



**Annual Report to the
Minister of Higher Education and Training
for the year ending 31 December 2014**

Produced by the Office for Institutional Planning
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1. Chairperson of Council's Report

Nelson Mandela Metropolitan University (NMMU) is a comprehensive university, constituting seven faculties located across six campuses, five in Port Elizabeth (Eastern Cape) and one in George (Western Cape). As a comprehensive university, NMMU provides a diverse range of educational opportunities across general-formative, professional/vocational and career-oriented academic programmes, and is ideally positioned to facilitate the integration of post-school education and training via alternative access routes, such as articulation from Technical and Vocational Education and Training (TVET) Colleges. Being ideally positioned on the Eastern shores at the Southern tip of the African continent, NMMU is in the process of expanding its academic offerings and research projects to include Marine and Maritime Studies, in alignment with South Africa and Africa's Integrated Maritime Strategy associated with the "blue economy" that focuses on marine and maritime spatial planning and development.

The NMMU student headcount has increased to 26 630 in 2014, compared to 26 408 in 2013, of which 22 912 (86%) are enrolled for undergraduate programmes and 26 287 (98.7%) are contact students. Our student profile is 53% female and 60.5% African, 23.7% White, 14.0% Coloured and 1.8% Indian, with a permanent staff complement of 1 734 serving our students in their academic, professional and support services roles. Council is satisfied with the demographic and equity profiles, under the circumstances, whilst acknowledging the need for continuous improvement in this regard.

This annual report will provide an overview of the key achievements, innovations and operational challenges identified in 2014, as well as how these challenges have been managed to reduce Institutional risk.

V2020 Strategic Plan – Integrated Transformation Plan

The blueprint for Institutional transformation is reflected in the NMMU Vision 2020 (V2020) Strategic Plan, which is the Institutional Integrated Transformation Plan (ITP). Planning for the next five-year period (2016 to 2020) is underway in alignment with the reporting regulations framework. The core pillars of teaching and learning, research and engagement are underpinned by the Institutional values of respect for diversity, excellence, integrity, ubuntu, responsibility and respect for the natural environment. Implementation of V2020 is currently in its second year of the first three-year cycle.

Council Performance Objectives: 2014

Council approved the following performance objectives for the 2014 financial year:

- **Strategic Plan: Vision 2020**
 - Oversight of management's progress in the achievement of V2020 APEX Priorities for 2014.
- **Academic Excellence**
 - Ensuring improvement of average student throughput rates and research outputs in line with national benchmarks.
- **Improving Quality of Student Life**
 - Ensuring the development of a vibrant culture of living and learning on all campuses.
- **Improving Quality of Staff Life**
 - Ensuring a total employee value proposition for all employees.
- **Financial Viability**
 - Ensuring NMMU generates a budget for 2015 that provides for a reserve accumulation of between 5-10% of revenue from Council-funded activities.
- **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.

The annual performance plan, performance indicators and targets for 2015 were approved by Council and will be reported on in the mid-year review and the 2015 Annual Report submissions.

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 articulated in the *King Report on Corporate Governance for South Africa*, where applicable. The NMMU Council and its subcommittees consist of a very diverse membership, reflecting expertise in human resources, finances, auditing and risk management. Council conducts effective governance and ethical leadership through fostering accountability, transparency and the active participation of members in Council as well as its subcommittees.

The Council-Management relationship is very strong, and Council, via Exco of Council, is provided with comprehensive quarterly review reports by the Vice-Chancellor, outlining the extent of progress made by the Management Committee (MANCO) in achieving the apex priorities associated with V2020. These reports, together with other relevant reports, enable Council to monitor and evaluate implementation in relation to Council's performance objectives. The Vice-Chancellor's quarterly reports are informed by a Council-approved Governance Monitoring Evaluation and Reporting Framework, as well as the Transformation Reporting Matrix, where both documents are aligned with V2020 strategic priorities and the Council's performance objectives.

NMMU is committed to fulfilling its obligations in meeting its legal, ethical and economic responsibilities and continues to report in accordance with the various statutory requirements. NMMU has identified serving the public good as one of its fundamental transformational roles. It serves 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

Central to the university's purpose is the development of responsible citizenship that advances socially-engaged scholarship and civic agency. 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. The holistic development and successful completion of our students is supported through the provision of and 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 approximately 79.5% of our students being resident in the Eastern Cape, some of whom face immense challenges, including financial, to sustain themselves. According to Table 1 shows that a total of **R326 079 360** was available to assist **11 794** financially-needy and meritorious students during 2014, of which 67.6% of the funding was provided by the National Student Financial Aid Scheme (NSFAS), which supported 6 084 (51.6%) of the students. This translated into a year-on-year increase of 13.9% in the total funding available, relative to R286 201 840 in 2013, which provided support to 11 550 students. The remaining 48.4% of

financial support was derived from NMMU Trust and Council funding, government departmental bursaries/scholarships, national funding agencies such as the National Research Foundation (NRF) and other private sector donors. The provision of financial support remains a challenge to the Council and management of NMMU, since demand significantly exceeds available funds. To date, we have been able to manage the situation through frequent and open communication with the Student Representative Council (SRC), thereby averting any student protests, finance-related or otherwise. With increased student numbers, the provision of a shuttle service and the associated escalation of costs have necessitated the exploration of other modes of transport, including engaging Metro trains, the Metro Integrated Public Transport System and the George Integrated Public Transport Network, to enhance access for students from outlying residential areas.

Table 1: Student Financial Support for 2013 and 2014

Source	2013		2014	
	Amount	Number of student	Amount	Number of students
NSFAS	199 302 593	5 677	220 440 197	6 084
Government	18 460 684	459	28 890 604	566
Private sector	885 915	118	1 068 766	142
RCD	15 814 416	429	16 868 451	601
NRF	12 053 592	245	17 534 228	300
NMMU Trust	5 042 349	300	6 533 524	352
Institutional Research	6 575 249	386	9 691 929	446
NMMU Council	28 067 042	3 936	25 051 661	3 303
Total	286 201 840	11 550	326 079 360	11 794

The average annual growth rate in enrolments between 2005 and 2013 was 1.0%, relative to the 4.0% average growth rate across all other public higher education Institutions (HEIs). The enrolment growth trajectory, which is in alignment with the enrolment plan submitted to the Department of Higher Education and Training (DHET), has placed increasing pressure on the existing infrastructure, including on- and off-campus student housing.

Over the past three to five years, a total of 387 additional on-campus beds were added with the completion of two on-campus residences at the George (72 beds) and Summerstrand (312 beds) campuses, respectively, which were built from Council funding. In addition, increased accreditation of off-campus student accommodation was undertaken to assist in addressing the higher demand for student accommodation. Over the next three to five years, an additional 1 000 to 1 200 beds are being planned (depending on the outcome of the funding application submitted to the DHET). A total of 2 437 additional accredited off-campus beds have been secured and will be available for the 2015 student cohort. A total of 24.3% of our student body is being provided with accommodation, with a total of 3 108 on-campus beds and 3 375 accredited off-campus beds. To enhance the quality of student accommodation and associated services being provided to our students, a peer-reviewed quality review process was undertaken in July 2014, under the leadership of Dr Ian L'Ange from Rhodes University.

More than 50% of our students access learning management websites via their mobile device (smartphone or tablet). To provide an enabling learning environment to our students, enhancements in Information and Communications Technologies (ICTs) included digitally-enabled lecture venues; the establishment of digital classrooms to enable lectures to be recorded and uploaded on NMMUTube for students to access; improved bandwidth; WiFi availability across all campuses that enables students to access the NMMU network and internet resources; and the development and implementation of an NMMU mobile application that enables students to access the following on their mobile phones – the student portal, tools to view exam results, exam timetables, graduation details, marks, student account

balances and modules details, including Moodle and SharePoint links. Other improvements include the deployment of NMMU's own cloud file storage and sharing solution called OwnCloud, which enables students and staff to share files too large to email both internally and with external parties, which can then be accessed from any device, including smartphones and tablets.

The successful and holistic development of our students are key outcomes embedded in V2020. Academic support services being provided to students include the expansion of the pool of tutors, supplemental instruction, e-PAL (electronic peer assisted learning), the development and provision of multilingual glossaries across various disciplines, as well as experimentation with the co-teaching of classes to assist with English and Xhosa translations. Support for 303 students with disabilities (declared) has also been greatly enhanced through the receipt of earmarked funding from DHET and the Fuchs Foundation, and has been augmented by Council funding for the acquisition of assistive devices and technologies, enhancing physical infrastructural accessibility (ramps, ablutions, workstations, lifts, hoists, automated doors, hand rails, walkways and parking). Physical, psychological/developmental, sensory, medical and multiple disabilities are being accommodated across all faculties and qualification types.

A great deal of emphasis is placed on the development of our students for both work and life, where personal qualities, habits, attitudes and social graces are as important as the discipline- or professional-related skills and competencies linked to formal qualifications. The importance of co-curricular activities as part of the educational experience of our students provides them with opportunities to participate in such activities, which is reflected in a co-curricular transcript outlining the associated skills and competencies that they have acquired. Students had the opportunity to participate in 73 student governance societies, 20 arts and culture societies and 20 sporting codes and associated clubs to broaden their life experiences as students, whilst also enhancing their future employability as well-rounded graduates.

Quality of Staff Life

NMMU aims to be an employer of first choice within the Higher Education sector. The training and development of our staff is a key focus in giving effect to the needs identified in the personal development plans of all staff. Very specific training programmes, such as the Leadership Effectiveness Advancement Programme, Women in Leadership Programme and Future Leaders Programme are all addressing the development of a cohort of leaders as part of the Institutional talent continuity strategy for Peromnes level 2 to 4.

Expansion of the Employee Wellness programme, *Wellness @ NMMU*, has seen the introduction of financial planning, to enhance employee awareness in respect of making healthy life choices. The desired outcome of *Wellness @ NMMU* is to enhance work performance, employee engagement and a general sense of well-being of the whole person. To acknowledge enhanced work performance, an expanded recognition and rewards system was pioneered in 2014, with the introduction of the Professional, Administrative and Support Staff Excellence Awards. The Framework for the Recognition of Excellence (FRE), the Institutional performance management system, was piloted across the Institution in 2014 and will be fully implemented in 2015, with performance being linked to pay.

Creating an inclusive culture for both staff and students is one of the key strategic outcomes associated with V2020. To address staff experiences within the Institution, the Institutional Culture Enlivening Process (ICEP), an intervention initiated approximately two years ago by the Office of the Vice-Chancellor (VC), has been provided with strategic funding to enable the process to continue for an additional three years (2015 – 2017). This project is an organisational change process to address Institutional culture transformation, and started with the deepening of conversations at senior management level. It is being cascaded to middle-management level and the student leadership.

Excellence in Teaching and Learning

One of the V2020 strategic priorities is to create and sustain a responsive learning environment conducive to excellence in teaching and learning (T&L) and holistic student success. The combined success rate for contact and distance students for coursework modules increased from 78.1% in 2013 to 79.1% in 2014. In contact programmes, the success rate of students in undergraduate diplomas and certificates also increased from 74.9% in 2013 to 76.8% in 2014.

In distance programmes, the undergraduate diploma and certificate students had higher success rates in 2014 (96.2%) than in 2013 (94.9%). The success rate of students in extended programmes has shown a year-on-year improvement of 3.0% to 77.0% in 2014, relative to 74.0% in 2013. Graduation outputs for 2014 have increased by 0.5% to 6 323, up from 6 297 in 2013, with an improvement in post-graduate qualifications at 1 350, up from 1 210 in 2013.

To support and provide an enabling environment for teaching excellence, the Scholarship of Teaching and Learning Certificate (SoTLC) was introduced and is being offered by the Teaching Development Unit of the Centre for Teaching, Learning and Media (CTLM) in 2011. The purpose of this programme is to empower academics to effectively facilitate the learning of multilingual students from diverse socioeconomic and cultural backgrounds and views.

In addition, an induction programme called Teaching and Learning @ NMMU: An Introduction, has been developed and implemented for all newly appointed academics. This programme is biannual and is designed to encourage an interactive dialogue between the various departments within Higher Education, Access and Development Services (HEADS) and newly appointed academics. The programme is positioned as an introduction to the SoTLC, which runs during the year, in order to offer academics holistic and continued support from CTLM after attending the introductory programme.

The evaluation of teaching, learning and modules has become an integral part of the T&L process, to enhance the quality of the teaching and learning experiences offered to students. The CTLM Evaluation of teaching, learning and programmes endeavour to assist academics to evaluate their teaching and to reflect on their results for their own professional development.

ICT-enabled T&L environments continue to be strategic imperatives for which internal and external resources are mobilised. Over the last few years, the South African National Research Network, in collaboration with the Tertiary Education and Research Network of South Africa, has connected most South African universities to its fibre backbone at 10Gbps. These high-speed connections mean that South African students experience excellent Internet speeds (higher than 100Mbps) on campus. Nationally, NMMU has the fourth highest internet connectivity relative to other HEIs, with local connectivity at 10Gbps (similar to the top three universities), while international connectivity is at 630Mbps (highest level at 1 500Mbps).

Excellence in Research and Engagement

Developing our research capacity remains a critical part of V2020, and various initiatives have been implemented aimed at developing research capacity and outputs that not only address the imperative of generating new knowledge, but also developing highly skilled and competent graduates capable of contributing to the socioeconomic challenges encountered at a regional, national and international level.

NMMU is sustaining its overall research productivity, showing increases in the numbers and levels of rated researchers, the average total Weighted Research Outputs (WRO) per permanent academic staff per annum, and research contracts attracted by leading researchers. In 2014, NMMU had a total of 77 NRF-rated academics, up from 75 in 2013, placing NMMU in the top ten universities with regard to NRF-rated academics. The proportion of NMMU staff with a PhD qualification is at 44.9%, which has been consistently higher than the projected 42% national average.

There has been consistent improvement in research outputs over the past few years, with 747 and 751 units being generated in 2012 and 2013, respectively. The **weighted** research outputs for 2014 were 750, which excludes books and conference proceedings.

Some of the abovementioned initiatives to enhance research capacity include the doctoral proposal development programme; doctoral dissemination series, writing and publication of research findings in accredited national and international journals; and Research Capacity Development (RCD) initiatives, such as writing retreats. Academics are also encouraged to participate in the Strengthening Doctoral Supervision Programme, which is a joint initiative between a number of South African universities and Nuffic (a Netherlands-based funding agency). Ongoing strategic funding supports the internal “new generation academic” programme, in which suitable PhD candidates are identified in disciplines associated with scarce skills as well as in areas where multiple retirements are expected within the next three to five years. Another external initiative into which the NMMU has tapped is the **New Generation of Academics Programme (NGAP)**, a national DHET initiative (focusing on recruiting black women into the sector) to build the sector by providing deliberative support to universities. Over the next few years, over 2000 new young academics will be recruited into this programme to be able to replace the aging professoriate, in time, while at the same time changing the demographics and diversity in the sector.

Infrastructure and Support Services

Continuous quality enhancement of operations and support services, and expanding and improving infrastructure are crucial enablers of academic achievement. There are 15 major infrastructural projects being managed, which are at different levels in the continuum of planning, design, procurement and/or construction. Some of these projects include the completion of a 200-seater lecture on the 2nd Avenue Campus; completion of bus shelters at student shuttle pick-up points at South, North and 2nd Avenue campuses; completion of the installation of two disability hoists on Summerstrand South Campus and one on Summerstrand North Campus; completion of a gymnasium; upgrading of the second set of growth chambers in the Research Building to create office space for the newly established Global Leadership Institute for Sustainable Futures (GLI); and the Waste Water Treatment Works at George Campus.

During 2014, there was also commencement of major projects including a new Education Building on the Missionvale Campus; a new Science building on the Summerstrand South Campus; a new bitumen laboratory on Summerstrand North Campus; phase 2 of the Engineering building on Summerstrand North campus; an Institutional Art Gallery Project at Bird Street; and extension of the Innoventon Building in Summerstrand.

Technical Services is able to effectively manage the Institutional maintenance through the installation of a computerised maintenance management system. Ongoing maintenance and deferred maintenance were implemented across various campuses, including the upgrading of three of the six Tierkop houses on George Campus; refurbishment of the Xanadu Annex building, including the bathrooms, bedrooms and window replacement with aluminium frames; installation of a new ventilation system at the Summerstrand 2nd Avenue Campus computer lab and the refurbishment of the Liquid Petroleum Gas reticulation system in some buildings on Summerstrand North Campus.

Information and Communication Technologies (ICT) provides universities with opportunities to enhance the learning experience of students by expanding access to electronic resources and facilities to improve the chances of student success. Expansion of the Institutional bandwidth access enables the broadening of modes of delivery, the provision of online interactive spaces and access to online databases as academic resources. The capacity of the Institutional bandwidth has been trebled to cope with increased internet usage. The need to increase storage space for students and staff has been identified, resulting in the provision of an NMMU facility called OwnCloud, which is a cloud-based storage system to facilitate the sharing of large files between students and/or staff. This initiative also serves as a cost-saving intervention to reduce the expenditure on bandwidth costs associated with

storage solutions such as internationally hosted sites, such as dropbox. All ICT requirements at the new Business School at Summerstrand 2nd Avenue Campus have been provided. The new building has been equipped with wireless networks, 350 network points and 67 IP telephones. In addition, a new electronic customised version of the Moodle Learning Management System, called the Learning Management System (LMS), is being implemented. The LMS is called Incoko (“conversation” in isiXhosa), which provides a paperless content delivery system and interactive space for administrative processes such as access to supervision request forms and accreditation requirements.

Financial Sustainability

The NMMU remains financially healthy with a disciplined budgeting approach that carefully balances the Institution’s need to remain competitive against a challenging economic environment. The annual audit and year-end process for 2014 was conducted and finalised without any delays or complications.

The 2014 financial statements indicate that the Council directive of a budget providing for a reserve accumulation of between 5-10% will be realised. These reserves are essential for the funding of deferred maintenance, replacement of teaching and research equipment and IT infrastructure. A detailed analysis of the financial results and performance are available in the annual financial review report (see page 95). Specific Institutional financial sustainability indicators are being tracked and the table below reflects the data over the past three-year period. These indicators show that NMMU is in a relatively healthy financial position.

