designated academic and non-academic departments on an annual basis. The implementation of this process is facilitated by the Audit and Risk Management department and administered through the Risk Management Committee which meets on a quarterly basis. A top risks report is presented to the Audit and Risk Committee annually and the progress of related risk mitigation plans is monitored quarterly, in relation to the V2020 strategic priorities reflected on page 2.

At year end, the Audit and Risk Committee was satisfied with the University's risk management processes and risk mitigation plans in respect of material institutional risks. The Audit and Risk Committee is further satisfied with management's response to new risks that have emerged from recent developments in the South African Higher Education sector.



**KM Riga**  
**CHAIRPERSON: AUDIT AND RISK COMMITTEE**



**Prof DI Swartz**  
**VICE-CHANCELLOR**

## 10. Audit and Risk Committee Report

The Audit & Risk Committee of Nelson Mandela Metropolitan University has pleasure in submitting this report.

### Functions of the Audit and Risk Committee

The Audit and Risk Committee, a sub-committee of Council, has adopted formal terms of reference, as its Charter. The brief of the Audit and Risk Committee covers all entities within the NMMU. This Charter stipulates the composition, duties and responsibilities of the Audit and Risk Committee, which has been adopted and subsequently approved by NMMU's Council. The Audit and Risk Committee is satisfied that it complied with the responsibilities in the Charter and other relevant legal and regulatory responsibilities.

The Audit and Risk Committee conducted its responsibilities in accordance with its annual work plan and is satisfied that it has fulfilled its mandated responsibilities with due regard to good governance. The Audit and Risk Committee executed its responsibilities with unrestricted access to required information and/or relevant University personnel. Where required, independent advisors and/or experts were engaged to assist with technical input to manage arising matters in a responsible and compliant manner.

- In the course of its activities the Audit and Risk Committee:
  - reviewed the year-end financial statements, and the unqualified report culminating in a recommendation, together with the Finance and Facilities Committee, to Council to adopt them;
  - took appropriate steps to ensure that the financial statements are prepared in accordance with International Financial Reporting Standards (IFRS) and in the manner required by the DHET;
  - monitored the effectiveness of and progress of continuous improvement initiatives in respect of the University's system of financial controls, IT governance controls and internal controls with reference to reports issued by internal and external assurance providers and, where necessary, made recommendations to Council; and
  - dealt with concerns or complaints relating to the following:
    - accounting policies;
    - internal audit;
    - the auditing or content of annual financial statements; and
    - internal financial controls.
- Reviewed the external audit reports on the annual financial statements;
- Evaluated and assessed the effectiveness of the internal audit function - Internal audit resides within the corporate office within NMMU. Where deemed necessary, approved the appointment of external resources and experts;
- Confirmed the internal audit plan and monitored progress thereon;
- Reviewed the internal audit and risk management reports and, where relevant, made recommendations to Council;
- Evaluated the effectiveness of risk management, controls and the governance processes;
- Verified the independence of the external auditors, and recommended PricewaterhouseCoopers Inc. (PWC) be appointed as the external auditors for 2015;
- Approved the audit fees and engagement terms of the external auditors;
- Determined the nature and extent of allowable non-audit services and approved the contract terms for the provision of non-audit services by the external auditors;
- Ensured that proper ICT governance was in place; and
- Continued to advocate its support of the combined assurance.

Considered information pertaining to incidents of potential reputational risk and/or legislative and regulatory compliance risk.

The Audit and Risk Committee approved the appointment of Ms Roshni Gajjar to the position of Senior Director: Audit and Risk Management with effect 1 August 2015, replacing Mr Kevin Pather.

## **Members of the audit committee and attendance at meetings**

The Audit and Risk Committee consists of the members listed in the Statement of Corporate Governance and meets at least four times per annum as per its Charter.

During the year, the Audit and Risk Committee consists of five independent, non-executive members, comprising five historically disadvantaged persons, including two females. The Committee members contribute a relevant range of financial, commercial and public sector experience and skills.

During the year, Ms Adri Ludorf tendered her resignation from the Audit and Risk Committee with effect from 19 November 2015. The Audit and Risk Committee wishes to thank Ms Ludorf for her valued contribution. The arising vacancy will be filled during 2016.

During the year under review four meetings were held.

### **Attendance**

The internal and external auditors attended and reported to all meetings of the Audit and Risk Committee. The group risk management function was also represented.

The University's Vice-Chancellor, executive directors of Finance and Human Resources, the Deputy Vice Chancellor: Institutional Support, the Chief Information Office, Senior Director: Audit and Risk Management attend by invitation as advisory members.

### **Expertise and experience of the Executive Director: Finance Expertise and experience of the Executive Director: Finance**

The Audit and Risk Committee has satisfied itself that the Acting Executive Director: Finance, Mr Michael Monaghan, has appropriate expertise and experience. Mr Monaghan was appointed as the Executive Director: Finance with effect 1 January 2016.



**KM Riga**  
**CHAIRPERSON: AUDIT AND RISK COMMITTEE**

## 11. Annual Financial Review (including consolidated financial statements)

### Council's Statement of Responsibility for the Consolidated Financial Statements

The Council is responsible for the preparation, integrity and fair presentation of the financial statements of the Nelson Mandela Metropolitan University ("NMMU"). The financial statements, presented on pages 90 – 121, have been prepared in accordance with International Financial Reporting Standards and as required by the Minister of Education in terms of section 41 of the Higher Education Act 1997 (Act No. 101 of 1997), as amended. The financial statements include amounts based on judgements and estimates made by Management.

The Council also prepared the other information included in the Annual Report and is responsible for both its accuracy and consistency with the financial statements.

The going concern basis has been adopted in preparing the financial statements. Council has no reason to believe that the NMMU will not be a going concern based on forecasts, reasonable assumptions and available cash resources. The current viability of the NMMU is supported by the financial statements.

The financial statements have been audited by the independent audit firm, PricewaterhouseCoopers Inc, who were given unrestricted access to all financial records and related information, including minutes of meetings of the Council and relevant sub-committees.

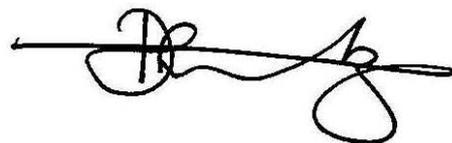
The Council believes that all representations made to the independent auditors during their audit were valid and appropriate.

### Approval of the Consolidated Financial Statements

The consolidated financial statements on pages 90 - 121 were approved by the Council of the Nelson Mandela Metropolitan University on 20 June 2016 and signed on its behalf by:



**Judge R Pillay**  
**CHAIRMAN OF COUNCIL**



**Prof D Swartz**  
**VICE-CHANCELLOR**

## **FINANCIAL OVERVIEW OF THE 2015 FINANCIAL YEAR**

### **Governance and Controls**

The financial statements have been prepared in accordance with the Department of Higher Education and Training (DHET) reporting requirements for Higher Education and the accounting policies comply in all material respects with International Financial Reporting Standards (IFRS). NMMU is committed to good corporate governance and sound financial management. The consolidated annual financial statements for 2015 cover all activities of NMMU, which include audited results of the NMMU Trust, companies and other partnerships where NMMU exercises control. The activities of the Trust are governed by the provisions of the Trust deed and an independent board of trustees. These consolidated financial statements provide a complete and comprehensive overview of the operations and financial position of the university.

### **Budgeting Process**

Management annually sets budget directives for the ensuing budget year. The directives are informed by Vision 2020, the apex priority objectives and strategy of the NMMU. The university's budget is based on an Institutional Resource Allocation Model (RAM) that allocates high level block allocations of resources per funding category and activity i.e. Strategic Allocations, Academic Staffing Allocations, CAPEX, Bursaries etc. that are further distributed and/or bid for via budgetary processes and allocations models. These processes are performed by various committees that are representative of directorates within the university to ensure inclusivity of stakeholders.

These committees allocate funds based on models and processes informed by Vision 2020, strategic plans and Council/Management's performance objectives. Furthermore, the budget is supported by a three-year rolling budget, cash flow and reserves accumulation plan to monitor and evaluate future sustainability which are included in the Annual Performance Plan (APP).

Management is developing an institutional sustainability plan that will address the immediate, medium- and long-term sustainability of NMMU, addressing the reintroduction of outsourced services, debt relief and finding new ways to contain costs (cost management), maximize resources (revenue optimization), increase efficiencies, deepen excellence and strategically align allocation of resources, all which will contribute to a financial sustainable future which will inform the budget directives of 2017 and beyond.

### **Higher Education Environment**

Education as a national priority receives a significant portion of the annual budget. Although there has been welcomed significant increases in the Education budget over the past years, increased allocations towards earmarked grants, growth in student numbers, efficiency funding requirements, NSFAS funding pressures, no fee increase subsidy subvention and additional funds required to resource the new Universities, will ultimately lead to pressure on real growth in subsidy allocated for operations. #Feesmustfall has seen the sector forced to place efficiency measures to generate extra funding in the next Medium Term Funding Framework (MTEF) cycle as a result of no fee increase for 2016.

Project ISFAP (Ikusasa Student Financing & Aid Programme), is a forward looking project aimed at raising a significant amount of additional financial loan and bursary funding for financially needy students including the "missing middle". The outcome of this initiative together with the Commission of Enquiry into Higher Education Funding is keenly awaited as we plan for the future.

The lack of sufficient student accommodation is a national problem that significantly affects the NMMU. The next cycle of efficiency funding has been prioritised according to the NMMU's priority areas including a contribution to fund new residences.

### **Overview of 2015 financial position**

Financial sustainability remains a grand challenge for the Higher Education Sector, striving to contribute to national objectives in difficult economic trading conditions. The NMMU remains financially healthy against a challenging economic environment which is proving to be increasingly more challenging, balancing the operating budget, while funding new investment initiatives and opportunities.

The University once again posted positive operating results during the year under review which was forecasted in the Mid-Year Performance Report (MYPR). The external audit of the University was also completed on time with no qualification and no significant findings.

A consolidated surplus of R208m (2014: R219m) after other comprehensive income was achieved, of which Council controlled operations amounted to R124m (2014: R165m). An amount of R24m will be allocated to the Council's earmarked reserves for deferred maintenance, replacement of teaching and research equipment and maintenance of ICT infrastructure as per Council's performance objective.

Residences achieved a surplus of R20.4m (2014 R1.4m), increasing reserves with R13.6m after the repayment of long term borrowings and internal loans.

The consolidated net surplus is favourably impacted by the re-measurements of post retirement obligations and revaluation of investments to market value under other comprehensive income.

Total state subsidy decreased in total by 1%, mainly due to the timing of receipt of Earmarked Grants. Earmarked Grants for 2015/16 financial year are reported on up to 31 March 2016 and are currently being finalised for submission to the DHET by 31 May 2016, and are expected to be in line with plans. Subsidy for operations increased by 2%, while fees have increased with 12% including growth in student numbers. The actual fee increase was 9.5%, while the remainder was due to increase in student numbers.

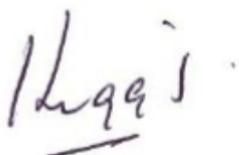
<b>Important indicators</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>
Council controlled:- State support income (State appropriations/total recurrent income)	44.68%	46.78%	47.71%
Council controlled:- Own funding as % income (Other income/total recurrent income)	55.32%	53.22%	52.29%
Council controlled:- Staff cost as % total recurrent expenses	58.62%	58.31%	59.04%
Student debt ratio	12%	12%	10%
<b>Short Term Liability ratio</b> (current assets/current liabilities)	8.65	8.31	8.21
<b>Sustainability ratio (Council-controlled reserves only)</b> (Council-controlled reserves/annual recurrent expenditure on Council-controlled expenditure)	0.18	0.20	0.37
<b>Sustainability ratio (Total NMMU reserves)</b> Total NMMU reserves/annual recurrent expenditure	1.19	1.16	1.09
<b>Post-retirement Liabilities</b>	R23m	R33m	R66m

NMMU again was successful in managing its student debtors with the total outstanding student debt as at 31 December 2015, before provision for bad debts, being 12% of current fees (2014: 12%).

Retirement benefit obligation liability has decreased to R23 m as result of past interventions. Management will continue to investigate practical and acceptable solutions to further reduce this liability.

NMMU's liquidity position is sound as indicated by the liquidity ratio and increase in cash and short term investments to R1 326m (2014: R1 232m). The consolidated statement of changes in equity indicate that Restricted use funds increased to R755m (2014: R634m), Residence funds increased to R18m (2014: R4m) while Council unrestricted funds decreased to R295m (2014: R311m) of which the General Reserve is R31m.

We would like to thank Council's Finance and Facilities Committee and Audit and Risk Committee for their guidance and commitment in steering the institution. A special word of thanks to the staff of the Finance Directorate for their unselfish efforts and dedication in serving the NMMU.



**AL Biggs**  
**CHAIRPERSON: FINANCE & FACILITIES COMMITTEE**



**MR Monaghan**  
**ACTING EXECUTIVE DIRECTOR:**  
**FINANCE**



## INDEPENDENT AUDITOR'S REPORT TO THE COUNCIL OF THE NELSON MANDELA METROPOLITAN UNIVERSITY

### REPORT ON THE CONSOLIDATED FINANCIAL STATEMENTS

#### Introduction

We have audited the consolidated and separate financial statements of the Nelson Mandela Metropolitan University and its subsidiaries set out on pages 90 to 121, which comprise the consolidated statement of financial position as at 31 December 2015, the consolidated statement of comprehensive income, statement of changes in funds and the statement of cash flows for the year then ended, as well as the notes, comprising a summary of significant accounting policies and other explanatory information.

#### Council's responsibility for the consolidated financial statements

The Council is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with International Financial Reporting Standards and the requirements of the Higher Education Act of South Africa (HEA) and for such internal control as the Council determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

#### Auditor's responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements, and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### Opinion

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of the Nelson Mandela Metropolitan University and its subsidiaries as at 31 December 2015 and their financial performance and cash flows for the year then ended, in accordance with International Financial Reporting Standards and the requirements of Higher Education Act of South Africa.

---

*PricewaterhouseCoopers Inc, Ascot Office Park, 1 Ascot Road, Greenacres, Port Elizabeth 6045  
P O Box 27013, Greenacres 6057  
Reg. no. 1998/012055/21. T: +27 (41) 391 4400, F: +27 (41) 391 4500, [www.pwc.com/za](http://www.pwc.com/za)*

Chief Executive Officer: T D Shango  
Management Committee: T P Blandin de Chalain, S N Madikane, P J Mothibe, C Richardson, A R Tilakdari, F Tonelli, C Volschenk  
The Company's principal place of business is at 2 Eglin Road, Sunninghill where a list of directors' names is available for inspection.  
Reg. no. 1998/012055/21, VAT reg.no. 4950174682



**Emphasis of Matter**

Without qualifying our opinion, we emphasise that certain disclosures required by the Higher Education Act have been omitted. The full set, as required by the Higher Education Act, is available for inspection at the Department of Higher Education and Training.

**REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS**

In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) and the general notice issued in terms thereof, we have a responsibility to report findings on the reported performance information against predetermined objectives for the selected objectives presented in the annual report, non-compliance with legislation and internal control. We performed tests to identify reportable findings as described under each subheading but not to gather evidence to express assurance on these matters. Accordingly, we do not express an opinion or conclusion on these matters.

**Predetermined objectives**

We performed procedures to obtain evidence about the reliability of the reported performance information for the following selected objectives presented in the annual report of the university for the year ended 31 December 2015:

No	Strategic Priority	Strategic Goal	Annual Report Page References
1.	Establish a distinctive academic brand and educational philosophy at NMMU that promotes critical scholarship and develops well-rounded and responsible graduates capable of success as citizens in the global knowledge society	Determine the academic size and shape of NMMU in a manner that optimises our strategic niche as a comprehensive university and responds to regional, national and global development needs	Pages 27 to 30
2.	Create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture	Conduct research that contributes to local, regional, national and global sustainability	Page 53 to 57 and Section 11
3.	Create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture	Create and support an environment that fosters research quality and productivity	Page 53 to 57
4.	Create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture	Develop and sustain the research capacity of staff and students	Pages 30 to 35 and 55 to 56



**Predetermined objectives (continued)**

No	Strategic Priority	Strategic Goal	Annual Report Page References
5.	Develop and sustain a transformative institutional culture that optimises the full potential of staff and students	Establish a supportive and affirming institutional culture	Page 45 to 52
6.	Formulate and implement a financial growth and development strategy to enhance long-term sustainability and competitiveness	Develop an integrated long-term financial plan that is responsive to institutional strategic priorities and promotes sustainable growth.	Pages 8, 85 to 86 and Section 11
7.	Formulate and implement a financial growth and development strategy to enhance long-term sustainability and competitiveness	Grow and diversify income streams to support the attainment of the institutional strategic goals.	Pages 8, 85 to 86 and Section 11
8.	Formulate and implement a financial growth and development strategy to enhance long-term sustainability and competitiveness	Ensure efficient and effective utilisation of institutional assets and resources.	Page 75 to 77 and Section 11

We evaluated the reported performance information against the overall criteria of reliability.

We assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.

We did not identify any material findings on the reliability of the reported performance information.

**Compliance with legislation**

We performed procedures to obtain evidence that the University had complied with legislation regarding financial matters, financial management and other related matters.

We did not identify any instances of material non-compliance with specific matters in the Higher Education Act of South Africa.

**Internal control**

We considered internal controls relevant to our audit of the financial statements and compliance with legislation. We did not identify any significant deficiencies in internal controls.



**OTHER REPORTS**

**Agreed-upon procedures engagements**

As required by the Department of Higher Education and Training the following agreed-upon procedures engagements were conducted during the year under review as indicated below:

<b>Engagement Name</b>	<b>Purpose of Engagement</b>	<b>Reporting Date</b>
Student Statistics	Performance of procedures required by the Department of Higher Education and Training relating to the 2014 HEMIS Submission Data.	31 July 2015
Research Articles	Agreement of the 2015 Research Articles Submission to supporting journals and publications.	5 May 2016

*PricewaterhouseCoopers Inc.*

**PricewaterhouseCoopers Inc**  
Director: A Rathan  
Registered auditor  
20 June 2016

NELSON MANDELA METROPOLITAN UNIVERSITY

CONSOLIDATED STATEMENT OF FINANCIAL POSITION  
at 31 December 2015

	Notes	2015 R'000	2014 R'000
<b>ASSETS</b>			
<b>Non-current assets</b>			
Property, plant and equipment	2	1 376 702	1 292 677
Investments	3	219 736	206 046
<b>Current assets</b>			
Inventories	4	2 850	3 394
Trade and other receivables	6	100 799	91 552
Short-term investments	5.1	1 236 000	1 142 000
Cash and cash equivalents	5.2	90 549	90 459
<b>Total assets</b>		<b>3 026 636</b>	<b>2 826 128</b>
<b>EQUITY AND LIABILITIES</b>			
<b>Equity funds</b>			
Property plant and equipment		1 162 381	1 064 480
Restricted use funds		773 376	638 899
Student Residence Funds		18 386	4 703
Other		754 990	634 196
Unrestricted use funds – Education and General		295 202	311 667
<b>Non-current liabilities</b>			
Interest-bearing borrowings	8	61 725	71 243
Retirement benefit obligations	9	23 238	33 201
Accumulated leave liability	10	76 772	72 807
Long service award accrual	12	4 578	4 567
Deferred income	7	464 093	469 528
<b>Current liabilities</b>			
Accounts payable and accrued liabilities	11	155 750	150 341
Current portion of borrowings	8	9 521	9 395
<b>Total equity and liabilities</b>		<b>3 026 636</b>	<b>2 826 128</b>



NELSON MANDELA METROPOLITAN UNIVERSITY

CONSOLIDATED STATEMENT OF CHANGES IN FUNDS

For the year ended 31 December 2015

Description	General Reserve Fund R'000	Accumulated Fund R'000	Council Unrestricted Funds Subtotal R'000	Contract/Private Funds Restricted Use R'000	NMMU Trust/Restricted Funds Restricted Use R'000	Other Funds Restricted Use R'000	Restricted Use Funds Sub-total R'000	Residence Funds Restricted R'000	Property, Plant and Equipment Fund R'000	Total R'000
<b>Balance at 1 January 2015</b>	34 612	277 055	311 667	84 804	204 301	345 091	634 196	4 703	1 064 480	2 015 046
Net surplus	107 474	11 215	118 689	3 381	38 004	-	41 385	20 472	-	180 546
Other comprehensive income	6 156	-	6 156	-	22 257	-	22 257	-	-	28 413
Other additions	(114 414)	-	(114 414)	-	-	-	-	-	128 868	14 454
Funds utilised	(7 500)	-	(7 500)	-	-	-	-	-	-	(7 500)
Transfers – credit	217 542	3 457	220 999	46 207	-	110 069	156 276	-	53 223	430 498
Transfers – debit	(212 957)	(27 438)	(240 395)	-	(48 013)	(51 111)	(99 124)	(6 789)	(84 190)	(430 498)
<b>Balance at 31 December 2015</b>	30 913	264 289	295 202	134 392	216 549	404 049	754 990	18 386	1 162 381	2 230 959
<b>Balance at 1 January 2014</b>	(132 966)	235 676	102 710	87 935	185 863	429 055	702 853	9 003	965 853	1 780 419
Net surplus	85 748	41 068	126 816	(4 366)	56 770	-	52 404	1 422	-	180 642
Other comprehensive income	38 311	-	38 311	-	616	-	616	-	-	38 927
Other additions	(158 852)	220	(158 632)	63	-	-	63	-	173 627	15 058
Transfers – credit	212 258	91	212 349	1 172	-	8 624	9 796	-	-	222 145
Transfers – debit	(9 887)	-	(9 887)	-	(38 948)	(92 588)	(131 536)	(5 722)	(75 000)	(222 145)
<b>Balance at 31 December 2014</b>	34 612	277 055	311 667	84 804	204 301	345 091	634 196	4 703	1 064 480	2 015 046

NELSON MANDELA METROPOLITAN UNIVERSITY

**CONSOLIDATED STATEMENT OF CASH FLOWS**  
for the year ended 31 December 2015

	Notes	2015 R'000	2014 R'000
<b>Cash flow from operating activities</b>			
Cash generated by operations	22	185 688	319 401
Interest received - short term	15	100 852	67 586
Net cash inflow from operating activities		<u>286 540</u>	<u>386 987</u>
<b>Cash flow from investing activities</b>			
Interest received	15	3 253	2 606
Dividends received	15	3 237	2 813
Purchase of property, plant and equipment (less donations in kind)		(193 118)	(202 721)
Increase in short-term investments		(94 000)	(243 000)
Net decrease in investment portfolio at cost		9 840	4 429
Net cash outflow from investing activities		<u>(270 788)</u>	<u>(435 873)</u>
<b>Cash flow from financing activities</b>			
Finance costs		(6 270)	(4 648)
(Decrease)/increase in interest-bearing borrowings	8	(9 392)	70 830
Net cash (outflow)/inflow from financing activities		<u>(15 662)</u>	<u>66 182</u>
<b>Increase in cash and cash equivalents</b>			
Cash and cash equivalents at beginning of year		90 459	73 163
Cash and cash equivalents at end of year	5	<u>90 549</u>	<u>90 459</u>

## 1. Accounting policies

The principal accounting policies adopted in the preparation of these financial statements are set out below. These policies are consistent with those of the previous year, unless otherwise stated.

### 1.1 Basis of preparation

The consolidated financial statements of the Nelson Mandela Metropolitan University (the University) have been prepared in accordance with International Financial Reporting Standards (IFRS) and in the manner prescribed by the Minister of Education in terms of section 41 of the Higher Education Act 1997 (Act No. 101 of 1997), as amended. The consolidated financial statements have been prepared under the historical cost convention as modified by available-for-sale financial assets, which are carried at fair value.

The preparation of financial statements in conformity with IFRS requires the use of certain critical accounting estimates. It also requires management to exercise judgement in the process of applying the University's accounting policies. The areas involving a higher degree of judgement or complexity, or areas where assumptions and estimates are significant to the consolidated financial statements, are valuation of employee benefits, impairment of receivables and valuation of certain available-for-sale investments.

The policies set out below have been consistently applied to all the years presented.

#### a) *Standards and amendments to existing standards that are not yet effective and have not been early adopted by the University*

The following standards and amendments to existing standards have been published and are mandatory for the University's accounting periods beginning on or after 1 January 2016 or later periods. These standards have not been early adopted.

- IFRS 15 – Revenue from contracts with customers. It is a single, comprehensive revenue recognition model for all contracts with customers to achieve greater consistency in the recognition and presentation of revenue. Revenue is recognised based on the satisfaction of performance obligations, which occurs when control of goods or services transfers to a customer. The standard is mandatory for financial years commencing on or after 1 January 2018.
- IFRS 9 – Financial Instruments (2009 & 2010). IFRS 9 addresses classification and measurement of financial assets and replaces the multiple classification and measurement models in IAS 39 with a single model that has only two classification categories: amortised cost and fair value. The IASB has updated IFRS 9, 'Financial instruments' to include guidance on financial liabilities and derecognition of financial instruments. The accounting and presentation for financial liabilities and for derecognising financial instruments has been relocated from IAS 39, 'Financial instruments: Recognition and measurement', without change, except for financial liabilities that are designated at fair value through profit or loss. The standard is mandatory for financial years commencing on or after 1 January 2018
- IFRS 16, requires lessees to recognise assets and liabilities arising from all leases (with limited exceptions) on the statement of financial position. Lessor accounting has not substantially changed in the new standard. The standard is mandatory for financial years commencing on or after 1 January 2018.

**1. Accounting policies (continued)**

**1.2 Consolidation**

Subsidiaries are all entities (including special purpose entities) over which the University has the power to govern the financial and operating policies generally accompanying a shareholding of more than one half of the voting rights. De-facto control may arise in circumstances where the size of the University's voting rights relative to the size and dispersion of holdings of other shareholders give the University the power to govern the financial and operating policies. Subsidiaries are fully consolidated from the date on which control is transferred to the University. They are de-consolidated from the date that control ceases. Inter-company transactions, balances, income and expenses on transactions between group companies are eliminated. Profits and losses resulting from intercompany transactions that are recognised in assets are also eliminated. Accounting policies of subsidiaries have been changed where necessary to ensure consistency with the policies adopted by the University.

The financial activities of all units of the University have been included in these financial statements. Also included are the activities of the NMMU Trust, Rubious Mountain Properties (Pty) Ltd and Innovolve (Pty) Ltd.

**1.3 Revenue recognition**

Revenue is recognised at the fair value of the consideration received or receivable for goods or services rendered. Revenue is shown net of value-added tax, returns, rebates and discounts. The University recognises revenue when the amount of income can be reliably measured, it is probable that future economic benefits will flow to the entity and when specific criteria have been met for each of the University's activities as described below.

**1.3.1 State appropriations: Subsidy and grant income**

State appropriations and grants for general purposes are recognised as income in the financial year to which the subsidy relates. Appropriations for specific purposes, e.g. capital expenditure, are recognised as deferred income and recognised in income over the depreciable life of the assets capitalised.

**1.3.2 Tuition and accommodation fee income**

Tuition and accommodation fee income is only recognised when the amount can be measured reliably and future economic benefits will flow to the University. Tuition and accommodation fees are recorded as income in the period to which they relate. To the extent that this income may not be realised, provision is made for the estimated irrecoverable amount. Deposits provided by prospective students are treated as current liabilities until the related fees become due to the University.

**1.3.3 Designated income**

Income for designated and specific purposes arises, inter alia, from contracts, grants, donations and specifically purposed endowments. In all instances any such income is recognised as income in the financial period when the University is entitled to use those funds. Funds that will not be used until some specified future period or occurrence are held in an appropriate fund until the financial period in which they can be used. Prior to that time the amount is appropriately grouped in one of the restricted funds comprising aggregate funds. These are treated as "transfers" on the statement of comprehensive income.

**1. Accounting policies (continued)**

**1.3 Revenue recognition (continued)**

*1.3.4 Sales of goods and services*

For sales of services, revenue is recognised in the accounting period in which the services are rendered, by reference to stage of completion of the specific transaction and assessed on the basis of the actual service provided as a proportion of the total services to be provided. Sales of goods are recognised when the University has delivered the goods to the customer, the customer has accepted the products and collectability of the related receivable is reasonably assured.

*1.3.5 Interest income*

Interest is recognised using the effective interest rate method taking account of the principal amount outstanding and the effective interest rate over the period to maturity.

*1.3.6 Dividend income*

Dividends are recognised when the University's right to receive a dividend is established.

*1.3.7 Donations and gifts*

Donations and gifts are recognised on receipt. Donations in kind are recognised at fair value. Donations received which are of a capital nature, with specific conditions are deferred over the period of the agreement.

*1.3.8 Rental income*

Where the University retains the significant risks and benefits of ownership of an item under a lease agreement, it is classified as an operating lease. Receipts in respect of the operating lease are recognised on a straight-line basis in the statement of comprehensive income over the period of the lease.

**1.4 Research costs**

Research costs are expensed in the period in which they are incurred.

**1.5 Reserve Funds**

*1.5.1. Unrestricted use funds*

The unrestricted operating fund reflects the University's subsidised activities. This includes state appropriations, tuition fees and the sales and services of educational activities. The budget of the University, as approved by Council, finds expression through this fund group. These funds fall under the absolute discretion and control of Council.

*1.5.2. Restricted funds*

These funds may be used only for the purposes that have been specified in legally binding terms by the provider of such funds or by another legally empowered person.

*1.5.3. Property, plant and equipment funds*

The amount in property, plant and equipment funds represents that portion of the University's fixed assets that have been financed from own funds.

**1. Accounting policies (continued)**

**1.6 Financial Instruments**

Financial instruments carried on the statement of financial position include cash and bank balances, investments, loans and receivables, trade payables and borrowings. The particular recognition methods adopted are disclosed in the individual policy statements associated with each item.

The carrying amounts for the following financial instruments approximate their fair value: cash and bank balances, investments, receivables, trade creditors and borrowings.

**1.7 Financial assets**

*1.7.1 Classification*

The University classifies its financial assets in the following categories: loans and receivables and available for sale. The classification depends on the purpose for which the financial assets were acquired. Management determines the classification of its financial assets at initial recognition. Regular purchases and sales of financial assets are recognised on the trade-date – the date on which the University commits to purchase or sell the asset.

*1.7.2 Loans and receivables*

Loans and receivables are non-derivative financial assets with fixed or determinable payments, not quoted in an active market. Loans and receivables are included in current assets, except for maturities greater than 12 months after the end of the reporting period, which are classified as non-current assets. The University's loans and receivables comprise 'Trade and other receivables' (Note 1.14) and cash and cash equivalents (Note 1.15). Loans and receivables are carried at amortised cost using the effective interest rate. Loans and receivables are impaired on the basis set out in 1.7.2 below.

A provision for impairment of loans and receivables is established when there is objective evidence that the University will not be able to collect all amounts due according to the original terms of receivables. Significant financial difficulties of the debtor and default or delinquency in payments are considered indicators that the trade receivable is impaired. An impairment loss is recognised in profit/loss when the carrying amount of the asset exceeds its recoverable amount. The recoverable amount is calculated as the present value of the estimated future cash flows discounted at the original effective interest rate of the instrument. Impairment losses are recognised in an allowance account for credit losses until the impairment can be identified with an individual asset, at which point the allowance is written off against the individual asset. Subsequent recoveries of amounts previously written off are credited to other comprehensive income.

*1.7.3 Available-for-sale financial assets*

Available-for-sale financial assets are non-derivatives that are either designated in this category or not classified in any of the other categories. They are included in non-current assets unless the investment matures or management intend to dispose of it within 12 months of the end of the reporting period.

Financial assets classified as available-for-sale are initially recognised at fair value plus transaction costs. Subsequent to initial recognition, available-for-sale financial assets are carried at fair value. The fair value of financial instruments traded in active markets is based on quoted market prices at the reporting date. The quoted market price used for financial assets is the current bid price as per the Johannesburg Stock Exchange (JSE). If the market value of an investment cannot be determined, the investment is measured using an acceptable valuation method.

**1. Accounting policies (continued)**

**1.7 Financial assets (continued)**

Unrealised gains and losses arising from the change in fair value are recognised directly in other comprehensive income until the asset is derecognised or impaired, at which time the cumulative gain or loss is recognised in the statement of comprehensive income.

The University assesses at each reporting date whether there is objective evidence that a financial asset or group of assets requires impairment. A financial asset is impaired if its carrying amount is greater than its estimated recoverable amount. Available-for-sale financial assets will become impaired when a significant or prolonged decline in the fair value of the investments below their cost price or amortised cost is noted. If any objective evidence of impairment exists for available-for-sale financial assets, the cumulative loss, measured as the difference between the acquisition cost and current fair value less any impairment loss on the financial asset previously recognised in profit/loss, is removed from equity and recognised in the statement of comprehensive income. If, in a subsequent period, the fair value of a debt instrument classified as available-for-sale increases and the increase can be objectively related to an event occurring after the impairment loss was recognised in profit/loss, the impairment loss is reversed through the statement of comprehensive income.

**1.8 Financial liabilities**

Financial liabilities are recognised when there is an obligation to transfer benefits and that obligation is a contractual liability to deliver cash or another financial asset or to exchange financial instruments with another entity or potentially unfavourable terms. The financial liabilities consists of “Trade and other payables” (Note 1.17) and “Borrowings” (Note 1.16).

**1.9 Offsetting financial instruments**

Financial assets and liabilities are offset and the net amount reported in the statement of financial position when there is a legally enforceable right to offset the recognised amounts and there is an intention to settle on a net basis, or realise the asset and settle the liability simultaneously.

**1.10 Property, plant and equipment**

Land and buildings mainly consist of lecture halls, laboratories, hostels, administrative buildings and sports facilities. All property, plant and equipment is stated at historical cost, less depreciation. Historical cost includes expenditure that is directly attributable to the acquisition of an item. Donated property, plant and equipment is recorded at fair value at the date of the donation.

Subsequent costs are included in the asset’s carrying amount or recognised as a separate asset, as appropriate, only when it is probable that future economic benefits associated with the item will flow to the University and the cost of the item can be measured reliably. The carrying amount of any component accounted for as a separate asset is derecognised when replaced. All other repairs and maintenance are charged to profit and loss during the financial period in which they are incurred.

**1. Accounting policies (continued)****1.10 Property, plant and equipment (continued)**

Depreciation on property, plant and equipment is calculated using the straight-line method to allocate their cost or valued amounts to their residual values over their estimated useful lives. The estimated useful lives are:

Buildings	50 years
Infrastructure	25 to 50 years
Sports facilities	10 years
Furniture and equipment	5 to 10 years
Vehicles	5 to 10 years
Computer equipment	4 to 5 years

Land is not depreciated as it is deemed to have an indefinite life.

For all significant assets, residual values and useful lives are reviewed, and adjusted if appropriate, at each statement of financial position date. An asset's carrying amount is written down immediately to its recoverable amount if the asset's carrying amount is greater than its estimated recoverable amount.

Gains and losses on disposals are determined by comparing the proceeds with the carrying amount. These are included in profit and loss.

**1.11 Impairment of non-financial assets**

Non-financial assets are reviewed for impairment losses whenever events or changes in circumstances indicate that the carrying value may not be recoverable. An impairment loss is recognised for the amount by which the carrying amount of the asset exceeds its recoverable amount, which is the higher of an asset's fair value less costs to sell and value in use. For the purposes of assessing impairment, assets are grouped at the lowest level for which there are separately identifiable cash flows. Non-financial assets that suffered an impairment are reviewed for possible reversal of the impairment at each reporting date.

**1.12 Leases**

A lease is classified as a finance lease if it transfers substantially all the risks and rewards incidental to ownership. A lease is classified as an operating lease if it does not transfer substantially all the risks and rewards incidental to ownership.

**Operating leases – lessor**

Operating lease income is recognised as an income on a straight-line basis over the lease term. The difference between the amounts recognised as an income and the contractual receipts are recognised as an operating lease liability. This liability is not discounted.

Initial direct costs incurred in negotiating and arranging operating leases are added to the carrying amount of the leased asset and recognised as an expense over the lease term on the same basis as the lease income.

**1. Accounting policies (continued)**

**1.12 Leases (continued)**

**Operating leases – lessee**

Operating lease payments are recognised as an expense on a straight-line basis over the lease term. The difference between the amounts recognised as an expense and the contractual payments are recognised as an operating lease asset. This asset is not discounted.

Any contingent rentals are expensed in the period they are incurred.

**1.13 Inventories**

Inventories mainly comprise consumer goods and stationery. Inventories are stated at the lower of cost or net realisable value. Cost is determined on a weighted average basis. The cost of inventories comprises of all costs of purchase and other costs incurred in bringing the inventories to their present location and condition.

**1.14 Trade receivables (including student debt)**

Trade receivables are non-derivative financial assets with fixed or determined payments that are not quoted in an active market. Financial assets classified as receivables are initially recognised at fair value plus transaction costs. Subsequent to recognition, receivables are carried at amortised cost using the effective interest rate method less provision for impairment. Short-term receivables with no stated interest are measured at the original invoice amount if the effect of discounting is immaterial.

**1.15 Cash and cash equivalents**

For the purposes of the consolidated statement of cash flow, cash and cash equivalents comprise cash in hand, deposits held at call with banks and investments in money market instruments.

**1.16 Borrowings**

Borrowings are recognised initially at fair value, net of transaction costs incurred and are subsequently stated at amortised cost. Any difference between the proceeds (net of transaction costs) and the redemption value is recognised in the statement of comprehensive income over the period of the borrowings, using the effective interest method. Borrowings are classified as current liabilities unless the University has an unconditional right to defer settlement of the liability for at least 12 months after the reporting date.

**1.17 Trade and other payables**

Trade and other payables are initially recognised at the fair value of the consideration to be paid for goods and services that have been received or supplied and invoiced and subsequently measured at amortised cost using the effective interest method. Deposits provided by prospective students are treated as current liabilities.

Trade and other payables are classified as current liabilities if payment is due within one year or less.

**1. Accounting policies (continued)**

**1.18 Provisions**

Provisions are recognised when the University has a present legal or constructive obligation as a result of past events, it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation, and a reliable estimate of the amount of the obligation can be made. Provisions are not recognised for future operating losses.

Where there are a number of similar obligations, the likelihood that an outflow will be required in settlement is determined by considering the class of obligations as a whole. A provision is recognised even if the likelihood of an outflow with respect to any one item included in the same class of obligations may be small.

Provisions are measured at the present value of the expenditures expected to be required to settle the obligation using a pre-tax rate that reflects current market assessments of the time value of money and the risks specific to the obligation.

**1.19 Employee benefits**

**1.19.1 Accumulated annual leave**

Employee entitlements to annual leave are recognised when they accrue to employees. An accrual is made for the estimated liability for annual leave as a result of services rendered by employees up to the financial year end.

**1.19.2 Retirement benefit obligations – pensions**

The University operates a combination of defined contribution and defined benefit plans, as follows:

- National Tertiary Retirement Fund
- NMMU Retirement Fund

The schemes are generally funded through payments to trustee-administered funds, determined by periodic actuarial calculations. A defined contribution plan is a pension plan under which the University pays fixed contributions into a separate entity. The University has no legal or constructive obligations to pay further contributions if the fund does not hold sufficient assets to pay all employees the benefits relating to employee service in the current and prior periods. A defined benefit plan is a pension plan that is not a defined contribution plan.

**1. Accounting policies (continued)****1.19 Employee benefits (continued)****1.19.2 Retirement benefit obligations – pensions (continued)**

The liability recognised in the statement of financial position in respect of defined benefit pension plans is the present value of the defined benefit obligation at that date less the fair value of plan assets. The defined benefit obligation is calculated annually by independent actuaries using the projected unit credit method. The present value of the defined benefit obligation is determined by discounting the estimated future cash outflows using interest rates of high-quality government bonds that are denominated in the currency in which the benefits will be paid and that have terms to maturity approximating to the terms of the related pension liability.

Remeasurement gains and losses arising from experience adjustments and changes in actuarial assumptions are recognised in other comprehensive income in the period in which they occur.

Past-service costs are recognised immediately in income, unless the changes to the pension plan are conditional on the employees remaining in service for a specified period of time (the vesting period). In this case, the past-service costs are amortised on a straight-line basis over the vesting period.

For defined contribution plans, the contributions are recognised as employee benefit expense when they are due. Prepaid contributions are recognised as an asset to the extent that a cash refund or a reduction in the future payments is available.

**1.19.3 Other post-retirement obligations**

The University provides post-retirement healthcare benefits to retirees. Entitlement to these benefits is usually based on the employee remaining in service up to retirement age and the completion of a minimum service period. This benefit only accrues to employees who joined the University prior to the following dates:

- previous PE Technikon - 1 April 2002
- previous University of Port Elizabeth - 1 April 2001

The expected costs of these benefits are accrued over the period of employment, using an accounting methodology similar to that for defined benefit pension plans. Valuations of these obligations are carried out annually by independent actuaries. All actuarial gains and losses are recognised immediately in the year in which they arise, in other comprehensive income.

**1.19.4 Other employee benefits**

The University provides for other significant employee benefits, for example, long service awards. Management estimates the value of the University's obligations in this regard at each reporting date. These estimates take account of the existing policies and contractual obligations and the likelihood of employees remaining in service to actually receive the benefits.

**1.19.5 Termination benefits**

Termination benefits are payable when employment is terminated by the institution before the normal retirement date, or whenever an employee accepts voluntary redundancy in exchange for these benefits. The institution recognises termination benefits when it is demonstrably committed to either: terminating the employment of current employees according to a detailed formal plan without possibility of withdrawal; or providing termination benefits as a result of an offer made to encourage voluntary redundancy. Benefits falling due more than 12 months after the end of the reporting period are discounted to their present value.

**2. Property, plant and equipment**

	Land and buildings	Furniture, equipment and vehicles	Library	Total
	R'000	R'000	R'000	R'000
<b>Year ended 31 December 2015</b>				
Opening net book amount	1 051 871	240 806	-	1 292 677
Additions	95 638	81 138	18 357	195 133
Disposals	-	(309)	-	(309)
Depreciation charge	(24 164)	(68 278)	(18 357)	(110 799)
Closing net book value	<u>1 123 345</u>	<u>253 357</u>	<u>-</u>	<u>1 376 702</u>
<b>At 31 December 2015</b>				
Cost	1 357 733	615 262	207 149	2 180 144
Accumulated depreciation	(234 388)	(361 905)	(207 149)	(803 442)
Net book value	<u>1 123 345</u>	<u>253 357</u>	<u>-</u>	<u>1 376 702</u>
<b>Year ended 31 December 2014</b>				
Opening net book amount	958 043	228 795	-	1 186 838
Additions	111 310	78 254	15 452	205 016
Disposals	-	(1 679)	-	(1 679)
Depreciation charge	(17 482)	(64 564)	(15 452)	(97 498)
Closing net book value	<u>1 051 871</u>	<u>240 806</u>	<u>-</u>	<u>1 292 677</u>
<b>At 31 December 2014</b>				
Cost	1 262 096	539 154	188 934	1 990 184
Accumulated depreciation	(210 225)	(298 348)	(188 934)	(697 507)
Net book value	<u>1 051 871</u>	<u>240 806</u>	<u>-</u>	<u>1 292 677</u>

Included in the property, plant and equipment as set out above are certain assets funded by grants from the Department of Higher Education and Training. The treatment of these grants is set out in accounting policy note 1.3.1 and note 7 of these financial statements. The impact of the government grant on the annual depreciation charge is as follows:

	2015 R'000	2014 R'000
Total depreciation charge	110 799	97 498
Less: Release from deferred income	(12 176)	(12 793)
Statement of comprehensive income	<u>98 623</u>	<u>84 705</u>

Included in the closing net book value of land and buildings above is Capital Work in Progress of R147.5 million (2014: R63.2 million) relating to assets under construction at year end. No depreciation charge has been levied against these assets as they have not yet been brought into use at year end.