Table 2: NMMU Financial Sustainability Indicators: 2012 – 2014

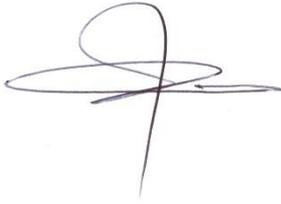
Sustainability indicators:	2012	2013	2014
Liquidity Ratio (current assets / current liabilities)	13.4	8.21	8.31
Sustainability Ratio (Council-controlled reserves only) (Council-controlled reserves / annual recurrent expenditure on Council-controlled expenditure)	0.45	0.37	0.44
Sustainability Ratio (Total NMMU reserves) Total NMMU reserves / annual recurrent expenditure	1.17	1.09	1.18
Post-retirement Liabilities	R111 m	R63m	R33m

However, the economic environment is proving to be increasingly challenging, with limited increases in subsidy and tuition fees and escalating expenditure associated with overheads, operational costs as well as personnel costs. Despite increased efforts to expand the income base, increasing third- and fourth-stream income remains a challenge. Furthermore, increased student numbers have also increased the need for financial support, since approximately 80% of our students are resident in the Eastern Cape.

Insufficient NSFAS funding further increases the pressures on the system, where increased budgetary provision for Council-funded bursaries and scholarships are being made available to support deserving students. The NMMU continuously reviews and develops business processes to increase efficiencies. The Finance Directorate has initiated a number of innovative projects, including the enhancement of an electronic payment process; e-procurement initiatives and successful involvement in developing integrated affordability planning models with dashboard reports that can perform scenario planning and viability analysis at module, programme, department, faculty and campus levels.

Conclusion

NMMU is one of the successful merged Institutions that resulted from the restructuring in the higher education sector. Reflecting on the past ten years since the merger, NMMU has been carefully planning its growth trajectory and giving effect to these plans through consolidation of its PQM, expansion of its infrastructure, and enabling enhanced efficiencies in its operational and administrative systems. In contemplating the long-term sustainability of NMMU, the challenge lies in the delicate balance between our growth trajectory, improving student success and expanding our income sources, especially in relation to the economic environment within which we operate.

A handwritten signature in black ink, consisting of several overlapping loops and a long vertical stroke extending downwards.

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 Charter of the Audit and Risk Committee was amended during 2014 to enable Council to exercise oversight of the governance of information technology through the Audit and Risk Committee.

The Audit and Risk Committee assisted Council in carrying out its risk responsibilities by, *inter alia*, reviewing the key risks to the University, and considering and monitoring the risk management process and plan. The Committee is satisfied that it complied with the responsibilities in the Charter and other relevant legal and regulatory responsibilities.

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.

In 2014, Council consisted of the following members (detailed in Table 3).

Meetings of Council

Council held four ordinary meetings during 2014, and attendance at these meetings averaged 80%. External Council members received an honorarium in accordance with University policies, and the amount was reviewed during 2014.

An overview of Council meeting attendance and approved minutes of the meetings during 2014 are included as Appendices 2 and 3, respectively.

Table 3: 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 2014	Number of terms on Council (including previous PET and UPE)	Directorships that were disclosed by member in 2014	Membership on Council Committees
Mr D Argyrakis	Engineering/Energy	71	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	68	Second term on NMMU Council		
Dr G Govender	Health	56	First term on NMMU Council		
Mr M Mawasha ¹	Information Technology	48	First term on NMMU Council		ARC
Mr S Mhlaluka	Public Sector	46	Second term on NMMU Council	Board member of Nelson Mandela Chamber of Business	FFC, HRREMCO
Prof. E Mokhuane	Health/Education	65	NMMU interim Council 2005, third term on NMMU Council		HEC
Ms S Nkanyuza	Organised Labour	54	First term on NMMU Council		HEC
Judge R Pillay	Law	62	Member of UPE Council from 2001 to 2004, third term on NMMU Council		HEC, NC, EXCO
Mr R Piyose	Human Resources/Business	52	Second term on NMMU Council		HRREMCO
Mr V Ramadass ²	Information Technology	33	First term on NMMU Council	emediat	ARC
Prof. M Singh ¹	Higher Education and Training	65	First term on NMMU Council		
Ms Z Tshetu	Development Sector, Energy/Minerals	45	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 ¹	Governance	54	Second term on NMMU Council		GC, EXCO
Mr C Neethling ³	Governance	68	Second term on NMMU Council		
Two (2) members appointed in terms of paragraph 5(3)(b) of the Statute					
Member	Knowledge and Experience	Age at the end of 2014	Number of terms on Council (including previous PET and UPE)	Directorships that were disclosed by member in 2014	Membership on Council Committees
Mr C Gawe	Private Sector	75	Member of PET Council from 1999, NMMU interim Council 2005, third term on NMMU Council		HEC, NC, HRREMCO EXCO
Prof. H Jeffery	Higher Education and Training	73	Third term on NMMU Council		HEC
Mr R Jonas ⁴	Governance	56	NMMU interim Council 2005, second term on NMMU Council		GC, EXCO
Five (5) members appointed by the Minister of Education					
Member	Knowledge and Experience	Age at the end of 2014	Number of terms on Council (including previous PET and UPE)	Directorships that were disclosed by member in 2014	Membership on Council Committees
Mr V Lwana	Human Resources/Management	54	First term on NMMU Council		
Mr A Mohamed	Human Resources/Finance	60	NMMU interim Council 2005, third term on NMMU Council		NC, EXCO, HRREMCO
Ms S Munshi	Law	58	Second term on NMMU Council	Director of Joubert Galpin and Searle	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	47	Second term on NMMU Council	Financial Director at BKB Limited	ARC, EXCO

Vice-Chancellor				
	Age at the end of 2014	Number of terms on Council (including previous PET and UPE)	Directorships that were disclosed by member in 2014	Membership on Council Committees
Prof. D Swartz	54	n/a	Council appointee on NMMU Trust	EXCO, FFC, GC, HEC, HRREMCO, NC
Three (3) Deputy Vice-Chancellors				
Prof. T Mayekiso / Prof. A Leitch ⁵	58 / 58	n/a		HEC
Dr S Muthwa	52	n/a		FFC, HEC
Prof. P Naude / Prof. D Zinn ⁶	58 / 57	n/a		HEC
Two (2) members elected by the Senate				
Prof. V Lawack	42			
Prof. M Tait	47			GC
Two (2) students elected by the SRC				
Ms S Dlepu	23			
Mr L Ntshongwana	25			
One (1) academic employee of the University elected by such employees				
Prof. D van Greunen	48			GC
One (1) employee, other than an academic employee, of the University, elected by such employees				
Ms J Kakembo ²	48			
Ms V Bongela ¹	35			
Chairperson of the Institutional Forum				
Ms R-A Levendal	47	n/a		

1 = As from 1 July 2014

2 = Until 30 June 2014

3 = Co-opted member without voting rights as from 1 July 2014

4 = Resigned as a member of Council in February 2014

5 = As from 1 November 2014

6 = As from 1 September 2014

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

Performance of Council

During the period under review, Council attended to policy matters and matters of strategic importance while ensuring that the relevant measures were introduced to monitor and evaluate the implementation of these; and considered reports in the above regard from, among others, the Management Committee (MANCO) via the respective Council Committees.

In fulfilling its governance role, Council endeavored to balance compliance with the relevant laws and regulations with the need to act in an entrepreneurial way, 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 2014.

Council formally assessed its performance for 2014 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 in 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; and
- 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 and Institutional policy matters falling outside the ambit of the other Council Committees;
- b. 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;
- c. May advise Council on any matter that it deems expedient for the effective and efficient management of the University; and
- d. 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: Mr R Jonas ⁴; Ms C Williams ¹;
- b. At least three members elected by Council on account of their knowledge and experience in governance practices:
Mr D Argyrakis
Prof. M Tait
Ms Z Tshetu
Prof. D van Greunen; and
- c. The Vice-Chancellor: Prof. D Swartz.

¹ = As from 1 July 2014

⁴ = Resigned as a member of Council in February 2014

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 self-assessment of Council's performance and matters of an ethical nature, in general;
- c. May advise Council on any governance matter that the Committee deems expedient for the effective and efficient performance of Council;
- d. Must, at the request of Council, advise Council on any matter within the mandate of the Committee; and
- e. 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:
Mr S Mhlaluka
Ms S Munshi
Mr M Odayar
Mr R Piyose;
- d. The Vice-Chancellor: Prof. D Swartz; and
- e. 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 in particular and employees other than senior management employees in general;
- b. Approves the annual salary increases for employees, including any performance-based increments or bonus payments where applicable, determines the specific remuneration packages of members of senior management (excluding the Vice-Chancellor), addresses 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 management of 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 the management of physical infrastructure:
Mr D Argyrakis
Mr M Lorgat
Mr S Mhlaluka
Mr M Odayar;
- c. The Vice-Chancellor: Prof. D Swartz; and
- 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; the annual Institutional budget; the financial implications of loans, purchases and infrastructural development; tuition and other Institutional fees; resource allocations; management accounts and the financial statements of the University;
- 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:
Mr A Daya (BCom., NDip. Cost Accounting)
Ms A Ludorf (B Juris, LLB, LLM)
Ms B Mkuhlu ⁷ (BCom., BCom. Hons., CA(SA))
Mr M Mawasha ¹ (BSc., MSc., MPhil.)
Ms Adams-Abader ⁸ (BCom., BCom. Hons., CA(SA)); and
Mr V Ramadass ² (MCP+I, MCSE+I, MCDBA, MCSD, MCAD, MCTS, MCPD, MCITP, CCSA).
- c. 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.

¹ = As from 1 July 2014

² = Until 30 June 2014

⁷ = Until 31 August 2014

⁸ = As from 17 October 2014

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

- a. The Committee consists of:
- b. The Chairperson of the Council, who is the chairperson: Judge R Pillay;
- c. The Vice-Chairperson of Council: Mr C Gawe;
- d. At least three members elected by Council on account of their knowledge and experience in higher education:
 - Prof. H Jeffery
 - Prof. E Mokhuane
 - Ms S Nkanyuza
 - Prof. R Parsons;
- e. The Vice-Chancellor: Prof. D Swartz;
- f. Three Deputy Vice-Chancellors:
 - Prof. P Naude / Prof. D Zinn ⁶
 - Prof. T Mayekiso / Prof. A Leitch ⁵; and
 - Dr S Muthwa.

⁵ = As from 1 September 2014

⁶ = As from 1 November 2014

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, provided that a candidate for appointment may not be a member of the Committee:
- d. Mr A Mohamed; and
- e. 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);
- b. Recommends to Council the appointment of the members contemplated in paragraph 5(3)(a) 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.

Attendance of Council Committee Meetings by External Consultants

The following external consultants attended meetings of Council Committees during 2014 to address specific items within the ambit of the Human Resources and Remuneration Committee:

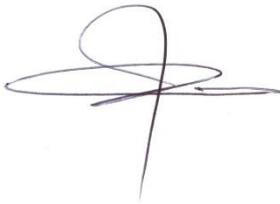
- Mr R Stroebel of Rohan Stroebel Brokers CC, regarding the possible consolidation of insurers for NMMU retirement funds (18 February and 9 May).
- Mr C Baker of Chris Baker and Associates, regarding the regularisation of fixed-term contracts in order to align with revisions to the Labour Relations Act (22 August).
- Mr C Lyall-Watson from the Department of Higher Education and Training, regarding remuneration trends (22 August).

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, for example Council, Senate, the 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 2014.

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 Institutional 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 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 (Entsa – Engineering Services Technology Station funded by the Technology Innovation Agency (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, and a vertical line extending downwards.

Judge R Pillay
CHAIRPERSON OF COUNCIL

4. Report on Transformation

In 2010, the NMMU Transformation Conceptual Framework was approved by Council, which identified the following primary dimensions as integral to the understanding of Transformation:

- The intellectual and academic project;
- Institutional processes and outcomes;
- Institutional culture; and
- Demography of staff and students.

In 2014, an Institutional research project was undertaken to engage key stakeholders within and outside the Institution to refine and deepen the understanding of Transformation. The input from the various stakeholders generated the following:

- The intellectual and academic project;
- Service excellence;
- Enabling Institutional culture;
- Diverse staff and student profile; and
- Public good.

V2020 is the Institutional Integrated Transformation Plan. Transformation is seen as integral to all areas (core and support) of the Institution's operations, and therefore reporting on Transformation encompasses the content of the various reports within this submission, relating to the above dimensions and initiatives being implemented to advance the objectives set out in V2020.

In 2014, the key areas of focus included the following (key strategic priorities of V2020):

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

The Equity Office has representation on the Transformation Committee (a subcommittee of MANCO) as well as on the Institutional Forum. Quarterly reports on staff profile, including staff with disabilities, recruitments, terminations and promotions are provided and discussed. The total staff profile of NMMU is reflected in Table 4 below.

Table 4: NMMU Staff Profile According to Ethnicity and Gender (2014)

Academic Staff												
DOL Occupational Level		AF	AM	CF	CM	IF	IM	WF	WM	FF	FM	Total
3	PROF QUAL/SPEC/MID-MAN (PL 4-6)	2	7	3	3	2	2	44	84	1	6	154
4	SKILLED/JNR-MAN/SUPERV (PL 7-12)	28	29	32	26	8	8	151	147	5	14	448
Academic Staff Total		30	36	35	29	10	10	195	231	6	20	602
Support Staff												
1	TOP MANAGEMENT (PL 1)	0	0	0	1	0	0	0	0	0	0	1
2	SENIOR MANAGEMENT (PL 2-3)	1	0	0	1	0	1	0	2	0	0	5
3	PROF QUAL/SPEC/MID-MAN (PL 4-6)	6	6	5	15	2	1	13	39	1	0	88
4	SKILLED/JNR-MAN/SUPERV (PL 7-12)	168	72	144	73	29	12	268	120	4	9	899
5	SEMI SKILLED/DISCRETION (PL 13-16)	22	56	4	28	2	1	4	3	0	0	120
6	UNSKILLED/DEF DECISION (PL 17-18)	8	9	1	1	0	0	0	0	0	0	19
Support Staff Total		205	143	154	119	33	15	285	164	5	9	1132
Grand Total		235	179	189	148	43	25	480	395	11	29	1734
Total Disabilities (NMMU Target is 2%)		3	2	2	0	0	0	9	16	0	0	32

Academic staff constitutes 34.7% of the total staff, and females make up 55.0% of the total staff complement. The profile of academic staff reflects a predominance of white males and females (70.7%), with the majority of the Black (African, Coloured and Indian) academics associated in the P7 – 9 post range (i.e. junior lecturer to senior lecturer). The profile becomes more skewed when analysing the posts associated with Associate Professors, full Professors and distinguished Professors, where 12% of all these posts are occupied by Black staff. This profile appears to be similar across the sector, specifically in Institutions that were considered previously advantaged. The proportion of staff with disabilities (declared) is 1.9%.

The Equity Office reported that the following interventions were undertaken by NMMU to address equity transformation:

- An Employment Equity Plan (EE Plan) was developed and implemented as at July 2012 for the whole Institution. The EE Plan has set targets that are to be reached for a period of five years and they are cascaded down to Faculty level. If appointments made are according to the equity targets, this will speed up equity transformation.
- Equity Policy: A clause on Accountability was added and a recommendation was made that one of Management's Key Performance Areas (KPA's) be written and implemented as follows: i.e., "strategically manages HR, Transformation and Equity".
- The following policies are also assisting to fast-track equity transformation within the Institution:
 - Recruitment and Selection Policy and Procedure;
 - Academic Ad Personam Promotions;
 - Retention of Scarce and Critical Skills;
 - HR Development Policy (Future Leaders Programme); and
 - Deferred Retirements.
- There are two programmes to promote opportunities for equity academics, namely: the Early Development Programme and the New Generation Academics programme. These programmes are managed by the DVC: Research and Engagement Division.
- Bursaries/Scholarships are offered by RCD and Faculties.
- Development and Implementation of an Attraction and Retention policy.
- The University provides an opportunity for formal qualification studies for all employees to upgrade their level of qualification.
- The Future Leaders Programme (FLP): As at 2010, three Academics took part in the programme (1AM; 1IM; 1WF); the other three were PASS employees.
- The Leadership Effectiveness Advancement Programme (LEAP) for 2014: four Academics and one equity candidate (AF) participated in this.

The following challenges were identified by the Equity Office with regard to equity transformation:

- A low number of equity candidates in scarce skilled academic fields;
- The overall qualification and quantity of graduates; and
- The high marketability of highly qualified equity candidates.

The Employment Equity Protocol for the selection and retention of under-represented categories of employees, according to the Employment Equity Plan, has been developed and approved by Council, having gone through the required processes of approval. The protocol requires special consideration and motivation during the selection process with regard to under-represented groups, especially Black Africans, and the equity targets of NMMU. Where employees from an under-represented group, especially Black African employees, resign or contemplate resignation, a protocol has also been developed to allow for proactive steps to be taken as required, in order to minimise such resignations.

The main reason provided during exit interviews for employees resigning is **salary/remuneration**, followed by **lack of advancement and/or promotions**.

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 include the RCD Office and the Teaching Development Unit of the CTLM. The section below will provide an overview of some of the initiatives implemented.

- **Human Resources Development Office**

The Human Resources Development Office provides ongoing 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 to these courses, 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 is providing training in the Future Leaders Programme, the Leadership Effectiveness Advancement Programme and the Management and Leadership Programme. Specific budgetary provision is also made to send 2-3 female staff members to the HERS-SA Academy, a prestigious leadership development programme

for women in the Higher Education sector. The NMMU does not have an Institutional integrated talent management strategy; however, Council has approved a talent continuity policy in October 2014, which will support the succession planning framework for PL2-4.

- **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 (currently 49% of academic staff; national average 34%). The goal is to increase the proportion 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.
- There are two other mainstream funding opportunities that are made available to emerging researchers, viz.
 - The Teaching Replacement Grant, which provides financial support to reduce the teaching load of the academic to enable her/him to write publications in DHET-accredited publications; compile a research proposal towards a higher degree; completion of specific research associated with improving their qualifications; and funding towards a research sabbatical during which the staff member can finalise their submission towards their higher qualification; and
 - The Research Development Fund provides funding to staff conducting research who do not or were unable to attract or access external grant funding. This funding is categorised into three groups: seed funding for researchers in the process of studying towards a higher qualification; bridging funding for new staff; and initial funding for staff who had completed their doctoral qualifications.