Land and buildings include a property owned by its subsidiary company, Rubious Mountain Properties (Pty) Ltd. The property is used for student accommodation. This is the subsidiary's sole asset and has a carrying value in these consolidated annual financial statements of R27.5 million (2014 : R26.5 million).

<b>3. Investments</b>	<b>2015</b> <b>R'000</b>	<b>2014</b> <b>R'000</b>
At fair value:		
Shares – listed	130 185	111 991
Gilts and bonds	12 170	5 239
International asset swaps	57 496	51 855
Money market deposits	19 507	30 101
Cash on call	378	6 860
	<u>219 736</u>	<u>206 046</u>
At cost:		
Shares – listed	58 876	55 350
Gilts and bonds	10 333	5 329
International asset swaps	21 603	21 603
Money market deposits	19 507	30 101
Cash on call	378	6 860
	<u>110 697</u>	<u>119 243</u>

These investments comprise a managed portfolio owned by the NMMU Trust with a fair value of R220 million (2014 : R206 million).

With the exception of the international asset swaps held by the NMMU Trust, all the investments of the University are rand denominated. The international asset swaps are denominated in US dollars, British pounds, Euro and Australian dollars.

IFRS 13 requires disclosure of fair value measurements by level in terms of the following hierarchy:

- Quoted prices (unadjusted) in active markets for identical assets or liabilities (LEVEL 1).
- Inputs for fair value measurements, other than quoted prices, that are observable from the asset or liability, either directly (i.e. as prices) or indirectly (i.e. derived from prices) (LEVEL 2).
- Inputs, for fair value measurements from the asset or liability that are not based on observable market data (that is, unobservable inputs) (LEVEL 3).

**3. Investments (continued)**

The following table presents the University's assets that are measured at fair value at 31 December 2015.

	Level 1 R'000	Level 2 R'000	Level 3 R'000	Total balance R'000
<b>2015</b>				
<b>Assets</b>				
Available-for-sale financial assets				
- Listed shares	130 185	-	-	130 185
- International asset swaps	-	57 496	-	57 496
- Gilts and bonds	-	12 170	-	12 170
- Fixed deposits	19 507	-	-	19 507
- Cash on call	378	-	-	378
<b>Total assets</b>	<u>150 070</u>	<u>69 666</u>	<u>-</u>	<u>219 736</u>
<b>2014</b>				
<b>Assets</b>				
Available-for-sale financial assets				
- Listed shares	111 991	-	-	111 991
- International asset swaps	-	51 855	-	51 855
- Gilts and bonds	-	5 239	-	5 239
- Fixed deposits	30 101	-	-	30 101
- Cash on call	6 860	-	-	6 860
<b>Total assets</b>	<u>148 952</u>	<u>57 094</u>	<u>-</u>	<u>206 046</u>

The fair value of financial instruments traded in active markets is based on quoted market prices at the reporting date. A market is regarded as active if quoted prices are readily and regularly available from an exchange, dealer, broker, industry group, pricing services, or regulatory agency, and those prices represent actual and regularly occurring market transactions on an arm's length basis. The quoted market price used for financial assets held by the University is the current bid price as at 31 December 2015. These instruments are included in level 1.

The fair value of financial instruments that are not traded in an active market is determined by using valuation techniques which maximise the use of observable market data where it is available and rely as little as possible on entity specific estimates. If all significant inputs required to fair value an instrument are observable, the instrument is included in level 2.

If one or more of the significant inputs is not based on observable market data, the instrument is included in level 3. This is the case for unlisted equity securities.

Specific valuation techniques used to value financial instruments include:

- Quoted market prices or dealer quotes for similar instruments.
- Other techniques, such as discounted cash flow analysis, are used to determine fair value for the remaining financial instruments.

<b>4. Inventories</b>	<b>2015 R'000</b>	<b>2014 R'000</b>
Consumables	2 210	2 584
Goods for resale	640	810
	<u>2 850</u>	<u>3 394</u>

<b>5. Short-term investments and cash and cash equivalents</b>	<b>2015 R'000</b>	<b>2014 R'000</b>
--	-----------------------	-----------------------

**5.1 Short-term investments**

Short-term investments	<u>1 236 000</u>	<u>1 142 000</u>
------------------------	------------------	------------------

Included in short-term investments is an amount of R59.5 million which has been pledged for the acquisition of a property for an additional campus in Port Elizabeth. This guarantee has been provided by Standard Bank.

The average effective interest rate on short-term bank deposits was 7.086% (2014: 6.25%).

The cash and cash equivalents of the University are spread amongst the 5 of the 'A' rated banks in South Africa and Sanlam. The credit quality of these institutions are as follows:

	<b>2015 R'000</b>	<b>2014 R'000</b>
A-1 (Standard and Poor)	880 000	752 000
AA- (Fitch)	100 000	100 000
F1+ (Fitch)	256 000	-
A-3 (Standard and Poor)	-	290 000
	<u>1 236 000</u>	<u>1 142 000</u>

**5.2 Cash at bank and in hand**

Cash at bank and in hand	<u>90 549</u>	<u>90 459</u>
--------------------------	---------------	---------------

For the purposes of the cash flow statement, the year-end cash and cash equivalents comprise the following:

Cash and bank balances	<u>90 549</u>	<u>90 459</u>
------------------------	---------------	---------------

**NELSON MANDELA METROPOLITAN UNIVERSITY**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2015 (continued)**

	<b>2015</b>	<b>2014</b>
	<b>R'000</b>	<b>R'000</b>
<b>6. Trade and other receivables</b>		
Student debtors with debit balances	79 929	68 624
Less: Provision for impairment	(52 393)	(25 974)
	<u>27 536</u>	<u>42 650</u>
External debtors	14 860	21 101
Less: Provision for impairment	(3 076)	(6 794)
	<u>11 784</u>	<u>14 307</u>
Interest receivable	43 552	23 305
NSFAS receivable	5 153	2 901
Other receivables	12 774	8 389
	<u>100 799</u>	<u>91 552</u>

Overdue student debts bear interest at market related rates.

The University's historical experience in collection of these receivables falls within the recorded allowances. University management believes that there is no additional credit risk beyond amounts provided for collection losses inherent in these balances.

*Student debtors*

Student debtors are deemed impaired and credit losses are provided for if the students do not register for the next academic year and did not successfully complete their degrees. Students are generally not allowed to register for the next academic year if they still have outstanding debt. Student debt in respect of students who have completed their degrees is not considered to be impaired based on historical evidence that they settle their debt in full in order to secure their degrees.

Credit quality of student debtors is managed by the University with reference to the last year of registration of the particular student. The impairment provision is based on the University's experience in collection of student debt according to the period outstanding since last registration of the student.

The debit balances relating to student debtors at year end consist of the following:

	<b>2015</b>	<b>2014</b>
	<b>R'000</b>	<b>R'000</b>
Student debtors considered to be fully performing	21 514	30 020
Student debtors not considered to be fully performing	58 415	38 604
Students last registered in current year	38 330	22 557
Students last registered in prior year	11 363	8 935
Students last registered two or more years ago	8 722	7 112
	<u>79 929</u>	<u>68 624</u>

The movement in the impairment provision was as follows:

	<b>2015</b>	<b>2014</b>
	<b>R'000</b>	<b>R'000</b>
Opening balance at 1 January	25 974	21 714
Additional impairment	31 345	7 676
Receivables written off during the year	(4 926)	(3 416)
Closing balance at 31 December	<u>52 393</u>	<u>25 974</u>

The movement in the impairment provision has been included in other current operating expenses in the statement of comprehensive income. Student receivables are written off when there is no expectation of recovery.

**6. Trade and other receivables (continued)***External debtors and other receivables*

External debtors and other receivables consist of third parties and reputable institutions from whom monies are due for various grants, projects and auxiliary activities of the University in accordance with relevant agreements. These debtors have a limited history of default. Credit losses have been provided for based on an individual evaluation of particular balances.

The movement in the impairment provision relating to these receivables was as follows:

	<b>2015</b> <b>R'000</b>	<b>2014</b> <b>R'000</b>
Opening balance at 1 January	6 794	254
(Reduced)/additional impairment	(3 718)	6 540
Closing balance at 31 December	<u>3 076</u>	<u>6 794</u>

The movement in the impairment provision has been included in other current operating expenses in the statement of comprehensive income. External debtors and other receivables are written off when there is no expectation of recovery.

The fair value of external debtors and other receivables approximates cost.

<b>7. Deferred income</b>	<b>2015</b> <b>R'000</b>	<b>2014</b> <b>R'000</b>
As at 1 January	469 528	362 863
Net increase in deferred income	(5 435)	106 665
Government grants received	-	130 343
Private grants received	16 874	-
Realised in comprehensive income	(9 013)	(10 885)
Release relating to depreciation	(12 176)	(12 793)
Release relating to donations income	(1 120)	-
As at 31 December	<u>464 093</u>	<u>469 528</u>

Deferred income represents the building and infrastructure upgrade funding received from the Department of Higher Education and Training Funds. These funds are recognised as income over the depreciable life of the assets capitalised. This release is offset against the depreciation charge relevant to these assets. Where funds have been utilised to defray related expenses which do not qualify for capitalisation, income is recognised as the expenditure is incurred. In terms of the conditions attaching to these Government grants, unspent amounts are not refundable.

The deferred income also includes donations of a capital nature. These donations have specific conditions attached and the donations income has therefore been deferred and is realised over the term of the agreement.

**7. Deferred income (continued)**

As at 31 December the deferred income balance can be analysed further as follows:

	<b>2015</b>	<b>2014</b>
	<b>R'000</b>	<b>R'000</b>
Capital project funding	467 880	371 184
Cumulative transfer/offset against depreciation	(55 984)	(43 808)
Cumulative transfer/offset against donations income	(1 120)	-
	<u>410 776</u>	<u>327 376</u>
Unspent grant funds	53 317	142 152
	<u>464 093</u>	<u>469 528</u>

**8. Interest-bearing borrowings****Current portion of long-term loans**

	<b>2015</b>	<b>2014</b>
	<b>R'000</b>	<b>R'000</b>
Bank borrowings	9 510	9 385
Government loans	11	10
	<u>9 521</u>	<u>9 395</u>

**Non-current**

Bank borrowings	55 773	65 282
Rubious Mountain: Minority shareholder's loan	5 830	5 827
Government loans	122	134
	<u>61 725</u>	<u>71 243</u>

Total borrowings at floating rates	<u>71 246</u>	<u>80 638</u>
------------------------------------	---------------	---------------

## Interest rates:

- bank borrowings	8.68%	8.18%
-------------------	-------	-------

## Maturity of interest-bearing borrowings (excluding finance lease liabilities):

Between 1 and 2 years	17 666	18 916
Between 2 and 5 years	21 048	24 439
Over 5 years	32 532	37 283
	<u>71 246</u>	<u>80 638</u>

The loan facilities included in bank borrowings bear interest at 1.07% below the prime rate per annum and are unsecured. The capital and interest amounts of the loan facilities are to be repaid bi-annually over the remaining period of the respective loans.

9. Retirement benefit obligations	2015 R'000	2014 R'000
Post-retirement medical benefits	12 396	14 880
Present value of medical benefit liability	392 895	362 391
Fair value of plan asset	(380 499)	(347 511)
Pension scheme liabilities	10 842	18 321
Present value of pension benefit liability	1 518 710	1 397 917
Fair value of plan assets	(1 551 631)	(1 430 890)
Surplus of NMMU not recognised	43 763	51 294
	23 238	33 201

### 9.1 Post-retirement medical benefits

The University provides post-retirement medical benefits to certain qualifying employees in the form of continued medical aid fund contributions. Prior to 2009 this obligation was unfunded. In 2009 Council approved the allocation of R217 400 000 to be invested in an insurance policy, to fund this obligation. The investment is specifically designated to fund the post-retirement medical benefit obligations. The defined benefit liability and asset in respect of this obligation are valued by independent actuaries annually with the latest valuation performed at 31 December 2015.

	2015 R'000	2014 R'000
Present value of medical benefit obligations	392 895	362 391
Movement in the liability recognised in the statement of financial position:		
Contractual liability as at the beginning of the year	362 391	347 687
Movement in liability debited/(credited) to profit and loss	30 504	14 704
Service cost	7 816	7 883
Interest cost	29 597	30 044
Benefit payments	(14 506)	(13 936)
Remeasurements (other comprehensive income)		
(Gains)/losses due to changes in financial assumptions	(15 165)	3 165
Losses/(gains) due to changes in experience	22 762	(12 452)
Contractual liability as at year end	392 895	362 391
Plan asset as at beginning of the year	347 511	305 847
Movement in asset credited/(debited) to profit and loss	32 988	41 664
Expected return on plan asset	28 950	26 958
Contributions paid – pensioners	(14 506)	(13 936)
Remeasurements (other comprehensive income)	10 661	19 884
Contributions received	7 883	8 758
Plan asset as at year end	380 499	347 511

<b>9. Retirement benefit obligations (continued)</b>	<b>2015</b>	<b>2014</b>
	<b>R'000</b>	<b>R'000</b>

**9.1 Post-retirement medical benefits (continued)***Membership data*

Active members (in service)	518	561
Continuation members	447	414

*In estimating the liability for post-employment medical care, the following assumptions are made:*

Discount rate	10.07%	8.33%
Health care cost inflation	8.98%	7.52%
Net discount rate	0.99%	0.76%
Continuation of membership	95%	95%

*Mortality rate*

The standard mortality tables used to perform the valuations for both 2015 and 2014 were SA 85-90 ultimate (pre-retirement) and PA 90-1 ultimate, adjusted down by one year of age (post-employment).

*Sensitivity Analysis*

Sensitivity analysis looks at the effect of deviations in the key valuation assumptions and other implicit valuation assumptions. The effect of changes in the key valuation assumptions to the defined benefit obligation is as follows:

<b>Assumption</b>	<b>Change</b>	<b>New Liability</b>	<b>% (Change)</b>
Healthcare inflation	1% increase	442,865	13%
Healthcare inflation	1% decrease	351,000	-11%
Discount rate	1% increase	350,119	-11%
Discount rate	1% decrease	444,868	13%
Post-retirement mortality	1 year decrease	408,100	4%
Average retirement age	1 year decrease	404,318	3%
Continuation of membership at retirement	10% decrease	375,653	-4%

**Expected contributions 2016**

Expected contribution for benefits paid in relation to accrued liability is expected to be R17 324 (2015: R14 506).

The expected remaining working lifetime of eligible employees is 8.9 years.