- **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.

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.

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 VC 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.

In addition to this process, smaller scale experimental spaces are being opened up which include seminars promoting critical consciousness, and engaging more deeply with the notion of socially-engaged scholarship. The activities associated with the Diversity Month, Internationalisation Week, the VC’s Cultural Evening and public lectures all contribute towards building social cohesion and an inclusive Institutional culture in alignment with the Institutional values.

The annual celebration of Diversity Month in August was in alignment with our commitment to diversity, with over 50 events presented. The intersection with Women’s Month in South Africa also ensured a stronger gender focus this year. Collaboration across different faculties, divisions and units within NMMU enabled the smooth hosting of these events. The following is a brief summary of the events that were hosted: lectures/seminars/dialogues [14]; drama [6]; poetry [4]; dance [4]; music [5]; conferences [2]; exhibitions [3]; workshops/expos [3]; cultural food events [1]; film [2]; book launches [2]; campaigns [1]; walks/marches [1]; fundraising events [1]; and other arts and culture events [2].

NMMU continues to place a great deal of emphasis on the importance of co-curricular activities as part of the educational experience of our students. To enhance their employability, the co-curricular record provides students with opportunities to participate in various co-curricular activities, to eventually receive a co-curricular transcript that will outline the skills and competencies that they have acquired through their involvement in these activities. The list of accredited co-curricular activities continues to expand, thus increasing the student’s opportunities to enhance their soft skills. First year students participated in a two-week Orientation Programme, which is peer-led, with the academic component, in particular, being offered largely by senior students who are trained as “How2 buddies”. The Orientation Programme covered various aspects to enable academic performance as well as assisting students to settle into their new environment to find their way around campus facilities. Students were also introduced to the 74 student societies and 20 sporting codes that are available to offer them a rounded life-experience as a student, whilst providing the opportunity to build a portfolio towards a co-curricular record.

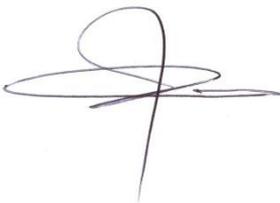
The Nelson Mandela: Champion Within Programme, which was introduced last year as a foundational values-embedding initiative, is now fully integrated into the Orientation Programme, with 1 846 students having participated in the programme this year. This year, 15 NMMU staff assisted as facilitators in the programme

and facilitator training is being planned to introduce this programme and methodology to more academic staff, and thus be integrated into the teaching and learning environment.

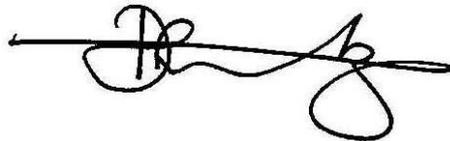
Our Student Affairs Directorate provides numerous programmes, from residence-based cultural and recreational programmes for students to sporting events such as rugby, soccer and cricket, where we promote our commonly held values. This multipronged process of 'culture change' will remain part of our long-term orientation because of the transient nature of segments of the university community and the continuous need for the university to adapt and respond to a rapidly changing world.

Student access and success is an imperative reflected in our ITP and the Senate Report (see page 25) provides an overview of the key innovations and improvement interventions relating to improving teaching and student academic support.

The transformational process is continuous and requires specific, 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.



Judge R Pillay
CHAIRMAN OF COUNCIL



Prof DI Swartz
VICE-CHANCELLOR

5. Senate Report

In 2014, four (4) 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

In terms of NMMU's Admissions Policy, applicants who 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. Figure 1 provides an overview of the number of students who were assessed, accepted and registered over the past five years. The data shows that the number of students assessed, accepted and registered have increased by 77.0%, 38.9% and 22.2%, respectively, from 2010 to 2014. For 2014, students who were accepted registered in the following qualification types: mainstream degree (1172 students); extended degree (251 students); mainstream diploma (1092 students); extended diploma (260 students) and Higher Certificate (223 students).

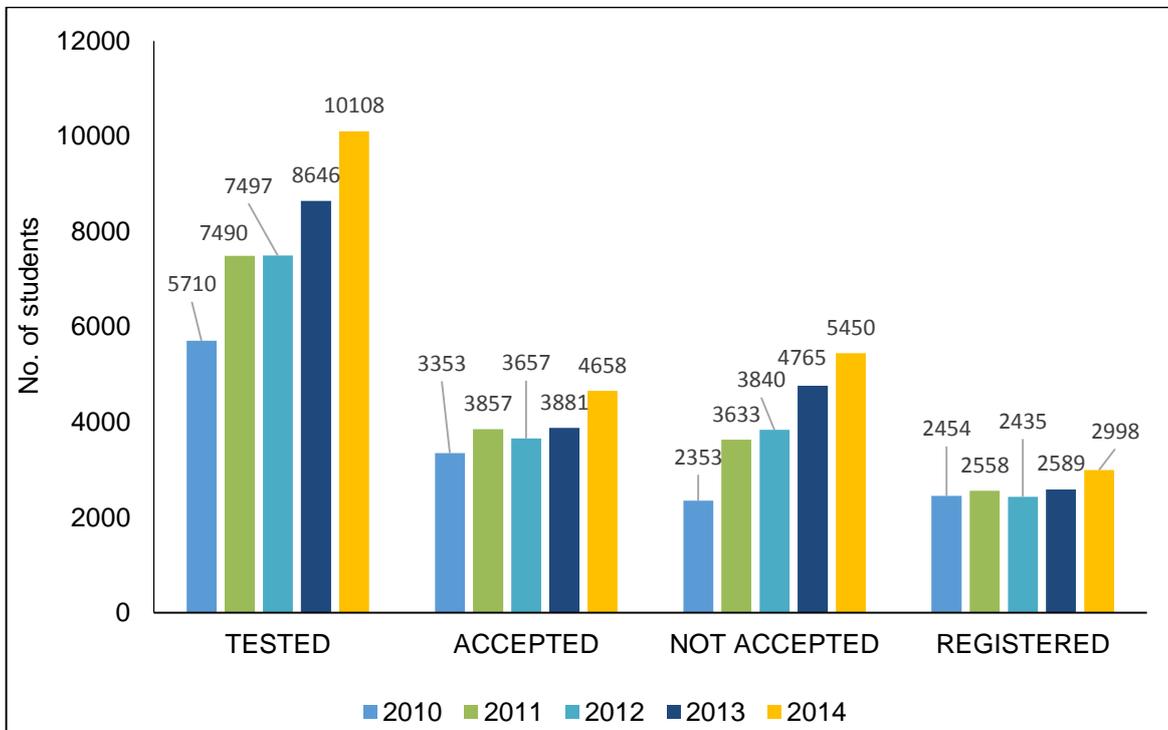


Figure 1: Student Access Assessments and Subsequent Registrations for the Period 2010 - 2014

Figure 2 below provides an overview of the number of registered applicants with a National Certificate Vocational (NCV) qualification, which increased from 6 in 2010 to 20 in 2014. The majority of the NCV students apply for access to diploma programmes, with a few applying to access extended degree (B.Com.) programmes.

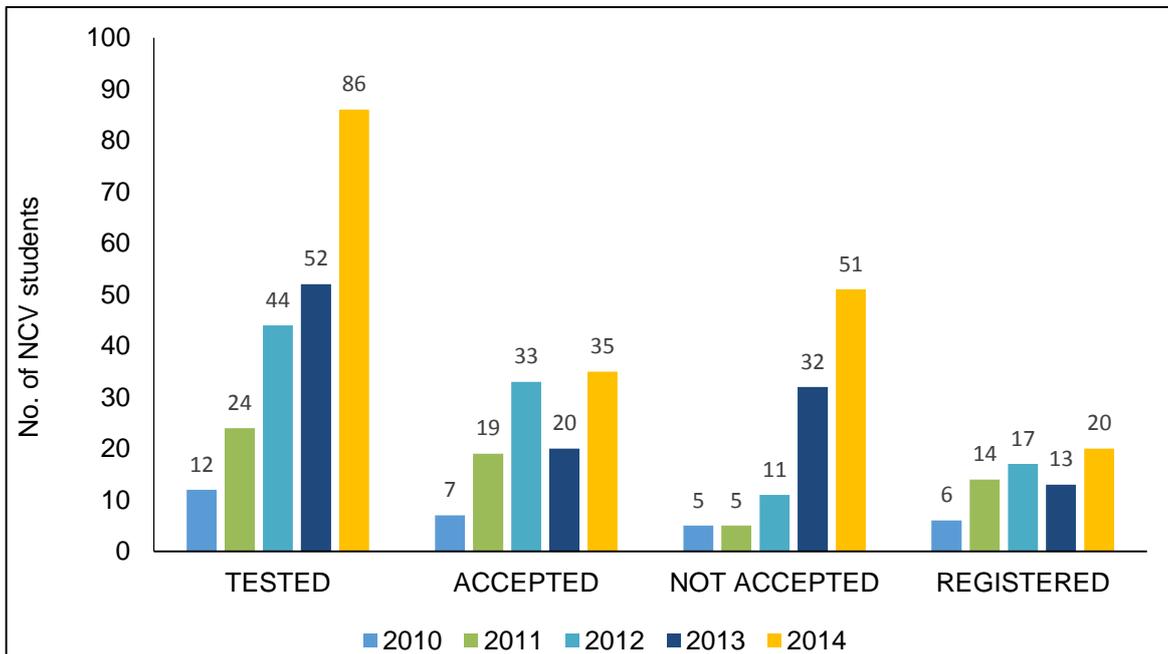


Figure 2: NCV Student Access Assessments and Subsequent Registrations for the Period 2010 - 2014

Figure 3 provides an overview of the qualification types that the 20 NCV students registered for in 2014. The Centre for Integrated Post-School Education and Training is facilitating discussions with various departments to increase the pool of programmes that NCV students can articulate into at NMMU.

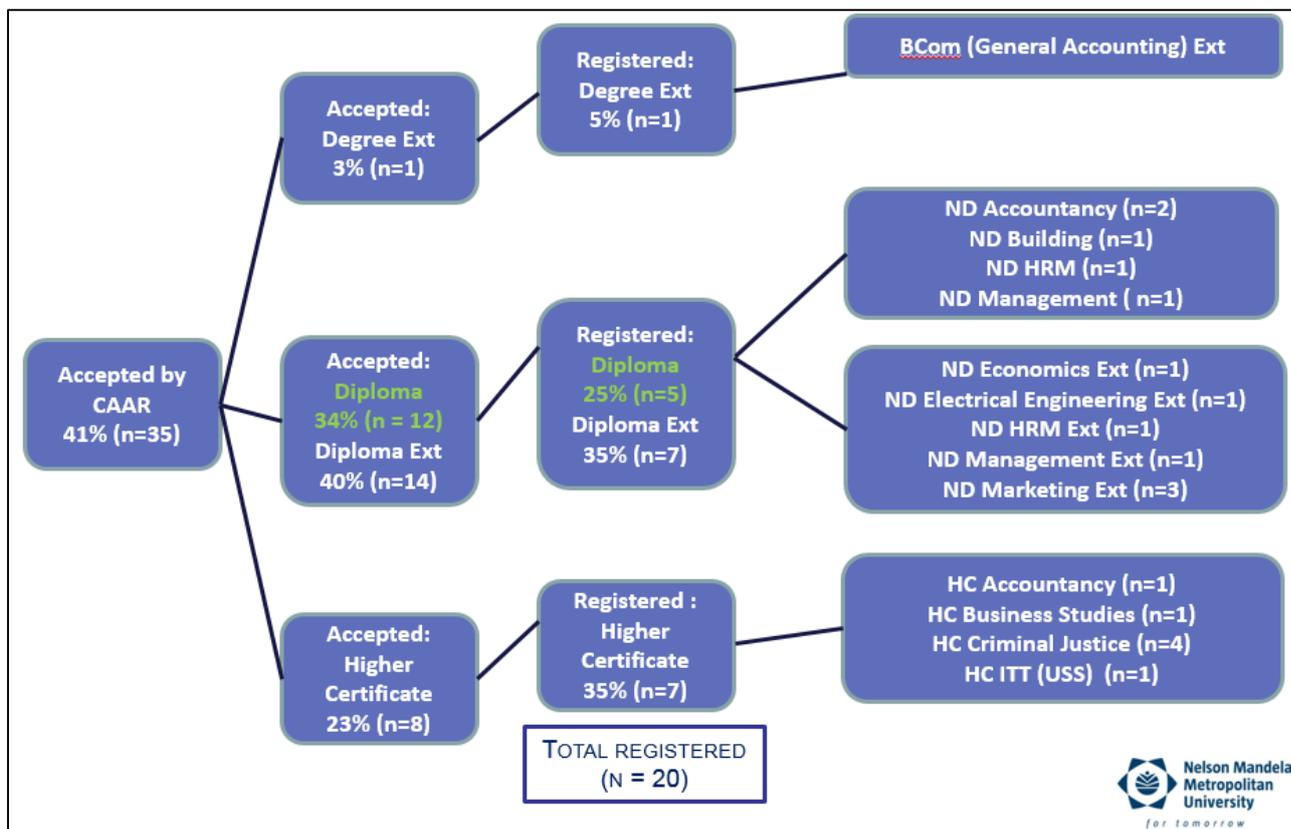


Figure 3: NCV Student Registrations in 2014

The number of students who had been admitted through the CAAR route and had completed their qualification has progressively increased over the past three years, with an increase in the number of students graduating, from 1 964 students in 2012, to 2 145 students in 2013 and 2 277 students in 2014, constituting 36.4% of the total number of graduates. Therefore, a total of 6 386 students have graduated over the past three years, who would otherwise not have been admitted for formal studies at NMMU.

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) increased from 5 171 in 2013 to 5 914 in 2014, or by 14.4%. Significant increases occurred in the Faculties of Law (176.7%), Science (25.3%), Health Sciences (13.0%) and Business and Economic Sciences (11.3%). The Faculties of Education (8.0%), Engineering (6.9%), and Arts (2.2%) also recorded growth. The increase in First Time Entering students in the Faculty of Law is attributable to the introduction of the Higher Certificate in Criminal Justice as well as a significantly higher intake in the LLB programmes, while the B.Sc. programmes and the National Diploma in Forestry accounted for the growth in the Faculty of Science.

Total Headcount Enrolment

Total student headcount enrolment increased from 26 408 in 2013 to 26 630 in 2014, or by 0.8%. Contact student numbers increased from 25 341 in 2013 to 26 287 in 2014 or by 3.7%, but there was a decline of 718 students or 67.7% in distance student numbers (also see Appendix 1). Growth in contact student numbers occurred in the Faculties of Law (12.2%), Science (7.3%), Health Sciences (5.4%), Business and Economic Sciences (4.9%), Education (3.8%) and Engineering (0.1%). The Faculty of Arts experienced a drop of 6.5% in student numbers.

Extended Programmes

A total of 1 588 students registered in extended programmes in 2014 *versus* 1 389 in 2013, an increase of 14.3% (including enrolments in programmes that are being phased out). The B.Com. programmes were the most popular in 2014, followed by B.Cur., LLB, the B.Sc. programmes, the Diploma in Electrical Engineering, the Diploma in Human Resource Management and the Diploma in Public Management. A total of 622 students were in the first year of study, 394 in the second year, 257 in the third year, 252 in the fourth year and 63 in the fifth year.

Postgraduate Enrolment Trends

Postgraduate headcount enrolments increased from 3 674 in 2013 to 3 718 in 2014 or by 1.2%. This was due to increases of 107 students or 48.6% in Postgraduate Diplomas and Certificates and 70 students or 15.5% in Doctoral studies. However, enrolment of Masters students declined from 2 055 to 1 931 or by 6.0% and Honours students from 946 to 937 or by 1.0%. Overall, 52.1% of postgraduates are female, with the Faculties of Arts (53.0%), Education (64.4%) and Health Sciences (80.6%) having females constituting the majority of their postgraduate enrolments.

International Students

A total of 1 623 international students enrolled in 2014 (down from 1 761 in 2013) and comprised 6.1% of the total student headcount of 26 630. The proportion of international postgraduate students studying at Masters and Doctoral levels increased from 19.9% in 2013 to 20.5% in 2014.

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 Masters and doctoral students. The success rates of coursework modules are shown separately for contact and distance students in 2014 compared with 2013 in Table 5.

In contact programmes, the success rate of students in undergraduate diplomas and certificates increased from 74.9% in 2013 to 76.8% in 2014. There was also an increase in the success rate of undergraduate degree programmes from 79.6% in 2013 to 80.3% in 2014. At postgraduate level, the success rate of diploma and certificate students remained at 87.1%, whilst the success rate of contact Honours students increased from 82.7% to 83.8%. In the case of Masters students, the success rate was slightly down from 80.0% in 2013 to 78.2% in 2014.

In distance programmes, the undergraduate diploma and certificate students had higher success rates in 2014 (96.2%) than in 2013 (94.9%). The success rate of undergraduate degree students decreased from 82.5% in 2013 to 78.4% in 2014. Distance Honours students had a considerable drop in success rate from 98.8% in 2013 to 75.0% in 2014. The success rates of the distance enrolments in the two years are not really comparable due to the huge drop in distance enrolments from 2013 to 2014.

The combined success rate for contact and distance students for coursework modules increased from 78.1% in 2013 to 79.1% in 2014.

The success rate of students in extended programmes has shown a year-on-year improvement of 3.0% to 77.0% in 2014, relative to 74.0% in 2013. The success rate of regular courses related to foundation programmes also show a year-on-year increase of 2.0% to 76.0% in 2014, relative to 74.0% in 2013.