**9.2 Pension schemes**

	<b>NMMU Pension Fund R'000</b>	<b>National Tertiary Retirement Fund R'000</b>	<b>2015 R'000</b>	<b>2014 R'000</b>
Balance at end of the year				
Present value of funded and unfunded obligations	(918 255)	(600 455)	(1 518 710)	(1 397 917)
Fair value of plan assets	962 018	589 613	1 551 631	1 430 890
Funded status	43 763	(10 842)	32 921	32 973
Surplus not recognised	(43 763)	-	(43 763)	(51 294)
Liability at reporting date	-	(10 842)	(10 842)	(18 321)

The major categories of the plan assets are as follows:

## NMMURF assets as at 31 December 2015

	<b>2015 R'000</b>	<b>2014 R'000</b>
Cash	26 716	9 657
Investments	952 855	838 400
Accounts receivable	8	6 664
Contributions receivable	7 582	-
Pension policies	39 827	43 471
Debt	8 460	-
	<u>1 035 448</u>	<u>898 192</u>

## NTRF: NMMU assets as at 31 December 2015

Share account	323 061	302 959
Pension account	254 420	216 941
Reserve account	12 132	12 858
	<u>589 613</u>	<u>532 758</u>

	2015 R'000	2014 R'000
<b>9. Retirement benefit obligations (continued)</b>		
<b>9.2 Pension schemes (continued)</b>		
<i>Movement in defined benefit obligation</i>		
Beginning of the year	1 397 917	1 307 905
Current service cost	21 035	20 395
Interest cost	117 324	116 017
Member contributions	3 310	3 274
Remeasurements (other comprehensive income)	13 693	(19 308)
(Gains)/losses due to changes in financial assumptions	(2 424)	569
Losses/(gains) due to changes in experience	16 117	(19 877)
Benefits paid	(20 851)	(17 950)
Risk premium	(13 718)	(12 416)
End of the year	<u>1 518 710</u>	<u>1 397 917</u>
<i>Movement in fair value of plan assets</i>		
Beginning of the year	1 430 890	1 332 273
Expected return on assets	118 592	119 745
Employer and employee contributions	19 920	19 418
Benefits paid	(20 851)	(17 950)
Risk premium	(13 718)	(12 416)
Remeasurements (other comprehensive income)	16 798	(10 180)
End of the year	<u>1 551 631</u>	<u>1 430 890</u>
<i>The amount recognised in profit or loss</i>		
Current service costs	21 035	20 395
Interest costs	117 324	116 017
Expected return on plan assets	(118 592)	(119 745)

The surplus on the NMMU Pension Fund (i.e. asset recognised on the statement of financial position) is restricted to zero because of the limit imposed by Paragraph 58 of IAS 19. This is due to the fund's rules which presently do not allow the employer to access the disclosed surplus.

**9. Retirement benefit obligations (continued)****9.2 Pension schemes (continued)**

The principal assumptions used for accounting purposes were as follows:

	<b>2015 Both Funds</b>	<b>2014 Both Funds</b>
General inflation rate	7.48%	6.02%
Discount rate	10.07%	8.33%
Salary inflation	8.98%	7.52%
Effective net discount rate after retirement	6.00%	6.00%

*Mortality rate*

The standard mortality tables utilised to perform the valuation for 2014 and 2015 were SA 85-90 for employees during their employment, PA 90-1 for NMMURF and PA 90-2 for NMMU NTRF.

*Sensitivity analysis*

The effect of changes in the key valuation assumptions to the defined benefit obligation is as follows:

<b>Assumption</b>	<b>Change</b>	<b>New Liability</b>	<b>% (Change)</b>
Discount rate	1% increase	1 587	-0.30%
Discount rate	1% decrease	1 600	0.50%
Salary inflation	1% increase	1 598	0.30%
Salary inflation	1% decrease	1 589	-0.20%
Investment return	1% increase	1 587	-0.30%
Investment return	1% decrease	1 599	0.40%
Post-retirement mortality table	1 year decrease	1 603	0.70%

The expected remaining working-lifetime of the members of NMMURF and NMMU: NTRF is 8 and 4.9 years respectively.

Expected contributions to the defined benefit pension fund for the year ended 31 December 2016 are R16 863 million.

<b>10. Accumulated leave liability</b>	<b>2015 R'000</b>	<b>2014 R'000</b>
Opening balance	72 807	70 547
Additional provisions	6 975	6 447
Utilised during year	(3 010)	(4 187)
Closing balance	<u>76 772</u>	<u>72 807</u>
Current portion of liability	3 294	1 797
Non-current portion of liability	73 478	71 010
Total accumulated leave liability	<u>76 772</u>	<u>72 807</u>

Employee entitlements to accumulated leave are recognised when they accrue to employees.

At the reporting date a provision is made for the estimated liability for accumulated leave up to a maximum of 30 days per employee as a result of services rendered. Accumulated leave in excess of 30 days is forfeited if it is not utilised before year end.

<b>11. Accounts payable and accrued liabilities</b>	<b>2015 R'000</b>	<b>2014 R'000</b>
Student debtors with credit balances		
Active students	56 021	43 627
Non-active students	23 150	21 854
Payable to NSFAS	6 826	12 622
	<u>85 997</u>	<u>78 103</u>
Trade creditors	22 064	22 572
Accruals	8 988	13 108
Payroll related accruals	27 478	24 203
Other payables	11 223	12 355
	<u>155 750</u>	<u>150 341</u>

The fair value of trade and other payables approximates the carrying amounts as the majority of trade and other payables are non-interest bearing and are normally settled within agreed terms with creditors.

<b>12. Long service award accrual</b>	<b>2015 R'000</b>	<b>2014 R'000</b>
Current portion of accrual	933	753
Non-current portion of accrual	3 645	3 814
Total long service award accrual	<u>4 578</u>	<u>4 567</u>

	<b>2015</b>	<b>2014</b>
<b>13. State appropriations</b>	<b>R'000</b>	<b>R'000</b>
Subsidy – operations	744 975	731 678
Subsidy – interest and redemption	-	57
Subsidy – foundation programme and ad hoc grants	12 197	29 210
Specific grant – upgrading of facilities	-	130 343
Total State appropriations received	<u>757 172</u>	<u>891 288</u>
Grants transferred to deferred income (note 7)	9 013	(119 458)
Recognised in income	<u>766 185</u>	<u>771 830</u>

	<b>2015</b>	<b>2014</b>
<b>14. Private gifts and grants</b>	<b>R'000</b>	<b>R'000</b>
Received in cash	371 573	327 739
Received in kind	895	2 295
Received in kind (of a capital nature)	16 874	-
Grants transferred to deferred income (note 7)	(15 754)	-
	<u>373 588</u>	<u>330 034</u>

Private gifts and grants received in kind represent assets and services received by the University for no consideration. These donations in kind are recognised at fair value when received as set out in accounting policy 1.3.7. and note 7.

	<b>2015</b>	<b>2014</b>
<b>15. Finance income</b>	<b>R'000</b>	<b>R'000</b>
Interest received		
Interest income on short-term bank deposits	100 852	67 586
Interest income on available-for-sale financial assets	3 253	2 606
Dividends received	3 237	2 813
Total interest and dividends	<u>107 342</u>	<u>73 005</u>

<b>16. Personnel costs</b>	<b>2015</b> <b>R'000</b>	<b>2014</b> <b>R'000</b>
Academic professional	480 938	452 166
Other personnel	493 509	460 959
Leave pay accrual	3 966	2 260
Long service award accrual	12	(42)
	<u>978 425</u>	<u>915 343</u>
Remeasurements of post-retirement medical benefits	(3 050)	(29 183)
Remeasurements of post-retirement pension benefits	(3 106)	(9 128)
	<u>972 269</u>	<u>877 032</u>

Average number of persons employed by the University during the year

	<b>2015</b>	<b>2014</b>
Full time	1 758	1 716
Part time	880	906
	<u>2 638</u>	<u>2 622</u>

<b>17. Other operating expenses</b>	<b>2015</b> <b>R'000</b>	<b>2014</b> <b>R'000</b>
-------------------------------------	-----------------------------	-----------------------------

The following items have been charged in arriving at operating profit:

Supplies and services	541 959	482 917
Audit fees	1 589	1 782
Statutory audit	1 139	1 065
Other services	450	717
Fixed property cost – rental	3 245	3 963
Bursaries	86 370	105 912
Cost of services outsourced	61 757	57 012
Security	27 353	26 602
Cleaning	20 085	18 089
Ground maintenance	7 072	5 259
Other	7 247	7 062
Repairs and maintenance	59 031	65 564
Bad debts	34 131	19 377
	<u>788 082</u>	<u>736 527</u>

**18. Remuneration**

Payments for attendance at meetings of the Council and its Sub-Committees

<b>Committee</b>	<b>Number of members</b>
Chair of Council	1
Chairs of Committees	5
Members of Council	29

Attendance fees and reimbursed expenses paid to Council and Committee Members amounted to R74 080 (2014 : R55 220) and R166 961 (2014 : R294 556) respectively.

**19. Financial instruments by category**

	<b>Category</b>	<b>2015 R'000</b>	<b>2014 R'000</b>
<b>Assets</b>			
Non-current investments	Available for sale	219 736	206 046
Receivables and prepayments	Loans and receivables	100 799	91 552
Cash and cash equivalents	Loans and receivables	1 326 549	1 232 459
		<u>1 647 084</u>	<u>1 530 057</u>
<b>Liabilities</b>			
Interest-bearing borrowings	Other financial liabilities	71 246	80 638
Accounts payable and accrued liabilities	Other financial liabilities	128 272	126 138
		<u>199 518</u>	<u>206 776</u>

The appropriate accounting policies for these financial instruments have been applied according to the categories set out above.

The fair values of the financial instruments are approximately equal to their carrying values.

## 20. Financial risk management

### Financial risk factors

The University's activities expose it to a variety of financial risks : market risk (including price risk, currency risk and interest rate risk), credit risk and liquidity risk. The University's overall risk management processes focus on the unpredictability of financial markets and seek to minimise potential adverse effects on the University's financial performance.

The Council is responsible for the governance of risk at the NMMU and this responsibility has been delegated to the Audit and Risk Committee (ARC). Risk management is embedded in day-to-day decision-making processes at the NMMU through a system of internal controls and relevant stakeholder engagement processes. A formal risk management process is in place that requires the completion of risk registers by designated academic and non-academic departments on an annual basis. The implementation of this process is facilitated by the Audit and Risk Management department and administered through the Risk Management Committee which meets on a quarterly basis. A top risks report is presented to the ARC annually and the progress of related risk mitigation plans is monitored quarterly.

#### (a) Market risk

##### (i) Foreign exchange risk

Foreign exchange risk arises from transactions which are denominated in a currency which is not the University's functional currency. The University has no significant foreign exchange exposure and therefore no formal policy is in place to manage foreign currency risk.

The only area where the University is exposed to foreign exchange risk at the reporting date is in respect of the non-current investments held by the NMMU Trust which include international asset swaps which are exposed to the US dollar and UK pound. The impact of a 5% increase/decrease in exchange rates with all other variables held constant on the valuation of the international asset swaps at reporting date would be R2.9 million (2014: R2.6 million) higher/lower.

##### (ii) Price risk

The University is exposed to equity securities price risk because of investments held by the University and classified as available-for-sale investments. The University is not exposed to commodity price risk. To manage its price risk arising from investments in equity shares, the University diversifies its portfolio. Diversification of the portfolio is done in accordance with the limits set by the Board of Trustees of the Nelson Mandela Metropolitan University Trust.

At 31 December 2015, if the FTSW/JSW CPI index increased/decreased by 10% with all other variables held constant and all the University's equity instruments moved according to the historical correlation with the index, the market value of the listed equities would have been R13 million (2014: R11 million) higher/lower. Due to the unpredictability of equity market returns, a general indicative percentage of 10% is used to highlight the changes in market value on equity investments.

##### (iii) Interest rate risk

The University is exposed to interest rate risk due to financial assets bearing variable interest rates. Interest rate risk is managed by ensuring that the University's assets are invested in accounts which earn the best possible interest rates.

The impact of a 1% increase/decrease in the interest rate with all other variables held constant on the comprehensive income of the University would be R14.1 million (2014: R8.4 million) increase/decrease.

**20. Financial risk management (continued)****Financial risk factors (continued)****(b) Credit risk**

Potential concentrations of credit risk consist mainly of short term cash, cash equivalent investments, trade receivables and other receivables. The University places cash and cash equivalents with reputable financial institutions.

Receivables comprise outstanding student fees, student loans and a number of customers, dispersed across different industries and geographical areas. The University is exposed to credit risk arising from student receivables relating to outstanding fees. This risk is mitigated by requiring students to pay an initial instalment in respect of tuition and accommodation fees at or prior to registration, the regular monitoring of outstanding fees and the institution of debt collection action in cases of long outstanding amounts. In addition, students with outstanding balances from previous years of study are only permitted to renew their registration after either the settling of the outstanding amount or the conclusion of a formal payment arrangement. The University no longer provides loan funding to students. The student loans outstanding at year-end have been appropriately assessed.

Where considered appropriate, credit evaluations are performed on the financial condition of customers other than students.

**(c) Liquidity risk**

Prudent liquidity risk management implies maintaining sufficient cash and marketable securities, the availability through an adequate amount of committed credit facilities and the ability to close out market positions. Council, through the Finance Committee, and management of the University monitor the University's liquidity on an ongoing basis, and excess cash is invested in accordance with the Investment Policy of the University.

The table below analyses the University's financial liabilities into relevant maturity groupings based on the remaining period at the statement of reporting date to the contractual maturity date. The amounts disclosed in the table are the contractual undiscounted cash flows.

	<b>Between 1 and 2 years R</b>	<b>Between 2 and 5 years R</b>	<b>Over 5 years R</b>
<b>At 31 December 2015</b>			
Interest-bearing borrowings	17 666	21 048	32 532
Accounts payable and accrued liabilities	128 272	-	-
	<u>145 938</u>	<u>21 048</u>	<u>32 532</u>
<b>At 31 December 2014</b>			
Interest-bearing borrowings	18 916	24 439	37 283
Accounts payable and accrued liabilities	126 138	-	-
	<u>145 054</u>	<u>24 439</u>	<u>37 283</u>

**(d) Capital risk management**

The University's objectives when managing capital are to safeguard the ability of the University to continue as a going concern and meet its stated objectives. These objectives are met through careful consideration by the Council.

**NELSON MANDELA METROPOLITAN UNIVERSITY**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2015 (continued)**

	<b>2015</b>	<b>2014</b>
	<b>R'000</b>	<b>R'000</b>
<b>21. Capital Commitments</b>		
Capital expenditure in respect of building maintenance and upgrades (including IOP/infrastructure projects) contracted for at reporting date	8 032	65 474

Council, the EXCO of Council and the Finance and Facilities Committee of Council have approved further capital development projects to the value of R47.5 million (2014: R57 million) which had not yet been contracted for at year end.

All existing capital development plans will be funded from the cash resources of the University, designated grants from the Department of Higher Education and Training and external loans (approved by the Minister).

	<b>2015</b>	<b>2014</b>
	<b>R'000</b>	<b>R'000</b>
<b>22. Cash generated from operations</b>		
Reconciliation of net surplus to cash generated from operations:		
Net surplus before transfers	180 546	180 642
Adjusted for:		
(Decrease)/increase in deferred income	(5 435)	106 665
Donations in kind	(2 015)	(2 295)
Depreciation	110 799	97 498
Disposal of fixed assets	309	1 679
Interest received	(104 105)	(70 192)
Dividends received	(3 237)	(2 813)
Finance costs	6 270	4 648
Profit on sale of investments	(1 270)	(23 348)
Additions to property, plant and equipment	6 954	15 058
Employee benefit liability adjustments		
- increase in accumulated leave liability	6 975	6 447
- leave payments	(3 010)	(4 187)
- decrease in long service award accrual	11	(42)
- Movement in post-retirement obligations	(3 810)	8 373
Working capital changes		
- decrease/(increase) in inventories	544	(109)
- increase in receivables and prepayments	(9 247)	(23 071)
- increase in accounts payable and accrued liabilities	5 409	24 448
Cash generated by operations	<u>185 688</u>	<u>319 401</u>

**23. Events after reporting period.**

The University's Council is not aware of any matter or circumstances arising since the end of the financial year, which requires adjustment or disclosure in these consolidated financial statements.

**ANNEXURE 1**

**PROFILE OF REGISTERED STUDENTS 2014 AND 2015: HEADCOUNT CONTACT SUBSIDY STUDENTS**

**Table 1a: Gender, Faculty and Academic level - Contact Subsidy Students (Subsidy Type A)**

	UNDERGRADUATE						POSTGRADUATE			TOTAL	
	2014			2015			2014	2015	2014	2015	
	First Time UG Student	All UG Students	First Time UG Student	All UG Students	All UG Students	All PG Students	All PG Students	2014	2015		
ARTS	MALE	297	1053	262	1028	270	255	1308	1298		
	FEMALE	512	1760	514	1679	329	297	2057	2008		
	All Genders	809	2813	776	2707	599	552	3365	3306		
BUSINESS AND ECONOMIC SCIENCES	MALE	1085	3611	1002	3598	768	764	4375	4366		
	FEMALE	1310	4520	1043	4351	744	693	5213	5095		
	All Genders	2395	8131	2045	7949	1512	1457	9588	9461		
DVC RESEARCH AND ENGAGEMENT	MALE	68	77	88	93	0	0	77	93		
	FEMALE	137	142	180	183	0	0	142	183		
	All Genders	205	219	268	276	0	0	219	276		
EDUCATION	MALE	110	528	102	455	97	99	627	552		
	FEMALE	226	1220	274	1054	175	187	1407	1229		
	All Genders	336	1748	376	1509	272	286	2034	1781		
ENGINEERING, BUILT ENVIRON & IT	MALE	661	2952	630	2948	217	187	3139	3165		
	FEMALE	213	918	185	911	88	74	992	999		
	All Genders	874	3870	815	3859	305	261	4131	4164		
HEALTH SCIENCES	MALE	255	792	258	903	108	99	891	1011		
	FEMALE	451	1860	459	1978	395	406	2266	2373		
	All Genders	706	2652	717	2881	503	505	3157	3384		
LAW	MALE	146	428	145	470	100	98	526	570		
	FEMALE	176	489	175	548	50	51	540	598		
	All Genders	322	917	320	1018	150	149	1066	1168		
SCIENCE	MALE	354	1221	367	1276	267	249	1470	1543		

	FEMALE	299	943	320	1008	205	199	1148	1207
	All Genders	653	2164	687	2284	454	466	2618	2750
ALL FACULTIES	MALE	2976	10662	2854	10771	1751	1827	12413	12598
	FEMALE	3324	11852	3150	11712	1913	1980	13765	13692
	TOTAL	6300	22514	6004	22483	3664	3807	26178	26290

**PROFILE OF REGISTERED STUDENTS 2014 AND 2015: HEADCOUNT DISTANCE SUBSIDY STUDENTS**

**Table 1a: Gender, Faculty and Academic level – Distance Subsidy Students (Subsidy Type B)**

	UNDERGRADUATE						POSTGRADUATE			TOTAL
	2014		2015		All UG Students	All PG Students	All PG Students	2014	2015	
	First Time UG Student	All UG Students	First Time UG Student	All UG Students						
EDUCATION	MALE	0	30	0	0	16	0	46	0	
	FEMALE	0	224	0	3	22	0	246	3	
	All Genders	0	254	0	3	38	0	292	3	
SCIENCE	MALE	1	14	0	6	4	3	18	9	
	FEMALE	0	21	0	15	1	1	22	16	
	All Genders	1	35	0	21	5	4	40	25	
ALL FACULTIES	MALE	1	44	0	6	20	3	64	9	
	FEMALE	0	245	0	18	23	1	268	19	
	TOTAL	1	289	0	24	43	4	332	28	

**PROFILE OF REGISTERED STUDENTS 2014 AND 2015: HEADCOUNT ALL STUDENTS**  
**Table 1a: Gender, Faculty and Academic level - Contact & Distance Subsidy Students (Subsidy Type A,B)**

	UNDERGRADUATE						POSTGRADUATE		TOTAL
	2014			2015			2014	2015	
	First Time UG Student	All UG Students	First Time UG Student	All UG Students	All UG Students	All PG Students	All PG Students		
ARTS	MALE	297	1053	262	1028	255	270	1308	1298
	FEMALE	512	1760	514	1679	297	329	2057	2008
	All Genders	809	2813	776	2707	552	599	3365	3306
BUSINESS AND ECONOMIC SCIENCES	MALE	1085	3611	1002	3598	764	768	4375	4366
	FEMALE	1310	4520	1043	4351	693	744	5213	5095
	All Genders	2395	8131	2045	7949	1457	1512	9588	9461
DVC RESEARCH AND ENGAGEMENT	MALE	68	77	88	93	0	0	77	93
	FEMALE	137	142	180	183	0	0	142	183
	All Genders	205	219	268	276	0	0	219	276
EDUCATION	MALE	110	558	102	455	115	97	673	552
	FEMALE	226	1444	274	1057	209	175	1653	1232
	All Genders	336	2002	376	1512	324	272	2326	1784
ENGINEERING, BUILT ENVIRON & IT	MALE	661	2952	630	2948	187	217	3139	3165
	FEMALE	213	918	185	911	74	88	992	999
	All Genders	874	3870	815	3859	261	305	4131	4164
HEALTH SCIENCES	MALE	255	792	258	903	99	108	891	1011
	FEMALE	451	1860	459	1978	406	395	2266	2373
	All Genders	706	2652	717	2881	505	503	3157	3384
LAW	MALE	146	428	145	470	98	100	526	570
	FEMALE	176	489	175	548	51	50	540	598
	All Genders	322	917	320	1018	149	150	1066	1168
SCIENCE	MALE	355	1235	367	1282	253	270	1488	1552
	FEMALE	299	964	320	1023	206	200	1170	1223

All Genders	654	2199	687	2305	459	470	2658	2775
MALE	2977	10706	2854	10777	1771	1830	12477	12607
FEMALE	3324	12097	3150	11730	1936	1981	14033	13711

**PROFILE OF REGISTERED STUDENTS 2014 AND 2015: HEADCOUNT ALL STUDENTS**

**Table 1b: Race, Faculty and Academic level - Contact Subsidy Students (Subsidy Type A)**

	UNDERGRADUATE						POSTGRADUATE		TOTAL
	2014		2015		2014	2015	2014	2015	
	First Time UG Student	All UG Students	First Time UG Student	All UG Students	All PG Students	All PG Students	All PG Students	All PG Students	
ARTS	AFRICAN	479	1608	483	1569	317	350	1925	1919
	COLOURED	117	388	111	386	50	63	438	449
	INDIAN	14	56	9	54	7	10	63	64
	WHITE	199	761	173	698	178	176	939	874
	TOTAL	809	2813	776	2707	552	599	3365	3306
BUSINESS AND ECONOMIC SCIENCES	AFRICAN	1585	5564	1404	5513	966	992	6530	6505
	COLOURED	324	1144	283	1171	157	161	1301	1332
	INDIAN	28	119	18	103	33	42	152	145
	WHITE	458	1304	340	1162	301	317	1605	1479
	TOTAL	2395	8131	2045	7949	1457	1512	9588	9461
DVC RESEARCH AND ENGAGEMENT	AFRICAN	5	5	19	19	0	0	5	19
	COLOURED	2	2	3	3	0	0	2	3
	INDIAN	1	1	0	0	0	0	1	0
	WHITE	197	211	246	254	0	0	211	254
	TOTAL	205	219	268	276	0	0	219	276
EDUCATION	AFRICAN	88	508	102	332	110	113	618	445
	COLOURED	84	528	104	476	79	72	607	548
	INDIAN	5	24	5	21	10	7	34	28
	WHITE	159	688	165	680	87	80	775	760
	TOTAL	336	1748	376	1509	286	272	2034	1781
ENGINEERING, BUILT ENVIRON & IT	AFRICAN	552	2426	550	2459	142	183	2568	2642
	COLOURED	103	470	92	443	15	14	485	457
	INDIAN	17	70	23	79	6	7	76	86
	WHITE	202	904	150	878	98	101	1002	979
	TOTAL	874	3870	814	3869	261	295	3131	3164

	TOTAL	874	3870	815	3859	261	305	4131	4164
HEALTH SCIENCES	AFRICAN	471	1657	454	1817	246	239	1903	2056
	COLOURED	83	418	115	460	83	91	501	551
	INDIAN	16	54	16	61	16	14	70	75
	WHITE	136	523	132	543	160	159	683	702
	TOTAL	706	2652	717	2881	505	503	3157	3384
LAW	AFRICAN	229	583	228	681	89	88	672	769
	COLOURED	46	138	45	151	18	15	156	166
	INDIAN	5	15	5	23	4	4	19	27
	WHITE	42	181	42	163	38	43	219	206
	TOTAL	322	917	320	1018	149	150	1066	1168
SCIENCES	AFRICAN	379	1233	420	1339	213	199	1446	1538
	COLOURED	62	178	52	172	31	33	209	205
	INDIAN	13	35	12	41	15	14	50	55
	WHITE	199	718	203	732	195	220	913	952
	TOTAL	653	2164	687	2284	454	466	2618	2750
ALL FACULTIES	AFRICAN	3788	13584	3660	13729	2083	2164	15667	15893
	COLOURED	821	3266	805	3262	433	449	3699	3711
	INDIAN	99	374	88	382	91	98	465	480
	WHITE	1592	5290	1451	5110	1057	1096	6347	6206
	TOTAL	6300	22514	6004	22483	3664	3807	26178	26290

**PROFILE OF REGISTERED STUDENTS 2014 AND 2015: HEADCOUNT ALL STUDENTS**  
**Table 1b: Race, Faculty and Academic level - Distance Subsidy Students (Subsidy Type B)**

	UNDERGRADUATE					POSTGRADUATE			TOTAL	
	2014		2015			2014	2015		2014	2015
	First Time UG Student	All UG Students	First Time UG Student	All UG Students	All UG Students	All PG Students	All PG Students	All PG Students	All PG Students	
EDUCATION	AFRICAN	0	244	0	3	38	0	282	3	
	COLOURED	0	9	0	0	0	0	9	0	
	INDIAN	0	0	0	0	0	0	0	0	
	WHITE	0	1	0	0	0	0	1	0	
	TOTAL	0	254	0	3	38	0	292	3	
SCIENCE	AFRICAN	1	34	0	20	3	3	37	23	
	COLOURED	0	0	0	0	1	0	1	0	
	INDIAN	0	1	0	1	1	1	2	2	
	WHITE	0	0	0	0	0	0	0	0	
	TOTAL	1	35	0	21	5	4	40	25	
ALL FACULTIES	AFRICAN	1	278	0	23	41	3	319	26	
	COLOURED	0	9	0	0	1	0	10	0	
	INDIAN	0	1	0	1	1	1	2	2	
	WHITE	0	1	0	0	0	0	1	0	
	TOTAL	1	289	0	24	43	4	332	28	

**PROFILE OF REGISTERED STUDENTS 2014 AND 2015: HEADCOUNT ALL STUDENTS**  
**Table 1b: Race, Faculty and Academic level - Contact & Distance Subsidy Students (Subsidy Type A, B)**

	UNDERGRADUATE					POSTGRADUATE			TOTAL	
	2014		2015			2014	2015		2014	2015
	First Time UG Student	All UG Students	First Time UG Student	All UG Students	All UG Students	All PG Students	All PG Students	All PG Students	2014	2015
ARTS	AFRICAN	479	1608	483	1569	317	350	317	1925	1919
	COLOURED	117	388	111	386	50	63	50	438	449
	INDIAN	14	56	9	54	7	10	7	63	64
	WHITE	199	761	173	698	178	176	178	939	874
	TOTAL	809	2813	776	2707	552	599	552	3365	3306
BUSINESS AND ECONOMIC SCIENCES	AFRICAN	1585	5564	1404	5513	966	992	966	6530	6505
	COLOURED	324	1144	283	1171	157	161	157	1301	1332
	INDIAN	28	119	18	103	33	42	33	152	145
	WHITE	458	1304	340	1162	301	317	301	1605	1479
	TOTAL	2395	8131	2045	7949	1457	1512	1457	9588	9461
DVC RESEARCH AND ENGAGEMENT	AFRICAN	5	5	19	19	0	0	0	5	19
	COLOURED	2	2	3	3	0	0	0	2	3
	INDIAN	1	1	0	0	0	0	0	1	0
	WHITE	197	211	246	254	0	0	0	211	254
	TOTAL	205	219	268	276	0	0	0	219	276
EDUCATION	AFRICAN	88	752	102	335	148	113	148	900	448
	COLOURED	84	537	104	476	79	72	79	616	548
	INDIAN	5	24	5	21	10	7	10	34	28
	WHITE	159	689	165	680	87	80	87	776	760
	TOTAL	336	2002	376	1512	324	272	324	2326	1784
ENGINEERING	AFRICAN	552	2426	550	2459	142	183	142	2568	2642
	COLOURED	103	470	92	443	15	14	15	485	457
	INDIAN	17	70	23	79	6	7	6	76	86
	WHITE	202	904	150	878	98	101	98	1002	979
	TOTAL	874	3870	815	3859	261	305	261	4131	4164
HEALTH SCIENCES	AFRICAN	471	1657	454	1817	246	239	246	1903	2056
	COLOURED	83	418	115	460	83	91	83	501	551
	INDIAN	16	54	16	61	16	14	16	70	75
	TOTAL	570	2129	635	2338	411	444	411	2474	2682