Table 5: Success Rates per Qualification Type for 2013 and 2014

Qualification Type	2013			2014		
	Enrolled FTEs	Completed FTEs	Success Rate	Enrolled FTEs	Completed FTEs	Success Rate
CONTACT						
Occasional	382.0	278.4	72.9%	406.7	329.3	81.0%
UG Diploma/Certificate	7644.8	5724.0	74.9%	7 682.2	5 900.1	76.8%
UG Degree	9097.5	7242.0	79.6%	9 626.4	7 729.6	80.3%
PG Diploma/Certificate	189.2	164.8	87.1%	268.8	234.0	87.1%
Honours Degree	624.1	516.4	82.7%	686.4	575.0	83.8%
Masters Coursework	487.9	390.3	80.0%	448.7	351.0	78.2%
Total	18425.6	14 315.9	77.7%	19 119.2	15 119.0	79.1%

Qualification Type	2013			2014		
	Enrolled FTEs	Completed FTEs	Success Rate	Enrolled FTEs	Completed FTEs	Success Rate
DISTANCE						
Occasional	5.0	2.8	56.0%	2.2	1.6	72.7%
UG Diploma/Certificate	339.1	321.8	94.9%	48.3	46.5	96.2%
UG Degree	137.5	113.5	82.5%	12.8	10.0	78.4%
Honours Degree	41.4	40.9	98.8%	5.6	4.2	75.0%
Masters Coursework	0.3	0.3	89.8%	0.3	0.2	91.7%
Total	523.3	479.3	91.6%	69.1	62.5	90.4%
Qualification Type	2013			2014		
	Enrolled FTEs	Completed FTEs	Success Rate	Enrolled FTEs	Completed FTEs	Success Rate
CONTACT & DISTANCE						
Occasional	387.0	281.2	72.7%	408.9	330.9	80.9%
UG Diploma/Certificate	7983.9	6045.8	75.7%	7 730.5	5 946.6	76.9%
UG Degree	9235.0	7355.5	79.6%	9 639.2	7 739.6	80.3%
PG Diploma/Certificate	189.2	164.8	87.1%	268.8	234.0	87.1%
Honours Degree	665.5	557.3	83.7%	692.0	579.2	83.7%
Masters Coursework	488.1	390.5	80.0%	448.9	351.2	78.2%
Total	18 948.8	14 795.1	78.1%	19 188.4	15 181.6	79.1%

A detailed breakdown of qualifications completed in 2014 appears in Appendix 2.

Financial Aid Matters

Table 6 provides an overview of all the sources of funding that provided financial assistance to NMMU students. There was an increase of 13.9% in funding, with a total of R326 079 360 spent on 11 794 students in 2014, relative to R286 201 840 that were spent on 11 550 students in 2013.

The three primary sources of financial assistance to students included the National Student Financial Aid Scheme (NSFAS) bursaries/loans, Government funding and NMMU Council funding. NSFAS funding (which includes funding for both UG and PG students) increased by 10.6%, amounting to an increase of R21 137 604 in 2014. The funding provided financial assistance to 6 084 students in 2014, compared to 5 677 students in 2013, an increase of 407 students in 2014. Financial assistance from Government showed a substantial increase, from R18 460 684 (for 459 students) in 2013 to R28 890 604 (for 566 students) in 2014. Council funding amounted to R25 051 661 that supported 3 303 students, compared to R28 067 042 provided in 2013 to support 3 936 students.

Table 6: Student Financial Support for 2013 and 2014

Source	2013		2014	
	Amount	Number of students	Amount	Number of students
NSFAS (UG and PG students)	199 302 593	5 677	220 440 197	6 084
Government	18 460 684	459	28 890 604	566
Private sector	885 915	118	1 068 766	142
RCD	15 814 416	429	16 868 451	601
NRF (UG and PG students)	12 053 592	245	17 534 228	300
NMMU Trust	5 042 349	300	6 533 524	352
Institutional Research	6 575 249	386	9 691 929	446
NMMU Council	28 067 042	3 936	25 051 661	3 303
Total	286 201 840	11 550	326 079 360	11 794

Funding for Postgraduate Students

Funding for postgraduate students is derived from two main sources, namely, internal research bursaries and bursaries from external sources.

Internal Funding for Postgraduate Students

NMMU Council and the NMMU Trust provided bursaries and scholarships to postgraduate students to the amount of **R11 875 000**. This funding ensured that 124 Honours, 198 Masters and 162 Doctoral students were financially supported in 2014

External Funding for Postgraduate Students

External funding (excluding NRF) totalled **R4 097 718** and supported 40 Honours, 63 Masters and 21 Doctoral students in 2014. The NRF provided various bursaries and scholarships, which were disbursed to NMMU Honours and B.Tech. students for the period under review, as reflected in Table 7 below.

Table 7: NRF Bursaries and Scholarships Support for Honours and B.Tech Students in 2014

Funding Categories	Number of Students	Total Value of Scholarships
Freestanding	18	R 360 000
Innovation	45	R 1 800 000
Scarce Skills	15	R 600 000
TOTAL	78	R 1 760 000

Table 8 provides an overview of NRF scholarships and bursaries disbursed to Masters and Doctoral students during 2014.

Table 8: NRF Bursaries and Scholarships Support for Honours and B.Tech Students in 2014

Funding Categories	Masters	Doctoral	Total Value of Scholarships
Masters Block Grant	17	-	R 680 000
Grantholder-linked	57	46	R 2 816 000
Freestanding	57	46	R 8 263 334
TOTAL	131	92	R 11 759 334

Postdoctoral and Research Fellowships

During 2014, the NMMU hosted three Research Fellows in the following research areas: Botany, Oceanography and Natural Resource Management. One of the three fellowships is funded by the NRF under the Research Career Advancement (RCA) programme. The remaining fellowships were supported internally with NMMU Council funds.

A total of 38 Postdoctoral Fellowships were hosted in the 2014 academic year. The internal Postdoctoral Fellowships were jointly supported by the NMMU Council and the NMMU Trust to the value of **R3 000 000**. External funders included the NRF, the Claude Leon Foundation, the South African National Parks, the Council for Scientific and Industrial Research (CSIR) and the Medical Research Council. The following table provides a breakdown of the funding sources for the various postdoctoral fellowships:

Table 9: Funding Sources and the number of Postdoctoral Fellowships Awarded in 2014

Funding Source(s)	Number of Fellowships
NMMU Council & Trust	13
Host/Department	3
National Research Foundation	17
Medical Research Council	1
Claude Leon Foundation	2
CSIR	1
SANParks	1
TOTAL	38

Academic Planning

NMMU recognises that a coherently and holistically planned academic offering is an important factor in V2020. Furthermore, the Institutional academic size and shape, as well as enrolment targets, are realised at programme level, where planning takes place around the different programmes offered by different disciplines and the number of students being enrolled in each of these programmes.

The Higher Education Qualification Sub-Framework (HEQSF) process of the alignment of qualifications/programmes, especially category B re-curriculation, and the development of programmes for replacement of category C programmes/qualifications, presented a significant opportunity for consolidation of the PQM and reflection on the desired size and shape of NMMU.

HEQSF ALIGNMENT PROCESS

The HEQSF alignment process has, over the last three years, been a central focus of Academic Planning as well as Faculties in reflecting on all their offerings. The activities in this area may be summarised as indicated below.

Category A Programmes

As reported in 2013, the Category A programmes/qualifications had been evaluated by the HEQC and deemed accredited. This process has now been followed by the building up of the HEQSF-aligned PQM. A process is underway to reflect the new PQM in the internal University systems. The process should be concluded by the end of 2015 so that the changes can be effected from 2016.

Category B Programmes

The re-curriculation process was enthusiastically embraced as an opportunity to effect curriculum review and renewal, taking into consideration V2020 and the desired Institutional shape and size. As a result of this, 32 programmes were moved to Category C and now need to undergo re-curriculation. The table below reflects the number of Category B programmes across the various Faculties that need to be re-curriculated. The re-curriculation of the remainder of the programmes was completed and submitted to the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) at the end of July 2014. The HEQC is in the process of concluding the evaluation of these programmes and it is expected that the programmes will be ready for offering in 2016.

Table 10: Number of Category B programmes Submitted Per Faculty to date.

Faculty	Category B programmes submitted
Arts	8
Business and Economic Sciences	10
Education	0
Engineering, the Built Environment & Information Technology (EBEIT)	1
Health Sciences	3
Law	0
Science	10
Total	32

Category C

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

CHANGES TO THE PQM

During 2014, new programmes/qualifications were developed that are reflected in the revised PQM, tabulated in detail in the following tables.

Table 11: New Programmes Approved Per Faculty in 2014

FACULTY NAME	New Programmes	DHET Approved	HEQC accredited	SAQA Registered
Arts				
1.	Advanced Diploma in Journalism	Yes 30/11/2014	No, Form 2 not yet submitted to APC	
Business & Economic Sciences				
2.	Advanced Diploma in Accountancy	Yes 17/12/2014	Not completed	
3.	Advanced Diploma in Business Studies	Yes 21/06/2013	Yes 28/03/2014	Yes 29/07/2014
4.	Postgraduate Diploma in Applied Economics	Yes 21/06/2013	Yes 28/03/2014	Yes 29/07/2014
5.	MBA	Yes 27/06/2014	Yes 26/11/2014	Yes 2/03/2015
Education				
6.	B.Ed. in Foundation Phase Teaching	No, Form 2 not finalised yet	Not yet submitted to APC	
7.	B.Ed. in Intermediate Phase Teaching	Same as above	Same as above	
8.	B.Ed. in Senior Phase and FET Teaching	Same as above	Same as above	
9.	PGCE in Further Education and Training Teaching	Pending, DHET decision	Not yet submitted to CHE	
10.	PGCE in Senior Phase and FET and Training Teaching	Pending, DHET decision	Same as above	
11.	B.Ed. Honours in Educational Psychology	Yes 12/12/2014	Pending, submitted to CHE on 31/03/2015	
12.	B.Ed. Honours in Language Education	Yes 12/12/2014	Same as above	
13.	B.Ed. Honours in Mathematics Education	Yes 12/12/2014	Same as above	
14.	BEd Honours in Science Education	Yes 12/12/2014	Same as above	
15.	Postgraduate Diploma in Educational Psychology	Yes 12/12/2014	Same as above	
16.	Postgraduate Diploma in Language Education	Yes 12/12/2014	Same as above	
17.	Postgraduate Diploma in Mathematics Education	Yes 12/12/2014	Same as above	
18.	Postgraduate Diploma in Science Education	Yes 12/12/2014	Same as above	
19.	PGDip in Educational Leadership and Management	Yes 12/12/2014	Same as above	
EBEIT				
20.	B.Eng. Technology in Civil Engineering	Yes 23/05/2014	Pending, submitted to CHE on 04/08/2014	
21.	B.Eng. Technology in Electrical Engineering	Yes 23/05/2014	Same as above	
22.	B.Eng. Technology in Industrial Engineering	Yes 23/05/2014	Same as above	

23.	B.Eng. Technology in Mechanical Engineering	Yes 23/05/2014	Same as above	
24.	Advanced Diploma in Quality	Yes 27/06/2014	Same as above	
25.	Diploma in Operations Management	Yes 14/07/2014	Same as above	
26.	Advanced Diploma in Operations Management	Yes 14/07/2014	To serve at APC in April 2015	
27.	Advanced Diploma in Construction Management	Yes 30/11/2014	No, Form 2 not completed	
28.	Advanced Diploma in Quantity Surveying	Yes 30/11/2014	Same as above	
29.	M.Phil. in Information Technology Governance	Yes 14/07/2014	Pending, submitted to CHE on 02/09/2014	
30.	Bachelor of Information Technology	Pending, DHET decision	No, Form 2 not completed	
Health Sciences				
31.	Bachelor of Clinical Medical Practice	Yes 24/11/2014	Pending, submitted to CHE on 01/12/2014	
32.	Bachelor of Health Sciences in Biokinetics	Yes 23/05/2014	Yes 11/02/2014	Pending
33.	Master of Arts in Clinical Psychology	Pending, DHET decision	No, Form 2 not yet submitted to APC	
34.	Master of Arts in Counselling Psychology	Pending, DHET decision	Same as above	
Law				
35.	Diploma in Criminal Justice	Pending, DHET decision	No, Form 2 not completed	
36.	Postgraduate Diploma in Labour Law Practice	Yes 21/06/2013	Yes 24/11/2014	Yes 2/03/2015
Science				
37.	Advanced Diploma in Analytical Chemistry	Yes 27/06/2014	Pending, submitted to CHE on 29/10/2014	
38.	Advanced Diploma in Agricultural Management	Yes 30/11/2014	Not completed	
39.	Advanced Diploma in Forestry	Yes 30/11/2014	Not completed	
40.	Advanced Diploma in Game Ranch Management	Yes 30/11/2014	Not completed	
41.	Advanced Diploma in Nature Conservation	Yes 30/11/2014	Not completed	
42.	Advanced Diploma in Wood Technology	Yes 30/11/2014	Not completed	

Table 12: Approved Programmes Per Faculty With Additional Delivery Modes and Sites of Delivery in 2014

Faculty Name	Name of Programmes	DHET Approved	HEQC accredited
Business & Economic Sciences			
	Diploma in Warehouse Management (distance full-time at Eskom's Academy of Learning in Midrand, Gauteng)	Yes 17/11/2014	Pending, submitted to CHE on 25/11/2014

	Higher Certificate in Business Studies: George Campus	N/A	
EBEIT			
	Higher Certificate in Information Technology in User Support Services (George Campus)	N/A	

Table 13: Approved New Streams Into Existing Faculty in 2014

Faculty Name	Name of Programmes
Business & Economic Sciences	PhD in Tourism Management
Science	Bachelor of Science (Addition of new third-order CESM) (Physiology major with another Science major)

Table 14: Approved Terminated Programmes Per Faculty in 2014

Faculty Name	Name Programmes
Arts	
	B.A.Hons. (Philosophy) 11018
	B.A.Hons. (Group Dynamics)
	B.A.Hons. (German) 11022
	Masters of Arts in Anthropology 14800
	Masters of Arts in Media Studies (Coursework) 12013
Business & Economic Sciences	
	B.Com. (Human Movement Sciences-Sport and Recreation Management) (40013)
	National Higher Certificate: Accountancy (Extended) (2107)
	ND Marketing Management George Campus (Extended) (3511)
	ND Tourism Management George Campus (3645)
	B.Com. (Human Resource Management) 40024
	Bachelor of Commerce in Business Studies (40025)
EBEIT	
	ND Production and Operations Management (3583)
Health Sciences	
	Bachelor of Arts in Social Work (60005)
	Bachelor of Arts Honours: Psychology (11602)
	B.A.Hons. (Human Movement Science)
	B.A.Hons. (Human Movement Science)
	Master of Arts in Clinical Psychology (60100) from 2016
	Master of Arts in Counselling Psychology (60200) from 2016
	Master of Arts in Psychology (Coursework) (60101) from January 2015
	Bachelor of Arts in Psychology (60000) from January 2015
	Bachelor of Psychology (60001): deactivated from 2015
	Master of Educational Psychology (60400) from January 2015
	Master of Social Work in Social Development and Planning (60352) from January 2015
	M.A. Health and Welfare Management (60500) from 2016
	Postgraduate Diploma in Health and Welfare Management (60501) from 2016
Sciences	
	B.Sc. in Information Systems (Extended) (20013)
	Bachelor of Commerce (Financial Modelling) (40039)

Establishment of New Units, Centres, Entities and Institutes

The following were established in 2014:

- Global Leadership Institute for Sustainable Futures;
- Centre for Community Technologies; and
- Centre for Research in Information and Cyber Security.

Quality Advancement and Enhancement

The NMMU Quality Advancement Policy, covering all aspects of NMMU core activities, was approved by Council in April 2014, strengthening NMMU quality enhancement initiatives.

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.

Quality Advancement System Development

The QAU is continually seeking opportunities to have a more integrated approach to enhance quality, in particularly supporting the HEQC Quality Enhancement Project (QEP) which is steered by the DVC: Teaching and Learning and Dean: Teaching and Learning. This project focuses on improving student success and will continue into 2015. The findings and recommendations of the QEP will be integrated into future quality review processes, to ensure the implementation of improvement plans.

Academic Reviews

The QAU played a supportive role for several professional programmes that received accreditation visits from their respective professional bodies. Programmes that were externally accredited included the following: Diploma and B.Tech. in Architectural Technology; B.Com. (Accounting for Chartered Accounts); B.Com. (Rationum); B.Sc. Dietetics; National Diploma: Building; Bachelor of Technology: Quantity Surveying; B.Sc. (Hons.) Construction Economics; B.Sc. (Hons.) Quantity Surveying and the Bachelor in Medical Technology. There was also a National Review of the Bachelor of Social Work conducted by a panel of peers under the auspices of HEQC, with a less favourable outcome. The concerns raised were mostly related to adequate staffing of the programme and its alignment with HEQSF and professional body standards. It is required that an Improvement Plan be submitted to HEQC early in 2015.

The QAU visited all Faculties and MANCO members towards the end of 2014 to discuss priority areas and programmes for review in 2015. Inputs were received and a Review Plan was submitted and approved at the last meeting of the Quality Committee for 2014. This would form the basis of Academic and Support Services Reviews for 2015.

Support Services Reviews

A successful peer review of Student Housing Administration (SHA) was held, with the panel conducting their evaluation from 28 to 31 July 2014. The review covered both the Port Elizabeth and George Campuses and included key business processes for on- and off-campus accommodation and services. The peer Quality Report commended the leadership and commitment of SHA staff, whilst also confirming issues identified as maintenance and cleaning services in hostel accommodation. The report also commented favourably on the way in which NMMU accredits off-campus accommodation to ensure minimum standards in living and learning space.

New Policies / Frameworks / Protocols

The following were approved during the period under review:

- Succession Planning Framework: PL2-4 Positions;
- Talent Continuity Policy for PL2-4 Employees;
- Framework for the overall control structure of bursaries and financial aid;
- Protocol for the Selection and Retention of Under-Represented Categories (previously Black African) Employees; and
- Feedback and Communication Protocol for Council, IF and MANCO.

Academic Excellence: Awards, Accolades and Recognition

Academic Achievements

Distinguished Professors

The title of **Distinguished Professor** was conferred on **Prof. P. Webb** of the Faculty of Education, in recognition for his scholarly contributions in his disciplines and field of expertise.

Awards Conferred by External Bodies

- **Prof. A. Govindjee**, Head of the Department of Public Law, was inducted at the Annual Awards Ceremony of the Academy of Science of South Africa (ASSAf).
- **Prof. N. de Lange** was named runner-up in the South African Women in Science Awards.
- **Prof. H. Nel** won the Award for the Government Category at the regional Business Women's Association function.

Invitation to Present Keynote/Plenary Address

- **Prof. B. Olivier**, Distinguished Professor in the Faculty of Arts, has been invited to present a paper at an upcoming conference in Daejeon, South Korea – the conference theme being 'Science Fiction: East and West'.

Professorial Inaugural Lectures

- **Prof. E. Smith** presented an inaugural lecture on 6 August 2014, entitled 'Beyond Greening: Reflections on the Business Sustainability Imperative';
- **Prof. N. Saule** presented an inaugural lecture on 26 August 2014, entitled 'Sek Mqhayi in the 21st Century: Mzantsi Youth Ideologies within the African Renaissance Paradigm for Sustainable Economic and Political Development';
- **Prof. M. Ocrum** presented an inaugural lecture on 15 September 2014, entitled 'Resource Nationalism: A Threat or a Panacea to Economic Development?';
- **Prof. R. Perissinotto** presented an inaugural lecture on 1 October 2014, entitled 'South African Estuaries in the Anthropocene';
- **Prof. S. Perks** presented an inaugural lecture on 23 October 2014, entitled 'Local Economic Development: Disseminating Global Best Practices to Affect Futuristic Thinking in SA'; and
- **Prof. D. Pottas** presented an inaugural lecture on 28 October 2014, entitled 'Consumer Health Informatics in the Information Age and Beyond'.

Representation on External Academic-related Bodies

- **Prof. T. Mayekiso** has been appointed by the Department of Higher Education and Training (DHET) to serve on the Research Outputs Evaluation Panel that evaluates research outputs from all public higher education Institutions submitted to the DHET for subsidy purposes;
- **Prof. D. van Greunen** was elected as Chair of the Board, Living Labs in Southern Africa (LLiSA), an affiliate of the African Union and the European Commission, from 1 May 2014 for a period of five years;
- **Prof. P. Vrancken** has been appointed as one of the 18 members of the International Law Association Committee on International Law and Sea Level Rise (the only member based in a developing State);
- **Prof. A. Govindjee**, Head of the Department of Public Law, was elected to the South African Young Academy of Science (SAYAS) for a period of five years;
- **Prof. J. van Niekerk**, of the School of ICT, has been appointed by the Institute of IT Professionals of South Africa (IITPSA) as the new South African representative to the Technical Committee 3 (TC3) of the International Federation for Information Processing (IFIP);
- **Prof. R. von Solms**, Distinguished Professor, and Director of the Institute for ICT Advancement, has been appointed by the Institute for Information Technology Professionals South Africa (IITPSA) as South Africa's national representative to the General Assembly of the International Federation for Information Processing (IFIP). The IFIP is an international body in the field of IT and has 56 countries as members, bringing together more than a million experts in the field of IT;
- **Prof. M. Watson**, Distinguished Professor of the Department of Psychology, has been appointed to the Executive Evaluation Committee (EEC) of the NRF. This is their highest decision-making body for potential NRF ratings;
- **Dr N. Jooste** was selected by International Education Leaders belonging to the Association of International Education Administrators (AIEA) as one of 33 "International Education Provocateurs", placing him on a list of recognised world leaders in the field of Higher Education Internationalisation; and
- **Dr S. Muthwa and Prof. G. Mayende** (CANRAD) were appointed by President Jacob Zuma to serve on the Financial and Fiscal Commission (FFC).

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:

- XXI South African Sociological Association Annual Congress, 6-8 July 2014, themed 'THE POINT OF CRITIQUE. Knowledge, Society, and the State in South Africa after 20 years of Democracy';
- Students' Christian Organisation National Conference, 27-30 June 2014, themed 'LIVING STONES';
- Second Annual Executive Leaders Forum Positive Organizational Scholarship Conference, 22 May 2014, themed 'ACHIEVING SPECTACULAR PERFORMANCE THROUGH POSITIVE LEADERSHIP';
- International Development Informatics Association Conference, 3-4 November 2014, themed 'ICTs FOR INCLUSIVE COMMUNITIES IN DEVELOPING SOCIETIES';
- International Education Association of South Africa 18th Annual Conference, 20-23 August 2014, themed 'THE INTERNATIONALISATION OF HIGHER EDUCATION IN A WORLD OF GEO-POLITICAL REORGANISATION'; and
- African Cyber Citizenship Conference, 5-6 November 2014, themed 'CYBERSPACE AND ITS IMPACT ON SOCIETY'.

A Colloquium on Humanising Pedagogies was hosted by the Faculty of Education in November 2014, to build on the theoretical approaches to the concept of Humanising Pedagogies and the various praxes and practices associated with this concept.

NMMU also hosted **symposia** during the period under review, including the following:

- The Faculty of Health Sciences hosted a Sports Nutrition Symposium of the Association for Dietetics in South Africa in April 2014; and
- The Sustainable Futures: Green Medicine Symposium was hosted at the George Campus on 26 and 27 March 2014.

Public lectures

The following public lectures were presented in 2014:

- The annual Griffiths and Victoria Mxenge Memorial Lecture, entitled 'The Role of the Judicial Service Commission (JSC) in the Appointment of Judges' was hosted on 24 April 2014, with Advocate Dumisa Ntsebeza SC, as guest speaker;
- The Steve Biko Memorial Lecture, entitled '20 Years of Democracy: Tracing Steve Biko's Promised Glittering of Prize of Human Face upon South Africa' was hosted on 11 September 2014 with Peter Cyril Jones as guest speaker. This lecture was preceded by the Steve Biko Youth Conversations, which was co-hosted by CANRAD and Ezingcanjini Heritage, entitled 'Reflections on Steve Biko and the Relevance of our Struggle History for Today's Youth: Towards Advancing Critical Consciousness'. Participating panellists included Prof. Janet Cherry, Mr Moki Cekisani, MP Giyose and Mr Mkhuseleli Jack;
- The Beyers Naude Memorial Lecture was hosted, in collaboration with the Kagiso Trust, on 27 October 2014, entitled 'South Africa's New Struggle', with Archbishop Thabo Makgoba as guest speaker; and



- The HESA Common Campaigns day was celebrated on 31 July 2014 in the format of a Big Debate. A panel discussion on "**Critical Reflection of Student Success and Democratic Citizenship in the PSET System**" was facilitated by the international journalist Siki Mgabadel, and the panel members included Mr John Pampallis, Special Advisor to the Minister of Higher Education and Training; Dr

Stephanie Allais, Senior Lecturer at REAL, Wits University; Mr Rahim Cadir, Principal TVET College, and Professor Derrick Swartz, Vice-Chancellor of NMMU.



In addition, various guest lectures and seminars were hosted by entities and Faculties and are detailed in the Engagement section of the report (see page 49).

Deepening Academic Excellence (Teaching, Research and Engagement)

A range of Committees oversee the quality and management of the academic project at NMMU, such as 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 policies, general and Faculty rules as well as administrative procedures that provide guidelines for the consistency and regulation of teaching and learning, assessment and instructional delivery.

The NMMU Teaching and Learning Committee plays a pivotal role in providing direction regarding key teaching and learning issues. To this end, at a strategic breakaway in May 2012, topics such as the role of language and multilingualism in teaching and learning, blended learning, and a cross-Faculty module related to sustainability and global citizenship were discussed and debated.

Academic Excellence: Teaching and Learning

The Higher Education Access and Development Services (HEADS) provides a range of student learning, development and support services and programmes, many of which are undertaken in collaboration with Faculties and, 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

To assist students who are enrolling for the first time at a university to adapt to the demands of academic life, as well as creating a welcoming environment, HEADS plans, co-ordinates and spearheads an eight-day orientation programme before the commencement of lectures each academic year. The orientation programme was attended by 2 928 of the first-time entering students in 2014. A key feature of the programme is that it is peer-led, with the academic component, in particular, being offered largely by How2 buddies. The buddies, who are senior students trained in facilitation, specifically facilitated the How2@NMMU programme over a two-day period and accompanied their group across the diverse range of activities associated with the Orientation programme. The buddies also serve as mentors to their buddy group throughout the first term.

An initiative introduced in the orientation programme since 2012 was to offer the **Nelson Mandela Champion Within: Basic Edition** (NMCW) dialogue programme to our first years, in partnership with Life College. Significant work was done with LifeCo UnLtd SA to refine the Champion Within programme content to align more closely with the university through the inclusion of NMMU's values. For the period under review, 15 sessions were facilitated by 23 NMMU staff members, during which 2 092 students attended. Additionally, a Student Pioneer Development and Recruitment Plan was designed to provide a strategic plan for the future growth of student facilitators and LifeCo UnLtd South Africa Student Pioneers. Twenty-four senior NMMU students were selected and trained to assist the facilitation team with items such as the audiovisual equipment, lighting, sound and energisers, thus expanding the NMCW facilitation team.

The Champion Within focuses on learning from Nelson Mandela's legacy and challenges students to examine their thinking and mindsets with the purpose of discovering and nurturing the champions within themselves and to make a difference in society. To encourage a seamless inclusion in the university community, the NMCW was evaluated and accepted by the Co-Curricular Student Development Committee for inclusion on the NMMU Co-Curricular Record. As a result of the qualitative research-based mapping process, the Champion Within was identified as promoting the following top three learning outcomes: Intellectual Growth, Meaningful Interpersonal Relationships and Self-Awareness and Development.

Our Student Counselling, Career and Development Centre (SCCDC) continues to guide students in terms of their career development and provides support for students in coping with the challenges of university life, academic adjustment and personal/emotional issues. In 2014, 1 923 students were seen for individual counselling at the SCCDC, which is a decrease of 130 clients seen individually by the SCCDC in 2013. The three primary reasons for the referral of students include personal (59%), career (21%) and learning development (20%). Other group-based interventions were conducted with a total of 5 435 students, and dealt with the core competencies reflected in Table 18 below.

Table 15: Distribution of Students Seen for Group-Based Interventions

Core Competence	Clients	
	n	%
Career and Employability Development	1 205	22.17%
Counselling Development and Quality Enhancement	19	0.35%
Learning Development	970	17.85%
Orientation	1403	25.81%
Peer Helping	88	1.62%
Personal Development	854	15.71%
Mixed	896	16.49%
Total	5 435	100.00%

Supplemental Instruction Programme

One of the primary strategies available for supporting student learning is the Supplemental Instruction (SI) programme, which is in its 21st year of existence at NMMU. In the year under review, the SI programme was offered in 131 modules across all Faculties and campuses, and was facilitated by 112 SI leaders offering over 78 SI sessions per week. Attendance has increased from **8 914 in 2006** to **43 365 in 2014**, indicating the huge need for more support to students who enter university.

The Higher Education Learning and Teaching Association of South Africa (HELTASA) has an annual conference where Special Interest Groups (SIG) meet on a variety of national focus areas related to Teaching and Learning. During the 2013-2014 calendar year, SI formally joined the Tutoring and Mentoring SIG to become the new Tutoring, Mentoring and Supplemental Instruction SIG. This enables SI personnel in South Africa to join national discussions and research related to peer collaborative learning.

Ms L. Smith attended an SI Certified Trainers meeting at the 8th International SI Conference in Chicago from 20 – 21 May 2014. During the meeting, the International Certified Trainers Committee assisted the SI International Centre to review SI training programmes around the world and to establish a list of required aspects that should form part of all SI programmes. The aim of the SI International Certified Trainers Committee is to ensure standardisation and quality implementation of SI programmes globally. To further enhance the quality of SI practices, Ms Smith was invited to join the USA-based Supplemental Instruction Journal (SIJ) Peer Review Board from 2015. The newly founded SIJ aims to promote quality publications in the field of SI to ensure that future SI practices are informed by sound research.

An SI Mentor initiative was piloted in 2014 to further support SI Leaders in offering the best service possible to NMMU students. SI Leaders must have at least two years' experience before they can apply as a mentor. SI Mentors were trained to each support 15 SI Leaders with planning and evaluation of sessions, problem solving and facilitation development through regular session peer observations. Training relating to tutorials and mentoring programmes are offered to academic Departments and other stakeholders involved in the

provision of opportunities for small group learning. The support being provided to students is impacting positively on student success, as is evident in the improvement in student success across the institution.

Co-curricular Record (CCR)

NMMU's Co-curricular Record (CCR) is **an official institutional record to recognise involvement in NMMU's co-curricular activities, awards and recognitions per academic year of study.** The initiative's aim is 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 to formally recognising co-curricular learning is the first of its kind in South Africa and serves as a benchmark for other universities to consider. The CCR piloted in 2012, with 4 Co-curricular Involvements and 470 students. During 2014, the system grew to include 341 co-curricular involvements, 47 rewards and recognitions and over 3 200 student requests.

Targeted work within the Faculties has resulted in the development and inclusion of Faculty-related co-curricular work and awards being featured on the CCR. Continued work was done to refine the online system for student, staff and operator ease.

Scholarship of Teaching and Learning Certificate

The **Scholarship of Teaching and Learning Certificate (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. Some of the highlights associated with this initiative include:

- The facilitators' quarterly meetings were conducted to establish inclusion, to ensure uniformity, to reflect on the programme and to foster collaboration amongst the facilitators;
- The SoTLC facilitation ceremony was held for seven recipients' HODs or members of their Departments;
- The programme was run satisfactorily throughout the year under review, with a total attendance of 109 academic staff. On average, 12 lecturers attended the sessions, which is above the minimum target number of 10;
- The average usefulness rating was 90%, which is higher than the target usefulness rating of 80%; and
- Shared learning sessions were facilitated to create 'sharing' opportunities, deepen reflectivity, identify problems, critically engage with problems and search for solutions, change and/or innovation.

Academics from across all Faculties attended the SoTLC workshops, which covered the topics reflected below:

- Technologically-supported teaching and learning in a blended framework;
- Being a university teacher: the higher education context and practices;
- Authentic assessment of students' learning;
- What is curriculum: an introduction;
- Teaching, learning and assessment in large classes;
- Embedding academic literacies and multilingualism in teaching and learning;
- The teaching portfolio: developing teaching for learning;
- The development of responsive curricula;
- The scholarship of teaching and learning: professionalising teaching, demystifying research; and
- Teaching Portfolio for teaching excellence awards.

Multilingualism Enhancement

The NMMU Language Policy supports multilingualism to enhance student success and inclusive education. The implementation of a Multilingualism Enhancement programme is aimed at supporting academics with multilingual strategies and assists with the development of students' academic literacies in their disciplines. In this programme, academics are trained to use the literacies students bring from other contexts and from their linguistic repertoires for academic purposes, since the majority of students admitted, particularly first-year students, usually do not have the required academic literacies to access knowledge in their disciplines. The academics are also trained to develop students' academic literacies in the disciplines during teaching and learning. To this end, this programme has provided an enabling environment for the following to occur:

- The development of multilingual glossaries for eight modules;

- Completion of a research project by staff in the CTLM Staff Development Unit research group, which will inform scholarship in this area of expertise;
- Development of students' academic literacies (e.g. reading workshops) and the sharing of multilingual strategies with academic staff (e.g. SoTLC workshops); and
- Participation in establishing bilingual tutoring at NMMU (e.g. face-to-face, online tutoring and Educational Interpreting).

Blended Learning

The purpose of the Blended Learning programme is to enhance the uptake of Blended Learning at NMMU. Academic modules are hosted on the Moodle LMS branded iLearn and Module SharePoint sites. There has been growth (227%) in the number of Moodle sites, the number of online module sites (from 1 to 85) and the number of activities (from 4 to 806) since March 2012.

To enable environments for iLearn, assessment (assess), engagement (engage) and research (Incoco), four server setups have been made available. Incoco, which was initiated by the NMMU Business School, has 221 registered users, hosts 85 modules and was designed to accommodate postgraduate research processes and procedures for staff and students. During the period under review, five customised training sessions involving 21 academics were conducted. e-Assessment guidelines and procedures have been developed and a number of research projects were piloted in relation to e-Assessment.

Technology-enabled Teaching and Learning Environment

Demand for modernised multiple device, wireless connectable, audiovisual teaching technology in our teaching spaces continues to grow. In 2014, 31 lecture venues located across all our campuses formed part of a voluntary lecture recording pilot and proof of concept project in which lectures are recorded and content stored on NMMUTube.

A new two hundred seat lecture venue with state of the art, permanently installed teaching technology was opened on the 2nd Avenue campus and is proving popular amongst our lecturers.

A R1.6 million DHET funded teaching technology upgrade for 22 lecture venues on the Missionvale campus has been completed in time for the 2015 academic year. The multiple device connectivity options are the most up to date of all our campuses. In addition to the abovementioned modifications, an amount of R1 000 000 has been secured over the next two years for the upgrading of technology as well as device connectivity in 15 to 20 venues across the various campuses.

Teaching and Learning Excellence and Innovation

Teaching and Learning Excellence Awards

Two recipients were awarded the prestigious **NMMU Distinguished Teacher Award**:

- **Dr A. du Plessis** (Education); and
- **Prof. I. Truter** (Health Science).

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

- **Dr K. Adam** (Education); and
- **Ms L. Coetzee** (Law).

NMMU T&L Excellence Team Awards were bestowed on each of the following individuals as team leaders, in recognition for teamwork in T&L:

- **Ms A. Prinsloo** (Department of Accounting Sciences: First year Accounting Team, BES); and
- **Mr T. Pool** (Forestry and Wood Technology Programme, Science).

The following staff received the **NMMU Teaching Excellence Awards** in recognition for excellence in teaching, as reflected in Table 16.

Table 16: List of Recipients of NMMU Teaching Excellence Awards in 2014 across all faculties

Faculty	Emerging Excellent Teacher	Excellent Teacher
Arts	Ms B. Whitehead	Dr D. Ayliff
BES	Mr T. Matchaba-hove	Ms S. Diedericks
EBEIT	Ms K. Herich	Mr J. Terblanche
Education		
Health Sciences	Ms G. Halforty	
Law		Ms L. Coetzee
Science	Ms A. Prahaladh	Dr S. Gouws

Teaching and Learning Innovation

A total of **R1 005 970** has been spent over the past two years from Teaching Development and Innovation Funding (TDIF) to enhance the core function of T&L. The TDIF supported 20 new projects in 2014 and six projects that were continuing from 2013. See the project details reflected in Table 17.