	WHITE	136	523	132	543	160	159	683	702
	TOTAL	706	2652	717	2881	505	503	3157	3384
LAW	AFRICAN	229	583	228	681	89	88	672	769
	COLOURED	46	138	45	151	18	15	156	166
	INDIAN	5	15	5	23	4	4	19	27
	WHITE	42	181	42	163	38	43	219	206
	TOTAL	322	917	320	1018	149	150	1066	1168
SCIENCES	AFRICAN	380	1267	420	1359	216	202	1483	1561
	COLOURED	62	178	52	172	32	33	210	205
	INDIAN	13	36	12	42	16	15	52	57
	WHITE	199	718	203	732	195	220	913	952
	TOTAL	654	2199	687	2305	459	470	2658	2775
ALL FACULTIES	AFRICAN	3789	13862	3660	13752	2124	2167	15986	15919
	COLOURED	821	3275	805	3262	434	449	3709	3711
	INDIAN	99	375	88	383	92	99	467	482
	WHITE	1592	5291	1451	5110	1057	1096	6348	6206
	TOTAL	6301	22803	6004	22507	3707	3811	26510	26318

**ANNEXURE 2**

**NELSON MANDELA METROPOLITAN UNIVERSITY  
DEGREES AND DIPLOMAS AWARDED: 2015**

1.	Degrees and Diplomas awarded: Contact Tuition	
Undergraduate Diplomas and Certificates		
<b>UB</b>	ADVANCED CERTIFICATE IN EDUCATION: SCHOOL LEADERSHIP	<b>5</b>
<b>UH</b>	ADVANCED CERTIFICATE IN EDUCATION: SPECIAL NEEDS EDUCATION (REM)	<b>12</b>
<b>ZC</b>	ADVANCED CERTIFICATE IN PHARMACY: TECHNICAL SUPPORT	<b>75</b>
<b>AH</b>	ADVANCED DIPLOMA IN ECONOMICS	<b>27</b>
<b>PT</b>	DIPLOMA IN CHEMICAL PROCESS TECHNOLOGY	<b>14</b>
<b>V</b>	DIPLOMA IN MUSIC EDUCATION	<b>14</b>
<b>LB</b>	DIPLOMA IN NURSING ADMINISTRATION	<b>1</b>
<b>LE</b>	DIPLOMA IN NURSING EDUCATION	<b>8</b>
<b>ZM</b>	HIGHER CERTIFICATE IN ACCOUNTANCY	<b>33</b>
<b>MV</b>	HIGHER CERTIFICATE IN BUSINESS STUDIES	<b>54</b>
<b>SB</b>	HIGHER CERTIFICATE IN CRIMINAL JUSTICE	<b>43</b>
<b>FV</b>	HIGHER CERTIFICATE IN IT IN USER SUPPORT SERVICES	<b>70</b>
<b>ZB</b>	HIGHER CERTIFICATE IN PHARMACY SUPPORT	<b>129</b>
<b>SA</b>	HIGHER CERTIFICATE IN VELD FIRE MANAGEMENT	<b>24</b>
<b>DE</b>	NATIONAL DIPLOMA IN ECONOMICS	<b>6</b>
<b>XE</b>	NATIONAL DIPLOMA IN ECONOMICS	<b>79</b>
<b>2+</b>	NATIONAL DIPLOMA: ACCOUNTING	<b>30</b>
<b>M1</b>	NATIONAL DIPLOMA: AGRICULTURAL MANAGEMENT	<b>91</b>
<b>6U</b>	NATIONAL DIPLOMA: ANALYTICAL CHEMISTRY	<b>27</b>
<b>MU</b>	NATIONAL DIPLOMA: ANALYTICAL CHEMISTRY	<b>14</b>
<b>MA</b>	NATIONAL DIPLOMA: ARCHITECTURAL TECHNOLOGY	<b>32</b>
<b>7E</b>	NATIONAL DIPLOMA: BIOMEDICAL TECHNOLOGY	<b>16</b>
<b>7C</b>	NATIONAL DIPLOMA: BUILDING	<b>44</b>
<b>1</b>	NATIONAL DIPLOMA: CERAMIC DESIGN	<b>2</b>
<b>6+</b>	NATIONAL DIPLOMA: COST AND MANAGEMENT ACCOUNTING	<b>30</b>
<b>3B</b>	NATIONAL DIPLOMA: ENGINEERING: CIVIL	<b>60</b>
<b>3D</b>	NATIONAL DIPLOMA: ENGINEERING: ELECTRICAL	<b>63</b>
<b>2O</b>	NATIONAL DIPLOMA: ENGINEERING: INDUSTRIAL	<b>30</b>
<b>3A</b>	NATIONAL DIPLOMA: ENGINEERING: MECHANICAL	<b>50</b>
<b>V0</b>	NATIONAL DIPLOMA: ENVIRONMENTAL HEALTH	<b>28</b>
<b>AE</b>	NATIONAL DIPLOMA: FASHION	<b>10</b>
<b>8+</b>	NATIONAL DIPLOMA: FINANCIAL INFORMATION SYSTEMS	<b>19</b>
<b>Y4</b>	NATIONAL DIPLOMA: FINE ART	<b>23</b>
<b>4F</b>	NATIONAL DIPLOMA: FORESTRY	<b>33</b>
<b>T2</b>	NATIONAL DIPLOMA: FORESTRY	<b>1</b>
<b>2R</b>	NATIONAL DIPLOMA: GAME RANCH MANAGEMENT	<b>29</b>

<b>12</b>	NATIONAL DIPLOMA: GRAPHIC DESIGN	<b>14</b>
<b>V3</b>	NATIONAL DIPLOMA: HUMAN RESOURCES MANAGEMENT	<b>98</b>
<b>1K</b>	NATIONAL DIPLOMA: INFORMATION TECHNOLOGY	<b>196</b>
<b>9C</b>	NATIONAL DIPLOMA: INTERIOR DESIGN	<b>3</b>
<b>4+</b>	NATIONAL DIPLOMA: INTERNAL AUDITING	<b>52</b>
<b>7P</b>	NATIONAL DIPLOMA: INVENTORY AND STORES MANAGEMENT	<b>30</b>
<b>8D</b>	NATIONAL DIPLOMA: JOURNALISM	<b>25</b>
<b>XL</b>	NATIONAL DIPLOMA: LOGISTICS	<b>58</b>
<b>4O</b>	NATIONAL DIPLOMA: LOGISTICS	<b>43</b>
<b>BM</b>	NATIONAL DIPLOMA: MANAGEMENT	<b>37</b>
<b>XA</b>	NATIONAL DIPLOMA: MANAGEMENT	<b>121</b>
<b>XM</b>	NATIONAL DIPLOMA: MARKETING	<b>69</b>
<b>L9</b>	NATIONAL DIPLOMA: MARKETING	<b>25</b>
<b>9U</b>	NATIONAL DIPLOMA: NATURE CONSERVATION	<b>34</b>
<b>FD</b>	NATIONAL DIPLOMA: OPERATIONS MANAGEMENT	<b>44</b>
<b>X8</b>	NATIONAL DIPLOMA: PHOTOGRAPHY	<b>9</b>
<b>FF</b>	NATIONAL DIPLOMA: POLYMER TECHNOLOGY	<b>12</b>
<b>2D</b>	NATIONAL DIPLOMA: PUBLIC MANAGEMENT	<b>64</b>
<b>1U</b>	NATIONAL DIPLOMA: PUBLIC RELATIONS MANAGEMENT	<b>32</b>
<b>P4</b>	NATIONAL DIPLOMA: RADIOGRAPHY: DIAGNOSTIC	<b>30</b>
<b>5O</b>	NATIONAL DIPLOMA: SPORT MANAGEMENT	<b>12</b>
<b>AD</b>	NATIONAL DIPLOMA: TEXTILE DESIGN AND TECHNOLOGY	<b>7</b>
<b>N1</b>	NATIONAL DIPLOMA: TOURISM MANAGEMENT	<b>12</b>
<b>1N</b>	NATIONAL DIPLOMA: TOURISM MANAGEMENT	<b>39</b>
<b>7U</b>	NATIONAL DIPLOMA: WOOD TECHNOLOGY	<b>8</b>
<b>VA</b>	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION	<b>4</b>
	Subtotal	<b><u>2304</u></b>
Postgraduate Diplomas and Certificate		
<b>5V</b>	POSTGRADUATE DIPLOMA IN LAW	<b>8</b>
<b>6Y</b>	POSTGRADUATE DIPLOMA IN HEALTH AND WELFARE MANAGEMENT	<b>8</b>
<b>AN</b>	POSTGRADUATE DIPLOMA IN BUSINESS ADMINISTRATION	<b>41</b>
<b>C=</b>	POSTGRADUATE DIPLOMA IN APPLIED ECONOMICS	<b>4</b>
<b>DB</b>	POSTGRADUATE DIPLOMA IN FINANCIAL PLANNING	<b>46</b>
<b>DM</b>	POSTGRADUATE DIPLOMA IN MARITIME STUDIES	<b>5</b>
<b>DN</b>	POSTGRADUATE DIPLOMA IN INTERNAL AUDITING	<b>18</b>
<b>EK</b>	DIPLOMA IN NEPHROLOGY NURSING SCIENCE	<b>24</b>
<b>EM</b>	POSTGRADUATE CERTIFICATE IN EDUCATION	<b>64</b>
<b>PX</b>	POSTGRADUATE DIPLOMA IN ACCOUNTANCY	<b>16</b>
	Subtotal	<b>234</b>
First Degrees, Second Bachelor's Degrees and BTech Degrees		
<b>NV</b>	BACCALAUREUS ADMINISTRATIONIS	<b>31</b>
<b>R</b>	BACCALAUREUS ARTIUM	<b>243</b>

<b>LR</b>	BACCALAUREUS ARTIUM IN PSYCHOLOGY	<b>59</b>
<b>AP</b>	BACCALAUREUS COMMERCII	<b>396</b>
<b>4B</b>	BACCALAUREUS COMMERCII (RATIONUM)	<b>23</b>
<b>LK</b>	BACCALAUREUS CURATIONIS	<b>82</b>
<b>NL</b>	BACCALAUREUS EDUCATIONIS	<b>266</b>
<b>5Y</b>	BACCALAUREUS LEGUM	<b>103</b>
<b>T</b>	BACCALAUREUS MUSICAE	<b>9</b>
<b>6F</b>	BACCALAUREUS PHARMACIAE	<b>125</b>
<b>LS</b>	BACCALAUREUS PSYCHOLOGIAE (COUNSELLING)	<b>17</b>
<b>N0</b>	BACCALAUREUS SCIENTIAE	<b>117</b>
<b>4J</b>	BACCALAUREUS SCIENTIAE IN CONSTRUCTION ECONOMICS	<b>36</b>
<b>NE</b>	BACCALAUREUS SCIENTIAE IN CONSTRUCTION STUDIES	<b>33</b>
<b>PO</b>	BACCALAUREUS SCIENTIAE INFORMATICAЕ SYSTEMS	<b>7</b>
<b>AY</b>	BACCALAUREUS TECHNOLOGIAE: AGRICULTURAL MANAGEMENT	<b>58</b>
<b>W1</b>	BACCALAUREUS TECHNOLOGIAE: ARCHITECTURAL TECHNOLOGY	<b>7</b>
<b>X0</b>	BACCALAUREUS TECHNOLOGIAE: BIOMEDICAL TECHNOLOGY	<b>24</b>
<b>F2</b>	BACCALAUREUS TECHNOLOGIAE: BUSINESS ADMINISTRATION	<b>11</b>
<b>BR</b>	BACCALAUREUS TECHNOLOGIAE: CERAMIC DESIGN	<b>2</b>
<b>U4</b>	BACCALAUREUS TECHNOLOGIAE: CHEMISTRY	<b>5</b>
<b>X7</b>	BACCALAUREUS TECHNOLOGIAE: CONSTRUCTION MANAGEMENT	<b>33</b>
<b>9H</b>	BACCALAUREUS TECHNOLOGIAE: COST AND MANAGEMENT ACCOUNTING	<b>19</b>
<b>U1</b>	BACCALAUREUS TECHNOLOGIAE: ENGINEERING: CIVIL	<b>18</b>
<b>1T</b>	BACCALAUREUS TECHNOLOGIAE: ENGINEERING: ELECTRICAL	<b>31</b>
<b>T1</b>	BACCALAUREUS TECHNOLOGIAE: ENGINEERING: INDUSTRIAL	<b>24</b>
<b>T9</b>	BACCALAUREUS TECHNOLOGIAE: ENGINEERING: MECHANICAL	<b>21</b>
<b>U7</b>	BACCALAUREUS TECHNOLOGIAE: ENVIRONMENTAL HEALTH	<b>34</b>
<b>BJ</b>	BACCALAUREUS TECHNOLOGIAE: FASHION	<b>4</b>
<b>VJ</b>	BACCALAUREUS TECHNOLOGIAE: FINANCIAL INFORMATION SYSTEMS	<b>10</b>
<b>Y5</b>	BACCALAUREUS TECHNOLOGIAE: FINE ART	<b>14</b>
<b>8U</b>	BACCALAUREUS TECHNOLOGIAE: FORESTRY	<b>33</b>
<b>TL</b>	BACCALAUREUS TECHNOLOGIAE: GAME RANCH MANAGEMENT	<b>9</b>
<b>BQ</b>	BACCALAUREUS TECHNOLOGIAE: GRAPHIC DESIGN	<b>4</b>
<b>V4</b>	BACCALAUREUS TECHNOLOGIAE: HUMAN RESOURCES MANAGEMENT	<b>42</b>
<b>T8</b>	BACCALAUREUS TECHNOLOGIAE: INFORMATION TECHNOLOGY	<b>90</b>
<b>2Z</b>	BACCALAUREUS TECHNOLOGIAE: INTERIOR DESIGN	<b>10</b>
<b>FG</b>	BACCALAUREUS TECHNOLOGIAE: INTERNAL AUDITING	<b>34</b>
<b>6O</b>	BACCALAUREUS TECHNOLOGIAE: LOGISTICS	<b>30</b>
<b>4P</b>	BACCALAUREUS TECHNOLOGIAE: MANAGEMENT	<b>81</b>
<b>V2</b>	BACCALAUREUS TECHNOLOGIAE: MARKETING	<b>14</b>
<b>A1</b>	BACCALAUREUS TECHNOLOGIAE: NATURE CONSERVATION	<b>21</b>
<b>VR</b>	BACCALAUREUS TECHNOLOGIAE: OPERATIONS MANAGEMENT	<b>27</b>
<b>X9</b>	BACCALAUREUS TECHNOLOGIAE: PHOTOGRAPHY	<b>4</b>
<b>AI</b>	BACCALAUREUS TECHNOLOGIAE: PUBLIC MANAGEMENT	<b>27</b>