Table 17: List of Projects Supported during 2014 with Teaching Development and Innovation Funding

NEW TDIF PROJECTS - 2014			
RECIPIENT	FACULTY	PROJECT TITLE	AMOUNT AWARDED
Adam, K	Education	Teacher Conversations – What Happens when Teachers Talk	R50 000
Adam, K	Education	An Arts-Based Approach to Teaching Research in Education	R50 000
Biggs, L	Law	Faculty of Law Database Management System (in Preparation for Early Detection System)	R50 000
Boschmans, S-A	Health Sciences	Assessing the Impact of a Blended Approach to Teaching and Learning among Different Levels of Pharmacy Training	R22 000
Burton, S	Health Sciences	Adapting My Dispense for the South African Context	R37 000
Elliot, K	Student Affairs	Beyond the Classroom Leadership Programme (BtC)	R49 970
Fisher, G	BES	Converting Assessment Material into <i>Respondus</i> for Moodle Assessment for BTO1102	R12 100
Fourie, H	BES	A Proposed Teaching Practice Model for Accountancy Related Diploma Type Educational Programmes in the RSA	R50 000
Gouws, S	Science	Teaching Material Development for Chemical Process Technology Diploma	R50 000
Hurst, A	Arts	The Revival, Restructuring and Reintegration of Philosophy as a Discipline at NMMU	R45 000
Louw, W	Science (George Campus)	To Explore the Applicability of Various Tablet Devices to Support Communication and Collaboration between Students as well as between Students and e-PAL Facilitators/Lecturer in order to Improve Student Learning	R20 000
Pittaway, T	Science	Twitter Hashtag Project: A new Pedagogical Utility	R49 000
Rootman, C	BES	Moodle Tutorials for Financial Management	R10 200
Scholtz, B	Science	A Blended Learning Environment for Enterprise Systems Education	R50 000
Singleton, A	BES	Exploring the Effectiveness and Efficiencies of Articulation Opportunities and Systems in the Department of Accounting Science	R30 000
Singleton, A	BES	Vital Statistics for the Faculty of Business and Economic Sciences	R39 500
Singleton, A	BES	Exploring the Identification and Monitoring of First Year 'at Risk' Students	R12 600

Skead & Johannes	HEADS	Driving Educational Development at NMMU through Teaching Development Programmes, Processes and Practices	R50 000
Werner/Mey	BES	Development and Implementation of a Framework for Managing Academic Success of Undergraduate Human Resources Management Students	R50 000
Zinn, D	Education	The Humanising Pedagogy Praxis Project: Developing a Programme to Support the Implementation of Humanising Pedagogics into Teaching, Learning and Curriculum Development	R50 000
Total (2014):			R737 870
CONTINUING TDIF PROJECTS – 2013 (YEAR 2)			
RECIPIENT	FACULTY	PROJECT TITLE	AMOUNT AWARDED
Kritzinger, H	Library	The Development of a Prototype Information Literacy Component that can be Integrated with Existing Academic Modules and Customized for Specific Programmes (Year 2)	R33 100
Leppan, R	EBEIT	First LEGO League Eastern Cape (FLLEC) (Year 2)	R45 000
Lombard, H	EBEIT	Development of an Online Laboratory Report Writing Platform (Year 2)	R50 000
Marks, A	EBEIT	Establishing Standardized Minimum Criteria for an e-Assessment on the Learn@NMMU Online Platform (Year 2)	R50 000
Padayachee, P	Science	Supporting Mathematics Students in a Blended Learning Framework (Year 2)	R50 000
Walter, C	Health Sciences	PasSPORT to Health (Promoting Physical Activity and School SPORT at Disadvantaged Schools) (Year 2)	R40 000
Total (2013 TDIF projects - Year 2):			R268 100
GRAND TOTAL:			R1 005 970

Scholarship of Teaching and Learning (SoTL)

NMMU is encouraging greater participation in SoTL as one of the strategies to enhance the quality of teaching and learning. SoTL entails systematic research into teaching and learning and student success factors. In 2014, 7.7% of NMMU publications that qualified for subsidy had an SoTL focus. The number of SoTL-related subsidy-generating publications increased slightly from 38 in 2013 to 40 in 2014. Breaking this into the various subsidy-earning categories, 6.7% of the published articles, 4.0% of the book chapters and 21.0% of the published conference proceedings that gained subsidy at NMMU in 2014 had an SoTL focus. Furthermore, 5.0% (or 24) of the Master's dissertations and 6.0% (or 4) of the Doctoral theses had an SoTL focus.

HEADS staff members engage in facilitating capacity-building workshops (together with RCD) for academics. In addition, HEADS staff are increasingly undertaking and disseminating research as they actively practice scholarship.

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 2014.

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 (SMTE);
- 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 DVC: Research and Engagement (RE). The DVC: RE is assisted by three directors who head the following departments: Research Management (RM), Research Capacity Development (RCD) and Innovation Support and Technology Transfer (IS & TT).

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 research, technology and innovation 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 and two Research Ethics Committees (one Human and the other Animal). Each Faculty has its own Faculty RTI Committee.

Institutional Policy and Guidelines Development

The Policy on Masters and Doctoral Degrees, which was approved by Senate in the latter half of 2013, was implemented in 2014. The Policy incorporated recommendations from the CHE Institutional Audit and consolidates the administration and management of postgraduate studies within Faculty Postgraduate Studies Committees.

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 2014, there were four Institutes, eleven Centres and 14 Units. The entities fulfilled their mandates successfully during 2014 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.

The five-year review process started in 2013 and continued in 2014. The composition of the review panels for the research entities was made up of experts from NMMU, industry and academia. The following research entities were reviewed by the Office of the DVC: Research and Engagement: the Center for Energy Research and the Telkom Centre of Excellence. Numerous research entity units were also reviewed within the relevant Faculties. All reviewed research entities received favourable reports with regard to them having fulfilled their mandates.

Technology Stations

NMMU has two Technology Stations funded by the TIA: eNtisa, 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 had the following research chairs at the end of 2014:

- Chair in Nanophotonics allocated to Prof. R. Botha of the Physics Department, and established under the SA Research Chairs Initiative (SARChI);
- FirstRand Foundation South African Mathematics Education Chair, established under the SA Research Chairs Initiative (SARChI). The incumbent is Prof. W. Olivier;
- Chair in HIV/Aids Education funded by the Faculty of Education. The incumbent is Prof. N. de Lange;
- GMSA Chair of Mechatronics in the Faculty of Engineering, the Built Environment and Information Technology (EBEIT). The incumbent is Prof. I. Gorchach;
- VWSA-DAAD International Chair in Automotive Engineering in EBEIT, which is headed by Prof. U. Bekker;
- Chair for Education in Human Settlements: Prof. J.J. van Wyk. (The chair is now vacant due to the untimely death of Prof. van Wyk and EBEIT has advertised the position);
- 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; and
- Chair in Earth Systems Science (SARChI). The incumbent is Prof. D. Bell.

NRF Evaluation and Rating of Researchers

New NRF Ratings:

The following staff have been rated for the first time, as reflected in Table 18.

Table 18: NMMU Researchers Rated For First Time in 2014 by NRF

FACULTY	NAME	NEW RATING
EBEIT	Dr N. Mostert-Phipps	Y2
Science	Prof. P. Watts	B1
	Dr K. Little	C1
	Dr M. Weigt	Y2

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 77 in 2014 compared to 73 in 2013, ensuring that NMMU retained its place among the top ten South African universities in terms of NRF ratings. The distribution of NRF-rated researchers is reflected in Table 19.

Table 19: Category Distribution of NMMU NRF-Rated Researchers in 2014

CATEGORY	NUMBER
A1	2
B1	2
B2	3
B3	4
C1	12
C2	30
C3	18
Y2	6

The above profile of NRF-rated research consist of **13 black** and **24 female** rated researchers.

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 2015/2016 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.

Internal Funding Streams for Staff

The main internal funding categories include: top-up of NRF Thuthuka grants, the Research Development Fund (RDF) and Teaching Replacement Grant (TRG). With regard to the obligatory top-up required for Thuthuka grants, funding was provided by the NMMU Council and supplemented by a portion approved as part of the DHET Research Development Grant. The breakdown was as follows:

Table 20: Funding Streams available To Support Staff During 2014

Council funding	R 407 557
DHET Research Development Grant	R 292 962
TOTAL	R 700 519

The Research Development Grant is an internal funding instrument that provides 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 2014, a total of **R 243 039** was awarded to 15 staff members.

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 587 931** was disbursed to 19 members of staff.

Research Capacity Development Initiatives

Through its Department of RCD, the NMMU offers a Workshop Programme on an annual basis aimed at complementing the formal research methodology and skills modules. We wish to highlight two specific initiatives for staff. During 2014, the NMMU continued its partnership with SANTRUST and enrolled 20 participants on the Doctoral Proposal Development Programme for staff members embarking upon doctoral studies. Of the 20 participants initially enrolled for the programme, 17 have completed their research proposals.

Twenty-five (25) staff members participated in the Strengthening Doctoral Supervision Programme funded by NUFFIC.

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 21: Sources of External Funding Available for Emerging Researchers in 2014

Thuthuka	R 625 912
Sabbatical Grants for completion of Doctoral Studies	R 200 000
Training & Collaboration Grant	R 97 000
TOTAL	R 922 912

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 (THRIP) in which seven staff members participated in seven projects. The total amount awarded by NRF was R 1 492 190 and from industry partners R 5 654 000. There were 17 successful applicants received for the Knowledge Interchange Collaboration (KIC) program amounting to R439 199.

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 2014 there was an increase in the number of publication units, from 252.81 in 2013 to 281.42 in 2014 (11.3% increase). The overall **weighted** research outputs (excluding book and conference proceedings) for 2013 and 2014 remained the same, 751 and 750, respectively. Master's and doctorate **weighted** output units decreased from 498 units in 2013 to 469 units in 2014. The monetary value of the subsidy associated with this output source **decreased** by 3.1% from R98m in 2014 (based on 2012 outputs) to R95m in 2015 (based on 2013 outputs).

External Contract Research Funding

Table 22 provides a summary of the largest research contracts signed in 2014. The single largest contract was a five-year contract with REDISA (Recycling and Economic Development Initiative of South Africa), followed by contracts with the TIA, Water Research Commission, CSIR and Eskom.

Table 22: Summary of the Largest Research Contracts Entered into between NMMU and External Stakeholders

External Source	Client type	Amount
REDISA	SA Pvt Company	R 70 000 000
TIA	Govt Funding Agency	R 9 675 000
Water Research Commission	Science Council	R 6 657 000
CSIR	Science Council	R 3 055 000
Eskom	Parastatal	R 2 746 000
Aurecon SA	SA Pvt Company	R 1 527 000
Scherman, Colloty & Associates	SA Pvt Company	R 1 025 000
Transnet	Parastatal	R 800 000
Heever Rubber & Tyre	SA Pvt Company	R 743 000
Sasol	SA Pvt Company	R 423 000

Intellectual Property and the Commercialisation of Research

There was again a decrease in the number of disclosures recorded in 2014, but an increase in the number of projects and initiatives being managed which indicates that the quality of the disclosures is higher. Only two provisional patent applications were filed, but six South African patent applications and two Patent Cooperation Treaty applications were filed. There was a significant increase in the number of design applications filed (five) as a way of broadening our protection of intellectual property.

NMMU continued to be involved in the spin-off companies created in previous years to commercialise the NMMU's IP. The rose preservation technology, commercialised through African Floralush (Pty) Ltd has strong sales locally and in Europe. The supply of roses in South Africa is now a challenge, however, which may mean relocation of the business. The commercialisation of a novel rubber chemical through Rubber Nano Products (Pty) Ltd has proved challenging but support from the TIA for technical development has seen significant progress being made. The company still continues to operate from NMMU premises.

A license agreement for the commercialisation of an off-the-grid street light was signed in 2014 by Innovolve, NMMU's wholly owned commercialisation company. There are a number of other renewable energy projects in progress, such as a rural off-grid energy storage system, a unique turbine blade design, and the development of a solar testing laboratory.

The two major projects nearing commercialisation are the microalgae to energy technology and the welding technology. Both projects are still funded by the TIA. A commercial feasibility study showed that the microalgae to energy technology was feasible at a 1 ha scale and a proposal for construction was favourably considered by the Department of Science and technology. However, a micro-demonstration plant will be constructed at NMMU first before the larger plant is built. A business plan for the welding technology was submitted to the Industrial Development Corporation and venture capital funding is currently being negotiated.

NMMU also has a number of smaller projects that can change the quality of life of people. For example, a unique call button for disabled people, maths and science DVD series, career exploration tools for primary school children, and contact lenses for non-Caucasian corneal profiles.

Contribution by NMMU to Provincial Innovation

In 2014, NMMU received approval for R7 million from the Industrial Development Corporation to establish an advanced manufacturing incubator in Port Elizabeth. The incubator, Propella, will support the establishment of high potential businesses from NMMU and elsewhere in the city. Funding has also been committed from NMMU and private sector partners. Propella is currently in its pre-establishment phase and will be launched in May 2015.

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. The RIF has strong links with the local Business Chamber and is currently driving a number of projects to increase the links between academia and business and to increase business innovation. These include an industry-university meeting day, the development of a decision tree for funding and the provision of reviewing services for proposals.

Memoranda of Understanding (MOUs) entered into during 2014

A number of partnerships and MOUs were initiated with external stakeholders at Institutional level, and these are linked to capacity building, training and development and research opportunities. These include:

- SKA Signal and Data Transport Consortium
- Kyoto University
- Uppsala University
- GyroLAG
- Material Technology Associates
- Nissan SA
- Acciona Energia
- CISCO
- Shamwari

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 postgraduate students, national and international recognition, research grants and human capital development.

The Research and Engagement Awards were awarded on 4 September 2014 in recognition of excellence in research and engagement in the various categories listed below. The guest speaker was Dr Thandi Mgwebi from the NRF.

NMMU Researcher of the Year 2014 – Prof. J. Neethling

Research Excellence Awards – Prof. K. Abou-El-Hossein; Prof. T. Mayekiso; and Prof. P. Singh.

The following staff were recipients of Faculty Researcher and Emerging Researcher of the Year Awards, as reflected in Table 23.

Table 23: Recipients in 2014 of Faculty Researcher of the Year and Emerging Researcher of the Year Awards

FACULTY	Faculty Researcher of the Year	Faculty Emerging Researcher of the year
Arts	Prof. B. Olivier	Dr M. Crous
BES	Prof. C. Rootman	Dr M. Sale
Education	Prof. P. Singh	Dr C. Dali
EBEIT	Prof. R. von Solms	Dr N. Mostert-Phipps
Health Sciences	Prof. M. Watson	Dr P. Jordan
Law	Prof. A. Govindjee	-
Science	Prof. R. Cowling	Dr R. Nel

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**:

- Mrs M. Duker (Visual Arts); and
- Ms A. Wentzel (Visual Arts).

Innovation and Technology Transfer Awards

NMMU's Innovation and Technology Transfer Awards recognise those individuals and teams that transfer research outcomes for societal benefit. This is usually through the creation of new and improved products, services and processes and may be through commercialisation (i.e. for commercial gain, not necessarily by the university) or through social projects.

In recognition for their contribution to Innovation, the following staff were presented with an award:

Innovation Team Award: Govan Mbeki Mathematics Development Unit (the award was accepted by Prof. W. Olivier).

Engagement

Engagement is a core function and, in 2014, the university continued to implement initiatives towards achieving its V2020 engagement strategic goals and objectives. The approved engagement-related policies have contributed toward embedding and integrating engagement into the core functions of the university, as well as expanding the framework of recognition and rewarding of staff for their involvement in the different engagement typologies.

Engagement – Institutional Advances

In 2014, the NMMU awarded the first ever funding grants specifically aimed at supporting Engagement projects that are of strategic value to the institution and that are in support of its values. The following projects received funding:

- Bambanani Mental Health Project (Ms Lisa Currin, Psychology);
- Shell Eco Car Marathon (Mr Karl du Preez, Mechanical Engineering);
- Eskom Expo for Young Scientists(Ms Marilyn Gibbs, Education);
- Mobile Clinical Laboratory (Prof. Esmeralda Ricks, Nursing);
- Science to Schools Outreach (Dr Gletwyn Rubidge, Chemistry);
- NMMU Racing (Mr Trevor Stroud, Mechanical Engineering);
- Mobile Community Health Learning Space (Prof. Darelle van Greunen, IT);
- Cyber Safety Calendar Competition (Prof. Johan van Niekerk, IT); and
- Science Discovery Week (Prof. Andrew Leitch, Faculty of Science).

The grants will continue to be made on an annual basis for Engagement projects and initiatives that are not directly funded *via* Teaching and Learning and Research Funding sources. Innovative projects that contribute towards the integrations of the engagement, teaching and learning, research and service functions of the

Institution receive preference. The fund is aimed at providing seed funding for establishing and developing new Engagement initiatives and for expanding and sustaining existing Engagement initiatives.

A research project focussing on devising indicators on university-community engagement by conceptualising engagement as 'interconnectedness' was undertaken by the Centre for Higher Education Transformation and the NMMU Centre for Academic Engagement and Collaboration. The study of 80 NMMU Engagement projects aimed to develop a deeper understanding of how these projects impact on the university as a key producer of knowledge and the extent to which a set of indicators could be developed to assess the extent to which the university's engagement activities are articulated and strengthen the academic core (teaching and learning and research) of the university. The study found that it was possible to develop a set of indicators to measure the impact of engagement activities on the academic core of the university that could be graphically depicted.

The NMMU Engagement Management Information System (EMIS) was expanded through the registration of 140 projects on the system during 2014. This centralised system allows for all NMMU Engagement activities and projects to be captured by the relevant Departments for purposes of monitoring and evaluation of engagement projects as well as providing a consolidated database when all external collaboration and projects can be recorded and reported on. As the result of the CHET research project, the EMIS is in the process of being expanded by the inclusion of the set of indicators flowing from the research project so as to provide information on the scholarly outputs flowing from NMMU Engagement activities. The system will focus on collecting information and linked scholarly outputs pertaining to the various categories forming part of the NMMU Engagement Conceptual Framework, namely:

- 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.