<b>V1</b>	BACCALAUREUS TECHNOLOGIAE: PUBLIC RELATIONS MANAGEMENT	<b>18</b>
<b>I8</b>	BACCALAUREUS TECHNOLOGIAE: QUALITY	<b>29</b>
<b>X6</b>	BACCALAUREUS TECHNOLOGIAE: QUANTITY SURVEYING	<b>43</b>
<b>W0</b>	BACCALAUREUS TECHNOLOGIAE: RADIOGRAPHY : DIAGNOSTIC	<b>17</b>
<b>BK</b>	BACCALAUREUS TECHNOLOGIAE: TEXTILE DESIGN AND TECHNOLOGY	<b>1</b>
<b>BI</b>	BACCALAUREUS TECHNOLOGIAE: TOURISM MANAGEMENT	<b>10</b>
<b>IE</b>	BACCALAUREUS TECHNOLOGIAE: WOOD TECHNOLOGY	<b>4</b>
<b>RB</b>	BACHELOR OF ARCHITECTURAL STUDIES	<b>31</b>
<b>I0</b>	BACHELOR OF ENGINEERING IN MECHATRONICS	<b>25</b>
<b>LJ</b>	BACHELOR OF HUMAN MOVEMENT SCIENCE	<b>36</b>
<b>RA</b>	BACHELOR OF SOCIAL WORK	<b>87</b>
	Subtotal	<b><u>2589</u></b>
Honours Degrees		
<b>O</b>	BACCALAUREUS ARTIUM HONORES	<b>124</b>
<b>LN</b>	BACCALAUREUS ARTIUM HONORES (HUMAN MOVEMENT SCIENCE)	<b>19</b>
<b>6J</b>	BACCALAUREUS ARTIUM HONORES IN SOCIAL WORK	<b>1</b>
<b>D</b>	BACCALAUREUS COMMERCII HONORES	<b>174</b>
<b>6I</b>	BACCALAUREUS CURATIONIS HONORES	<b>54</b>
<b>H</b>	BACCALAUREUS EDUCATIONIS HONORES	<b>63</b>
<b>2B</b>	BACCALAUREUS SCIENTIAE HONORES	<b>78</b>
<b>I</b>	BACCALAUREUS SCIENTIAE HONORES IN CONSTRUCTION MANAGEMENT	<b>10</b>
<b>E</b>	BACCALAUREUS SCIENTIAE HONORES IN QUANTITY SURVEYING	<b>24</b>
<b>OC</b>	BACHELOR OF ARTS HONOURS IN CORPORATE COMMUNICATION	<b>15</b>
<b>IP</b>	BACHELOR OF ARTS HONOURS IN DEVELOPMENT STUDIES	<b>44</b>
<b>OB</b>	BACHELOR OF ARTS HONOURS IN JOURNALISM	<b>8</b>
<b>OA</b>	BACHELOR OF ARTS HONOURS IN MEDIA STUDIES	<b>6</b>
	Subtotal	<b><u>620</u></b>
Master's Degrees and MTech Degrees		
<b>J-</b>	MAGISTER SCIENTIAE	<b>33</b>
<b>8A</b>	MAGISTER PHILOSOPHIAE	<b>5</b>
<b>Y6</b>	MAGISTER TECHNOLOGIAE: FINE ART	<b>3</b>
<b>9-</b>	MAGISTER EDUCATIONIS	<b>14</b>
<b>6R</b>	MAGISTER ARTIUM IN HEALTH AND WELFARE MANAGEMENT	<b>1</b>
<b>T-</b>	MAGISTER ARTIUM IN CLINICAL PSYCHOLOGY	<b>9</b>
<b>PB</b>	MASTER OF COMMERCE IN ECONOMICS	<b>2</b>
<b>J1</b>	MAGISTER TECHNOLOGIAE: NATURE CONSERVATION	<b>4</b>
<b>8B</b>	MAGISTER ARTIUM IN MEDIA STUDIES	<b>8</b>
<b>Y1</b>	MAGISTER TECHNOLOGIAE: PHOTOGRAPHY	<b>1</b>
<b>ML</b>	MAGISTER LEGUM	<b>11</b>
<b>V5</b>	MAGISTER TECHNOLOGIAE: INFORMATION TECHNOLOGY	<b>6</b>
<b>W-</b>	MAGISTER CURATIONIS	<b>9</b>

<b>HM</b>	MAGISTER COMMERCII	<b>6</b>
<b>9J</b>	MASTER OF PHILOSOPHY IN DEVELOPMENT FINANCE	<b>7</b>
<b>U-</b>	MAGISTER ARTIUM IN COUNSELLING PSYCHOLOGY	<b>4</b>
<b>4E</b>	MAGISTER TECHNOLOGIAE: RADIOGRAPHY	<b>1</b>
<b>WO</b>	MAGISTER TECHNOLOGIAE: CHEMISTRY	<b>2</b>
<b>JE</b>	MAGISTER TECHNOLOGIAE: ENGINEERING: CIVIL	<b>1</b>
<b>S-</b>	MAGISTER SCIENTIAE IN THE BUILT ENVIRONMENT	<b>11</b>
<b>IM</b>	MASTER OF ENGINEERING IN MECHATRONICS	<b>9</b>
<b>NF</b>	MAGISTER ARTIUM	<b>17</b>
<b>YB</b>	MASTER OF PHILOSOPHY IN TOURISM MANAGEMENT	<b>2</b>
<b>Q-</b>	MAGISTER SCIENTIAE IN CONSTRUCTION MANAGEMENT	<b>2</b>
<b>H-</b>	MAGISTER ARTIUM	<b>1</b>
<b>X1</b>	MAGISTER TECHNOLOGIAE: HUMAN RESOURCES MANAGEMENT	<b>1</b>
<b>JK</b>	MAGISTER TECHNOLOGIAE: LOGISTICS	<b>1</b>
<b>8C</b>	MAGISTER ARTIUM IN MEDIA STUDIES	<b>3</b>
<b>KR</b>	MAGISTER EDUCATIONIS	<b>1</b>
<b>6V</b>	MAGISTER CURATIONIS	<b>6</b>
<b>RK</b>	MASTER OF SCIENCE	<b>1</b>
<b>JL</b>	MAGISTER TECHNOLOGIAE: MARKETING	<b>1</b>
<b>TM</b>	MAGISTER TECHNOLOGIAE: GAME RANCH MANAGEMENT	<b>1</b>
<b>1Z</b>	MASTER OF BUSINESS ADMINISTRATION	<b>67</b>
<b>UT</b>	MASTER OF COMMERCE	<b>4</b>
<b>C-</b>	MAGISTER COMMERCII	<b>6</b>
<b>FH</b>	MAGISTER MUSICAE	<b>1</b>
<b>IC</b>	MAGISTER TECHNOLOGIAE: QUANTITY SURVEYING	<b>1</b>
<b>I2</b>	MAGISTER TECHNOLOGIAE: CONSTRUCTION MANAGEMENT	<b>1</b>
<b>W7</b>	MAGISTER TECHNOLOGIAE: CHEMISTRY	<b>2</b>
<b>G-</b>	MAGISTER ARTIUM	<b>60</b>
<b>M-</b>	MASTER OF ARCHITECTURE PROFESSIONAL	<b>33</b>
<b>3C</b>	MAGISTER TECHNOLOGIAE: GRAPHIC DESIGN	<b>1</b>
<b>F-</b>	MAGISTER MUSICAE	<b>1</b>
<b>V-</b>	MAGISTER PHARMACIAE	<b>1</b>
<b>2C</b>	MAGISTER TECHNOLOGIAE: FASHION	<b>1</b>
<b>E4</b>	MAGISTER TECHNOLOGIAE: AGRICULTURE	<b>2</b>
<b>JP</b>	MAGISTER SCIENTIAE	<b>1</b>
<b>5P</b>	MAGISTER TECHNOLOGIAE: COST AND MANAGEMENT ACCOUNTING	<b>4</b>
<b>I-</b>	MASTER OF PUBLIC ADMINISTRATION	<b>7</b>
<b>5G</b>	MAGISTER LEGUM	<b>2</b>
<b>O-</b>	MAGISTER COMMERCII	<b>12</b>
<b>RC</b>	MASTER OF SOCIAL WORK	<b>1</b>
<b>C0</b>	MAGISTER TECHNOLOGIAE: BIOMEDICAL TECHNOLOGY	<b>1</b>
<b>XT</b>	MASTER OF ARTS	<b>5</b>
<b>YA</b>	MASTER OF COMMERCE IN TOURISM MANAGEMENT	<b>1</b>
	Subtotal	<b><u>399</u></b>

Doctor's Degrees and DTech Degrees		
<b>1+</b>	DOCTOR OF PHILOSOPHY IN ENGINEERING	<b>2</b>
<b>2G</b>	PHILOSOPHIAE DOCTOR	<b>25</b>
<b>B+</b>	PHILOSOPHIAE DOCTOR COMMERCII	<b>8</b>
<b>C+</b>	PHILOSOPHIAE DOCTOR EDUCATIONIS	<b>7</b>
<b>D+</b>	DOCTOR PHILOSOPHIAE	<b>17</b>
<b>E+</b>	DOCTOR LITTERARUM	<b>4</b>
<b>HC</b>	DOCTOR OF BUSINESS ADMINISTRATION	<b>6</b>
<b>I+</b>	PHILOSOPHIAE DOCTOR IN CONSTRUCTION ECONOMICS	<b>1</b>
<b>J+</b>	DOCTOR COMMERCII	<b>4</b>
<b>JH</b>	DOCTOR TECHNOLOGIAE: MARKETING	<b>1</b>
<b>M+</b>	PHILOSOPHIAE DOCTOR IN CONSTRUCTION MANAGEMENT	<b>3</b>
<b>N+</b>	DOCTOR LEGUM	<b>1</b>
<b>W8</b>	DOCTOR TECHNOLOGIAE: CHEMISTRY	<b>1</b>
	Subtotal	<b><u>80</u></b>
TOTAL CONTACT TUITION		<b><u>6226</u></b>
<b>2</b>	Degrees and Diplomas awarded: Distance Tuition	
Undergraduate Diplomas and Certificates		
<b>UG</b>	ADVANCED CERTIFICATE IN EDUCATION: LANGUAGE IN LEARNING & TEACHING	<b>3</b>
<b>VA</b>	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION	<b>9</b>
<b>VB</b>	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (INTERMEDIATE PHASE)	<b>3</b>
	Subtotal	<b><u>15</u></b>
First Degrees, Second Bachelor's Degrees and BTech Degrees		
<b>NL</b>	BACCALAUREUS EDUCATIONIS	<b>1</b>
<b>AY</b>	BACCALAUREUS TECHNOLOGIAE: AGRICULTURAL MANAGEMENT	<b>14</b>
	Subtotal	<b><u>15</u></b>
Master's Degrees and MTech Degrees		
<b>JA</b>	MASTER OF SCIENCE IN NANOSCIENCE	<b>2</b>
	Subtotal	<b><u>2</u></b>
TOTAL DISTANCE TUITION		<b><u>32</u></b>
<b>GRAND TOTAL ALL DEGREES AND DIPLOMAS AWARDED</b>		<b>6258</b>

## ANNEXURE 3

### LIST OF ABBREVIATIONS

ACE	Advanced Certificate in Education
ALN	African Leadership Network
AP	Academic Planning
ARC	Audit and Risk Committee of Council
BEC	Bid Evaluation Committee
BES	Business and Economic Sciences
BPR	Business Process Re-engineering
CAAR	Centre for Access Assessment and Research
CANRAD	Centre for the Advancement of Non-racialism and Democracy
CCR	Co-Curricular Record
CIPSET	Centre for Integrated Post-School Education Training
COS	Conditions of Service
CSIR	Council for Scientific and Industrial Research
CTLM	Centre of Teaching, Learning and Media
DHET	Department of Higher Education
DVC	Deputy Vice-Chancellor
EBEIT	Engineering, the Built Environment & Information Technology
ECSA	Engineering Council Of South Africa
eNtsa	Engineering Services Technology Station
ER	Employee Relations
EXCO	Executive Committee of Council
FET	Further Education and Training
FFC	Finance and Facilities Committee of Council
FHS	Faculty of Health Sciences
FLP	Future Leaders Programme
FRE	Framework for the Recognition of Excellence
FTE's	Full-time equivalent
GC	Governance Committee of Council
HE	Higher Education
HEC	Higher Education Committee of Council
HEIs	Higher Education Institutions
HEADS	Higher Education Access and Developmental Services
HELTASA	Higher Education Learning and Teaching Association of South Africa
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualifications Sub-Framework
HPCSA	Health Professions Council of South Africa
HR	Human Resources
HRREMCO	Human Resources and Remuneration Committee
ICT	Information and Communications Technology
IF	Institutional Forum
IFIP	International Federation of Information Processing
IFRS	International Financial Reporting Standards
IP	Intellectual Property
IT	Information Technologies
ITP	Integrated Transformation Plan
KIC	Knowledge Interchange Collaboration
LEAP	Leadership Effectiveness Advancement Programme
LMS	Learning Management System
MANCO	Management Committee
merSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MOU	Memorandum of Understanding
NC	Nominations Committee of Council
NCV	National Certificate Vocational
NMCW	Nelson Mandela Champion Within
NMMU	Nelson Mandela Metropolitan University
NRF	National Research Foundation

NSFAS	National Student Financial Aid Scheme
PASS	Professional, Administrative, Support Services
PG	Postgraduate
PGCE	Postgraduate Certificate in Education
PGRS	Postgraduate Research Scholarship
PQM	Programme Qualification Mix
QAU	Quality Advancement Unit
RADAR	Risk Analysis and Detection to Assist and Retain Students
RCD	Research Capacity Development
RDF	Research Development Fund
RIF	Regional Innovation Forum
RTI	Research, Technology and Innovation
SACAP	South African Council for the Architectural Professions
SAQA	South African Qualifications Authority
SARChI	SA Research Chairs Initiative
SET	Science, Engineering and Technology
SETAs	Skills Education Training Authorities
SI	Supplemental Instruction
SLP	Short Learning Programme
SoTL	Scholarship of Teaching and Learning
SoTLC	Scholarship of Teaching and Learning Certificate
SRC	Student Representative Council
SSH	Social Sciences and Humanity
STARS	Sustainability Tracking, Assessment and Rating System
TAC	Tender Adjudication Committee
TIA	Technology Innovation Agency
TRG	Teaching Relief Grant
UG	Undergraduate
V2020	Vision 2020