The database of the university's extensive range of outreach programmes to high school learners and educators was updated by the Marketing and Corporate Relations Department. The database provides details on Faculty, Entity and Professional Support Service Unit Outreach programmes linked to mathematics, science, engineering, counselling, sport and cultural activities. The data gathered through this process assists the university with the internal coordination and planning of these activities, aimed at maximum benefit to the recipients of these services. A database of student volunteerism and outreach activities is managed by the Department of Student Governance and Development. Both of these databases and details of the extensive range of NMMU Engagement activities are available to the public on the webpage of the Centre for Academic Engagement and Collaboration (CAEC).

Engagement Excellence Awards

The NMMU recognised and rewarded staff who excelled in integrating engagement into their teaching, learning and research activities. The NMMU Engagement Excellence Awards criteria place emphasis on a scholarly approach to engagement and, in 2014, Awards were presented in the following categories:

- NMMU Engagement Excellence Award – Prof. W. Olivier (Faculty of Science);
- NMMU Engagement Excellence Team Award – Department of Industrial Engineering (Faculty of Engineering); and
- NMMU Emerging Engagement Award – Mr K. van Rooyen (Faculty of Science).

The number of annual Engagement Awards will be increased to six in 2015 to align it with the number of Teaching and Learning and Research Awards and to acknowledge, award and showcase more of the excellent engagement work in which NMMU staff are involved.

2014 Engagement Highlights

The first NMMU Engagement Colloquium was staged 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.

NMMU/Nelson Mandela Bay Municipality Memorandum of Understanding

The Memorandum of Understanding with the Nelson Mandela Bay Municipality (NMBM) has resulted in the formal partnering between the NMMU and the Metro on a number of projects, which include:

- Assessment of Wetlands and River Health Projects;
- Cleaner Greener and More Efficient Municipal Fleet;
- Surveys of Protected Area;
- Desalination Plant; and
- Non-Revenue Water and Water Leaks.

Engagement Entities

The following Engagement Entities underwent a five-year review process in 2014, as required by the NMMU Policy on Engagement Entities:

Units:

- The Unit for Biokinetics and Sports Science;
- The Govan Mbeki Maths Development Unit;
- The University Psychology Clinic; and
- The Spatial Technologies Unit.

Centres:

- The Advanced Mechatronic Technology Centre; and
- The SA Cisco Academy Support Centre.

Institutes:

- The Institute for Law in Action

All of these Entities were commended for their excellence in Engagement work and their continuation was recommended by the respective review panels.

Community Interaction, Service and Outreach

In this report, emphasis is placed on the Engagement through community interaction, service and outreach category. Due to the integrative approach to Engagement, only brief reference will be made to the Engagement highlights falling within the other three Engagement categories forming part of the NMMU Engagement Conceptual Framework (Teaching and Learning; Professional-/Discipline-based Service Provision; and Research and Scholarship), as further details are provided in the Vibrant Student Life section of the NMMU Annual Report (see page 64).

The following section provides selected examples of institutional Engagement at a local, provincial, national and international level, with specific emphasis on the activities of the registered NMMU Engagement Entities. These Entities have engaged in significant ways with communities and civil society on a range of topics and domains that have contributed to raising awareness on issues ranging from national elections, democracy, race and racism, sexual violence, the crises in education, fracking, water security, technology for communities, reading and literacy to new book launches and international collaborations. These events are reported in the news media, and fully supported by various 'publics', including political formations, community organisations, ordinary citizens, and members of council. Selected projects will be elaborated on below.

Transnet Phelophepa Health Care Train and the Teenage Health Project

The Community Development Unit was again involved preparing the logistics and social mobilisation linked to the visit of the train to the Eastern Cape. This is the sixth year that the Unit has been appointed by the Transnet Foundation to perform this function in the Eastern Cape, where the train delivers health care to the remote, rural areas of the province and provides valuable experiential learning opportunities for NMMU pharmacy, nursing, social work and psychology students. The Unit also piloted the implementation of the Teenage Health Project to 500 girls in rural areas of the Eastern Cape. The project will be expanded to 1500 girls in 2015.

Centre for Non-racialism and Democracy (CANRAD)

In 2014, in addition to a wide range of workshops, seminars, book launches and documentary screenings, CANRAD hosted five community dialogues and two Difficult Dialogues on the following topics: “The fall of the ANC: What next?”; “Perspectives on Reconciliation: Lessons from SA and USA”; “Peace for Palestine”; “National Elections”; “Heritage, Memorialization and Healing”; “A Focus on the Northern Areas” and “Reading between the Head-Lines on Life in South Africa”.

CANRAD promoted the value of respect for diversity by coordinating the annual Diversity month activities across five campuses with Faculties, Divisions and Units. This annual event includes in excess of 50 activities, including the celebrations of Women’s Day, which continue to deepen the understanding of the value of diversity in different aspects in our lives.

Transformation, outreach and networking initiatives have been substantial and of a qualitative nature. Vision 2020 and the Institutional Culture Enlivening Process: Living the Values are two such endeavours, involving both senior and middle management levels. Outreach and networking continues to strengthen, with substance provided to MOUs (Red Location Museum; South End Museum); Northern Areas People Development Initiative (NAPDI) compact and Metro NGOs. The CANRAD Resource Centre now contains over 50 DVDs of events (Dialogues, Seminars, Colloquia and Conferences) from 2010 to date. These are available on loan and have been utilised by both staff and students across Faculties at NMMU.

Centre for Integrated Post-School Education and Training (CIPSET)

CIPSET’s role in the PSET sector is gradually expanding beyond that of a Centre of Community Engagement. During 2014, CIPSET established good working relationships with all the Faculties at NMMU. The contributions of NMMU-wide Faculty involvement in TVET-college related work are evident and a solid foundation to expand, broaden and deepen collaboration has been laid. Whilst CIPSET continues to broaden Faculty participation in post-school institutions, its policy-related research is also gaining momentum and recognition.

It has strengthened its relationship with the two local TVET Colleges. This relationship lays the foundation for work in key areas such as curriculum development, staff development, student support and research and development. The establishment of the Curriculum Innovation Hub is a special achievement because it created a space for engagement between the two institutional forms. The Community Education Programme is widening and deepening engagement between NMMU and the neighbourhoods of Missionvale. CIPSET’s work in building non-formal curricula for the future Community College has attracted sustained participation from its community investigators. The participation of community investigators contributed to the hosting of successful community learning events. Community investigators, as community educators, are likely to play a critical role in the expansion of non-formal education programmes at a future Community College.

The Institute for Law in Action (ILA)

The ILA is an Entity in the Faculty of Law and it includes the Law Clinic and the Refugee Rights Centre (RRC). The Entity was mainly focused on the provision of training for all spheres of government and community engagement through the provision of legal advice and assistance. In 2014, it established an international footprint in the enforcement of fisheries legislation. The impact of the services rendered by the Law Clinic and RRC were significant.

The Institute for Law in Action D in 2014 shifted its focus to criminal justice and municipal health. It developed the first and only course in the investigation of municipal health offences. In the field of criminal justice, the Entity started to collaborate with international organisations, such as INTERPOL and the United Nations Office on Drug Control (UNODC). Through the Refugee Rights Centre and the Law Clinic, numerous impecunious South Africans, Refugees and Asylum Seekers received free assistance. Final year LLB students receive valuable practical training at the RRC and the clinic.

It hosted a successful 3rd annual Conference on “Local Government Law: A Multifarious Beast,” which took place on 5 and 6 November 2014. The conference was held at the NMMU Conference Centre (North Campus) and attended by 66 delegates, mostly from various municipalities across the country. At the Conference Dinner hosted on the evening of 5 November, Mr Rio Nolutshungu, Executive Director, SALGA, delivered the Keynote Address, “*Local Government Law: A Multifarious Beast - Perspectives from the South African Local Government Association*,” which was well received.

School Outreach and Engagement initiatives

- **The Herman Olthaver project** is a joint project between the staff from the Faculty of Education and Information and Communication Technology (ICT) Services that includes all four typologies of engagement. The project involves the training of learners in ICT skills and computer literacy at the following schools: La Trobe Primary; Rietberg Primary; Zanoxolo Primary; and Sandisulwazi High School in Paterson. Technical support is also provided to Emafini and Emfundweni. Due to the lack of a Maths and Science teacher at Sandisulwazi High School in Paterson, weekly classes were presented via a webcam and Lync to this rural high school.
- **Govan Mbeki Mathematics Development Unit**
More than 500 Grade 11 and 12 learners attended the Saturday Maths and Science Incubation Programme. Maths and Science teacher training and support in the Eastern Cape in subject content, technology and pedagogy skills transfer was facilitated using Video and PowerPoint lessons. The Unit was also involved with GeoGebra, an exciting Open Source Dynamic Graphics Software Programme for Teaching and Learning of Mathematics, which has strong international support and provides ideas of best practice in Maths lessons and assessment material. In addition, learner support was provided via GeoGebra Clubs at schools. Annual conferences and teacher workshops were conducted to facilitate professionalisation of Maths learning communities and to ensure that Maths teachers become certified GeoGebra users. The provision of tablets with the TouchTutor package uploaded provides learners with the opportunities to be assessed via the tablet-based programme, as well as providing access to self-evaluation through a Mxit application. The Unit, with the aid of external stakeholders, also provides certification, prizes and bursaries to selected learners. Teachers from eight schools were provided training in the basic skills associated with Word, PowerPoint, Email, Internet searching, cyber hunting teaching strategies, Mathematics software, reading skills, Cartoon Story Maker, Paint; Skype Science Patterson and Cami Maths (Paterson). Other support provided includes fixing computers, installing anti-virus software, networking, wireless Internet connectivity and workshops on ICT support.
- **Centre for the Community Schools (CCS)**
The Centre for the Community Schools (CCS) is an Engagement Entity and the achievement of its goals relates to work it has been doing in the Manyano Network of Community Schools. The Manyano Network comprises 11 primary and three high schools located in the communities of Port Elizabeth and Uitenhage. Schools in the Manyano Network subscribe to the notion that teaching and learning remain the core processes that define the work of the school. The central focus is on instruction and other aspects of school improvement are built around this. These aspects, which are both directly and indirectly related to the instructional core, are aligned in a coherent system of activities aimed at supporting and strengthening the teaching and learning processes. This school-based programme of action adopts a multi-pronged strategic approach to school improvement that focuses on the holistic development of the child. The CCS worked with the schools to implement activities related to the five areas of school improvement, namely: Curriculum development; Capacity-building; Psychosocial support for learners; School infrastructure and Community development.
- **Advanced Mechatronic Technology Centre (AMTC)**
During 2014, the AMTC presented Maths and Science lessons at the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA) Maths, Science and Engineering Incubator School in Somerset East, as well as a Winter School for the top 30 performing learners from the Incubator School programme. It completed formal technical training of 23 college staff as part of the ETDP SETA Work Integrated Learning (WIL) programme for FET Colleges and it offered an Engineering Winter School to 30 PDI learners from the NMBM as part of the Automotive Engineering Career Development Programme (AECDP). It conducted the merSETA High School Intervention, which involved the training of a maximum of ten teachers at ten schools in Technology-related subjects. A maximum of ten schools were identified where engineering awareness will be promoted through orientation sessions through the involvement of a Scanning Transmission Electron Microscope laboratory. AMTC also designed and commissioned one water harvesting and one renewable energy system at a technical high school.
- **Centre for Community Technologies (CCT)**
The Centre was involved in various projects spanning e-agriculture, food security, assistive technologies, digital literacy, youth leadership, e-health and disease burden. CCT partnered with the

national Departments of Science and Technology, Basic Education and Health in developing a school health screening digital application. The school nurses in Cofimvaba uploaded each learner's health profile electronically on the Tablet PCs, which enabled the data to be stored in a central online data repository, which can be accessed *via* mobile service providers. The mobile health screening application technology is used to capture patient/resident information at the Malabar Home for the Aged.

The CCT also focused on inclusive learning and assistive technologies for different disabilities, in partnership with Disability Associations and Rehabilitation Centres. CCT, in collaboration with the University of Pretoria and Departments of Basic Education and Higher Education, furthermore developed a Maths App to assist schools in the Eastern Cape. A My City Tourism application was also developed by the CCT in collaboration with the Nelson Mandela Bay Tourism Department.

CCT was involved in various projects in the Northern Areas through partnerships with key organisations, including FamHealth MediPark, Hope Foundation, NMBM, Spar Eastern Cape, Northern Areas People Development Initiative, and the Network of School Principals and Community Activists. Through these partnerships, various projects were facilitated, including setting up a Digital Library at the Gelvandale Library to enhance access to information and digital literacy. Tablet PCs, e-readers and e-books were set up with specific software available for visually impaired individuals and the aged population, to enhance their digital literacy. The CCT, in partnership with FamHealth MediPark, Hope Foundation, Nelson Mandela Metro and Spar Eastern Cape, facilitated a Youth Leadership Academy that entailed a leadership development course for grade 11 learners from all schools in Northern areas on Saturday afternoons. Presenters were volunteers from NMMU and the community at large. To date, 52 learners have graduated from the Academy. In addition, Short Learning Programmes are offered to members of NGOs and different groups of persons from the Motherwell community. To date, approximately 150 persons have been trained.

- **Student Volunteerism and Service Activities**

Based on the success of the Beyond the Classroom Leadership Programme, which provides students the opportunity to apply their learning and give back to the community, the Department of Student Governance and Development introduced programmes that provided further opportunities for students to enhance the quality of life of others in the community, while enriching their own learning experience at the NMMU. These included '67 HOURS', working on the principle of the name of the institution and expanding on the '67 Minutes' held annually. Students were encouraged and opportunities were created for them to accomplish 67 hours of community outreach work. With the support of African Unity Foundation, a number of outreach projects were initiated. These projects are divided into long-term outreach, which is ongoing and allows for a deeper impact over time, and impact days, which are intense once-off day interventions. In collaboration with the African Unity Fund, the NMMU has developed and maintained relationships with the community to determine the impact of student involvement. Long-term community outreach projects included ZAMA South Africa, Eastern Province Children Home, Maranatha Street Worker Trust, Human Dignity Centre, Sophakama, Heatherbank Farm School, Aurora Centre for the Physically Disabled and Cheshire Homes for the Physically Disabled.

Student Experiential Learning Opportunities

On-campus experiential learning opportunities funded by the ETDP, Chieta and merSETA were provided to NMMU undergraduates. These students were mainly placed in Professional Support Services Units and Research and Engagement Entities. Projects included the Bio-fuels, the Siemens Cyber Junk Yard Competition, the production of the Solar Car, the Badja Bug Car, NMMU Racing's Diba One and wind energy projects. The Financial and Accounting Setra, in partnership with the Graduate Placement Unit, sponsored 120 Accountancy and Auditing students as well as unemployed graduates to undergo a five-month Work Readiness programme.

Opportunities were expanded for students to undergo off-campus work integrated learning, service learning and curriculum-based volunteerism through the formalisation of partnerships with external stakeholders, including the Cheshire Homes, the Education Training and Development Practice (ETDP) and the merSETA, FamHealth Medipark, Masifude Learner Development, Emmanuel Aids Haven and the Automotive Industry Development Centre.

The Scholarship of Engagement

In addition to emphasis being placed on the development of a Scholarship of Teaching and Learning, the Scholarship of Engagement was advanced as a key element to enable the NMMU to respond to and contribute towards the various communities it serves. The university supports the view that the Scholarship of Engagement is boundary-spanning scholarship that can manifest itself as engaged scholarship in teaching, engaged scholarship in research or engaged scholarship in outreach and service. It is viewed as scholarship guided by an Engagement ethos that results in work connected in a coherent, thematic and scholarly manner. As a Comprehensive University, the combination of traditional university disciplinary knowledge with technology, the NMMU was able to respond to the demand for knowledge that transcends original disciplines and was able to provide multiple and interdisciplinary knowledge and technology that was required to solve particular problems in the community. The Faculty-based and centralised Research Entities continued to be the interface between the university and its external communities, including local communities, community organisations, government and industry on issues relating to, but not limited to, knowledge generation aimed at promoting development, growth, innovation and technology transfer to ultimately improve the living conditions of our communities and serve the public good.

The Faculties and Entities most active in producing scholarly outputs through engagement and collaboration with external partners and knowledge networks included:

- Faculty of Education (Science, Mathematics and Technology Education Unit; the Action Research Unit; and 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
- Centralised Entities (HIV and Aids Research Unit, Earth Stewardship Research Institute, Centre for Post-school Education and Training).

Public Advocacy and Engagement Events

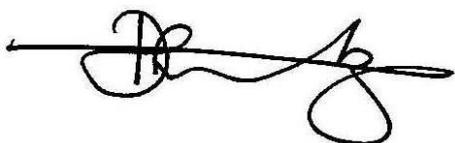
Numerous events are hosted annually across all Faculties and Research Entities throughout the academic calendar. Table 24 reflects some of the events that were hosted, in partnership with internal and/or external partners.

Table 24: Selected Events Hosted by CANRAD in Partnership with Internal and/or External Partners

DATE	EVENT	GUEST SPEAKER/S
11 February	CANRAD Book launch: "Marxism in the 21 st Century: Crisis, Critique and Struggle" hosted in partnership with Wits Press	Prof. Vishwas Satgar, Prof. Michelle Williams and Mazibuko Jara (Wits University)
19 February	Herald NMMU Community Dialogue: Book launch "The Fall of the ANC: What next?"	Dr Mzukisi Qobo and Prince Mashele
3 March	CANRAD Difficult dialogue: "Perspectives on Reconciliation: Lessons from SA & USA"	Prof. Andre Keet, Dr Susan Glisson, Dr Jennifer Stollman and Charles Tucker
5 March	"South African Democracy 20 years hence: What Alternative Path for Resolving the Land Question?"	Prof. Lungisile Ntsebeza (UCT) and Prof. Gilingwe Mayende (NMMU)
10 March	CANRAD dialogue: "Woman in Africa"	Dr Mumbi Mwangi (St Cloud State University, USA)
11 March	CANRAD Difficult Dialogue: "Peace for Palestine" in partnership with Palestine Solidarity Alliance	Dr Don Mattera
11 March	"Post-Colonial and Critical Theories Against Contemporary Global Challenges: What Possibilities for Social Agency?"	Prof. Bernt Gustavsson (Sweden)
8 April	Herald NMMU Community Dialogue: "National Elections"	ANC, AGANG, AZAPO, COPE, DA, EFF, PAC and UDM

9 April	Dialogue: "Democracy and the Politics of Gay and Lesbian Rights in Africa" hosted in partnership with The Herald and Eloquor Knights Student Society	Melanie Nathan, Christina Engela and Nicole Shepherd
22 April	Dialogue: "20 Years Since the Dawn of Democracy: Has the Constitutional Right to Vote Brought About the Type of Society We Want?", hosted in partnership with InkuluFreeHeid Black Lawyers Association Student Chapter	Adv. Vusi Pikoli
5 May	Youth Dialogue: "National Government elections: Views of Students", hosted in partnership with the SRC and the Student Parliament Executive	ANC, AGANG, DA, COPE and EFF
9 May	Dialogue: "Learning is the Key to Happiness"	Swami Anubhavananda Saraswati
21 May	Youth Dialogue: "Speaking to the Spirit of Oom Bey, Twenty Years into Democracy", hosted in partnership with the Kagiso Trust and George Campus management	Dr Brigalia Bam (Keynote), Students: Nombuyiselo Duma, Lauren Muller, Awonke Kampi, Rochelle Van Rooyen
21 May	Seminar: "The Ethical Imperative in the Making of Modern African Literature", hosted in partnership with the International Office and the NMMU Art and Culture Unit	Prof. Harry Garuba (UCT)
28 May	Community Dialogue: "Heritage, Memorialization and Healing" in partnership with Northern Areas History and Heritage Project and the Southern Africa Development, Research, and Training Institute and NMMU Arts and Culture Unit	
28 May	Book Launch: "With My Head Above the Parapet", hosted in partnership with The Herald	Prof. Ben Turok
4 June	Dialogue: "The Strike in The Platinum Belt", hosted in partnership with CIPSET	Molefe Phele, Jacob Khoza, Ramasela Etsang (3 Striking AMCU Mineworkers)
4 June	Documentary Film Screening: "Miners Shot Down", hosted in partnership with CIPSET	Molefe Phele, Jacob Khoza, Ramasela Etsang
5 June	Workshop: "The Role of Rural Organizations in a United Front", hosted in partnership with the Trust for Community Outreach and Education	Karl Cloete (NUMSA), Mercia Andrews, Lungisile Ntsebeza, Fred Hendricks
24 July	CANRAD Seminar: "Michelle Obama's Arms : Race, Responsibility and Class Privilege"	Prof. Shirley-Anne Tate (Leeds, UK)
28 July	"Social theory: Towards Developing Social Agency with Youth"	Prof. Andre Keet (University of the Free State)
06 August	"Dance and Democracy: The Body as the Laboratory for Examining Dialogue, Choice-making, Roles and Habits"	Eryn Rosenthal (Michigan University Fulbright Scholar)
14 August	CANRAD Book launch: "Elections 2014 SA: The Campaigns, Results and Prospects", hosted in partnership with the Konrad Adenauer Stiftung	Dr Zwelethu Jolobe, Dr Cherrel Africa, Dr Collette Schulz-Herzenberg and Ms Nwabisa Makunga
18 August	CANRAD Dialogue: "Woman in Sport", hosted in partnership with NMMU Sports Bureau	Dr Cheryl Walter, Ms Zanele Mgodana and Ms Zanele Vimbela
18 August	Documentary Screening: " Unearthed – Investigating Hydraulic Fracking", hosted in partnership with the School of Music, Art and Design	Ms Jolynn Minnaar
19 August	CANRAD Book Launch: "Memoirs of a Born Free: Reflections on the Rainbow Nation"	Lesego Malaika Mahlatsi (Malaika wa Azania)

20 August	NMMU Honours Beyers Naude through Arts: "Celebrating 20 Years of Democracy" in partnership with the Kagiso Trust and NMMU Arts and Culture Unit	
21 August	"Non-Racialism, Non-Collaboration and Communism in South Africa: The Contribution of Yusuf Dadoo during his Exile Years (1960-1983)"	Prof. Allison Drew (York University, UK)
26 August	HERALD NMMU Book launch Series: "Hidden Histories"	Prof. Corrine Sandwith (UP), Prof. Shaun Viljoen (SU)
26 August	"Non-Racialism in Literature"	Prof. Shaun Viljoen (SU), Prof. Corrine Sandwith (UP)
28 August	"A reflection, Can We Forgive Displacement"	Mr Mervyn Blaauw, Ms Rosy Koloj, Ms Nombulelo Situlo
11 September	Steve Biko Youth Conversations: "Reflections on Steve Biko and the Relevance of our Struggle History for Today's Youth: Towards Advancing Critical Consciousness", hosted in partnership with Ezingcanjini Heritage	Prof. Janet Cherry, Mr Moki Cekisani, MP Giyose and Mr Mkhuseleli Jack
11 September	Steve Biko Memorial lecture: "20 Years of Democracy: Tracing Steve Biko's Promised Glittering of Prize of Human Face upon South Africa", hosted in partnership with AZAPO	Peter Cyril Jones
11 September	"Reflections on Steve Biko and the Relevance of our Struggle History for Today's Youth: Towards Advancing Critical Consciousness."	Prof. Janet Cherry (NMMU), MP Giyose (AIDC Chairperson), Moki Cekisani, Mkhuseleli Jack
15 September	CANRAD Book launch: "The Solidarity Economy Alternative: Emerging Theory & Practice", hosted in partnership with UKZN Press	Prof. Vishwas Satgar, Prof. Michelle Williams, Mr Andrew Bennie (all Wits)
30 September	Herald NMMU Book launch: "Raising the Bar"	Mr Songezo Zibi, Dr Mcebisi Ndletyana
16 October	Scholarship of Engagement: " Agency within Crises: Pockets of Resistance, Action and Hope Outside of Formal Institutions"	Mrs Britt Baatjies
3 November	Scholarship of Engagement: " Land Reform in SA: Interpreting the Impasse"	Prof. Gilingwe Mayende
11 November	HERALD NMMU Community Dialogue: "A Focus on the Northern Areas"	NMBM CFO Mr Trevor Harper, Northern Areas Community Leaders
18 November	"The Language Question in SA: Rhetoric or Practice?"	Prof. Liesl Hibbert (NMMU), Ms Karen Press, Prof. Mbulungeni Madiba (UCT), Prof. Michael Joseph (Rhodes), Prof. Ekkehard Wolff (Leipzig University, Germany)
25 November	HERALD NMMU Community Dialogue: "Reading between the Head-Lines on Life in South Africa"	Prof. Piet Naude



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 2013, of which three were quorate.

On issues **regarding implementation of the Act and the National Policy on Higher Education**, members were informed of the promulgation of the Regulations for Reporting by Public Higher Education Institutions. IF members expressed the hope that the submissions associated with the reporting process will be engaged with in a meaningful manner, so that this process does not become a paper exercise, but rather advances the national policy objectives. IF members were provided the opportunity to give input into the DHET draft Policy Framework on Social Cohesion.

IF was duly consulted on the renewal of the term of office of the Chancellor, and unanimously supported the proposal.

On issues of **race and gender Equity Policies**, IF made a number of recommendations to Council including the following:

That an Enforcement Policy should be developed to ensure increased accountability with regard to recruitment and appointment of non-designated staff, and secondly, the development of an Institutional Integrated Talent Management Strategy due to very little progress being made with the diversification of academic staff (24% Black).

Council referred the matter back to IF in order for a contextual background to be provided that included the means employed by the University to rectify the slow progress with regard to Equity Transformation and even reasons for failure, and that this be reported to Council by IF.

IF responded by indicating that information relating to the contextual factors be addressed *via* the relevant Subcommittees of Council and/or directly from MANCO. However, since Council mandated IF to provide the contextual information, a request was directed to the HR MANCO portfolio. The interventions undertaken within the Institution, as reported by the Equity Office, are outlined on page 21 of the Annual Report. The Equity Office report was submitted by IF to Council, after Council resolved that the advice of IF on the matters of Employment Equity and the Gender Equity Policy be referred to MANCO for consideration and recommendation to Council *via* HRREM.

Council has approved the following to address talent management at Peromnes level 2 to 4:

- Succession Planning Framework: PL2-4 Positions; and
- Talent Continuity Policy for PL2-4 Employees.

IF made recommendations to Council relating to **gender matters**, including the following:

- Council commissions MANCO to mandate the Institutional Planning Office to conduct a gender equality research project in 2015; and
- That a policy framework be investigated that would foreground various principles that form the basis of V2020, which needs to be integrated into all institutional policies; and that such a framework could serve as a guide to policy owners during their policy review process, as well as guide new policy development.

Council supported the recommendation for a research project to be conducted in 2015 to determine the extent to which gender is embedded in NMMU policies and practices and resolved that, taking the recommendations of IF as noted above into account, a protocol be introduced that could be managed routinely.

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:

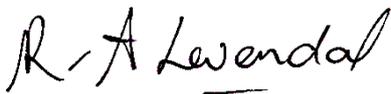
- Deputy Vice-Chancellor: Teaching and Learning;
- Deputy Vice-Chancellor: Research and Engagement;
- Executive Dean: Faculty of Arts;
- Executive Director: Finance;
- Senior Director: Communication and Stakeholder Liaison; and
- Senior Director: Estate and Facilities Management.

IF members were duly consulted during the abovementioned appointments. Concerns were raised by IF members regarding the electronic voting process, in which members who did not respond were deemed to be in support of the recommendation/proposal. This process has been referred to the Governance Subcommittee of Council for review.

On issues of **Codes of Conduct, mediation and dispute resolution procedures**, IF had provided Council with a recommendation regarding alternate dispute resolution mechanisms within the institution involving the training of staff and student mediators to serve as mediators within the institution. Since no feedback was received by IF regarding progress in relation to the recommendation, IF raised it in one of its reports to Council. Council noted that its meetings were not a forum for IF to address matters directly with HR and, in future, such operational discussions should be handled before the meetings. The feedback provided by HR was that it was implementing a training programme for line managers to take full ownership of the employment relationship, thereby resolving conflict at the lowest level and in the most informal way. It was also indicated that the institutional culture enhancement efforts were assisting with alternative dispute resolution mechanisms in that individuals were provided with an opportunity and a safe space to discuss vexing issues of all kinds. As a result of the challenges regarding communication between IF, Council and MANCO, a communication protocol was developed and eventually approved by Council in December 2014.

On issues relating to an **inclusive institutional culture**, IF reported to Council the various events, lectures, seminars and opportunities that were provided for the NMMU community (internal and external) to engage on issues, including matters relating to institutional culture, as indicated in the Public Advocacy and Engagement Events. In addition, there is an ongoing process called the DEEPENING THE CONVERSATIONS – Institutional Culture Enlivening PROCESS (ICEP) that has been focused on engaging the senior management and will be extended in 2015 to include mid-level management and student leadership.

On issues relating to the institutional **language policy**, initiatives are being implemented, with the aid of funding allocated by the DHET to all Universities, to foster and encourage the development of African Languages as an Academic Language. IF also recommended to Council that a Policy Implementation Plan with the associated budgetary implications be developed and recommended to MANCO for approval. This matter was taken up in the Teaching and Learning Committee that resolved that the policy budgetary implications be tabled at MANCO for a resolution. It is unclear whether this has been effected and what the outcome was.



Dr R-A. Levendal
IF CHAIRPERSON

7. Report of the Vice-Chancellor

Statement of self-assessment

Council endorsed the following three (3) apex priority areas (APAs) for the first three-year (2012-2014) 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 2014.

Consolidation of Size and Shape

As highlighted in the Senate report, the Institution 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 in favour of growing contact enrolments – which have seen positive and consistent growth.

We have begun to build a new generation of academic programmes and restructure existing programmes to better promote the exciting and novel possibilities resonant with the ‘comprehensive’ nature of the university. This has been manifest in respect of the number of new programmes approved as well as the deactivation of existing programmes, and the work being conducted by CIPSET internally with faculties to align their qualifications to enhance articulation from TVETs. In addition, a number of izindaba were held with Executive Deans and their respective faculty management teams to give impetus to this matter.

Future trajectories for the Institution include the following:

- Major expansion of **Maritime and Marine Sciences** capabilities based on NMMU’s own comparative strengths and geostrategic location on the coast and in response to the launch of Government’s ‘blue economy’ (Operation Phakisa) strategy, and major developments in the broader South African maritime economy;
- **Expansion of health sciences and exploration of the eventual establishment of a full-scale medical school** against the backdrop of massive demands for increased numbers of healthcare professionals in South Africa. This project will evolve in two broad, but inter-linked phases: (1) extensive planning and expansion of offerings of pre-medical and para-medical training at degree and diploma levels; and (2) creating the conditions – financial, legal, infrastructure, human resources and all necessary aspects – making possible the long-term aim of establishing a full-scale Medical School.

Supportive and Affirmative Institutional Culture

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. To add diversity to the leadership of Senior Management, the following senior staff appointments were made during the year under review:

- Prof D. Zinn – Deputy Vice-Chancellor Teaching and Learning
- Prof A. Leitch – Deputy Vice-Chancellor Research and Engagement
- Dr F Goolam – Registrar
- Prof VA Notshulwana - Chair of Family Studies

Various interventions have been undertaken to improve the quality of life for our staff and students.

Quality of life of staff:

The expansion of the framework for excellence recognition to include awards for both academic and professional, administrative and support staff, is aimed at recognising and rewarding excellence across core and support functional areas. The Vice-Chancellor’s office has funded for the past two years, the implementation of a strategic organisation change intervention, the Institutional Culture Enlivening Process, to deepen the process of committing senior and middle management staff to address the issue of an inclusive and supportive institutional culture.

Organisational wellness is a priority to the leadership team, and initiatives that have been implemented include a staff wellness programme, effective tracking of absenteeism and the provision of relevant support where challenges are identified, and numerous staff development opportunities including identifying and developing

a pool of potential senior management candidates from which the next generation of senior managers can be sourced. Details of these initiatives are reflected in the various sections in the report.

Quality of Student Life:

Our understanding of being a student-centred university includes ensuring and enhancing academic access and success, holistic student development, and vibrancy in student life experience. Access is being broadened through the access testing system being implemented by the Centre for Access Assessment and Research available to students who do not meet the minimum admission criteria. To enhance success, various support mechanisms were implemented, including the provision of extensive financial support at UG and PG levels, academic support via various face-to-face and online support interventions, inclusive education through the provision of assistive devices and improved infrastructural accessibility for students (and staff) with disabilities, and the provision of shuttle transport between campuses located in Port Elizabeth Metro, the student computing device initiative, to mention a few.

Ongoing initiatives implemented to address holistic student development and student life vibrancy include various student development programmes (Nelson Mandela Champion Within, Beyond the Classroom Leadership Programme, 67 Hours Volunteer Programme, International Friends Forever Student Exchange Programme and Student Driver Training Programme), active student participation in 74 student societies and 20 sporting codes.

The NMMU is the *first* South African University to formally recognise student involvement in co-curricular learning through the issuing of a co-curricular record (CCR). The CCR serves as an official institutional record to recognise involvement in NMMU's co-curricular activities, awards and recognitions per academic year of study. The initiative's aim is encourage students to develop themselves holistically, as well as to develop the attributes required of NMMU graduates and pursue their career and personal goals throughout their university experience.

Financial Sustainability

The economic environment remains very challenging for the university sector, including NMMU, as higher education institutions are finding it more and more difficult to adequately finance their public obligations in the light of the declining value of state commitments through subsidy and financial aid to students. Whilst the last four to five years have seen encouraging and very positive investments by the Department of Higher Education and Training towards capital development of all universities, including NMMU, this has not been matched by equal growth in subsidy and financial aid levels.

NMMU has once again received an unqualified audit, indicative of good fiduciary management and governance. Generally, the financial sustainability indicators reflected in the Financial Overview show that our post-retirement liabilities have been reduced by 100% year-on-year. Our short-term liquidity ratio has stabilised around 8%, while the Council-controlled reserves have increased year-on-year, from 1.09 to 1.18. Our total staff cost as a percentage of total recurring expenses remains below 60%.

The Institution's current over-reliance on government subsidy, which makes up 46.78% of the total income, makes the institution susceptible to fluctuations in funding should any changes occur in the government funding framework. Any major shifts in subsidy will impact significantly on our operational stability as well as our future growth trajectory. There are plans underway to reduce our dependence on subsidy by expanding our third-stream income sources and increasing donor and partnership engagement.

Acknowledgements

I would like to acknowledge the continued support and efforts 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 2014.

V2020 Strategic Plan – Integrated Transformation Plan

V2020, the Institutional Integrated Transformation Plan encapsulates eight strategic priorities as the broad transformational dimensions underpinning all strategically-aligned interventions being implemented. With the adoption of Vision 2020, we have introduced an Institutional strategic planning cycle which has been followed each year. The roadmap to 2020 consists of three three-year Institutional planning cycles, with the first cycle occurring from 2012-2014. This has assisted the Institution to fulfil the requirements of the new planning and reporting framework being introduced by the DHET. The DHET *Regulations for Reporting by Public Higher Education Institutions* which were promulgated in June 2014 require that universities prepare an Annual Performance Plan (APP) which, among other things, sets out the predetermined strategic objectives for the upcoming financial year accompanied by budget planning and risk assessment. NMMU's Annual Performance Plan for 2015 approved by Council and submitted to the DHET.

For the current cycle, NMMU endeavour to focus on the following core apex areas namely, to:

- 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;
- Establish a supportive and affirming Institutional culture; and
- Develop an integrated long-term financial and resourcing plan that is responsive to Institutional strategic priorities and promotes sustainable growth.

Since the incorporation of VISTA and merger between Port Elizabeth Technikon and Port Elizabeth University, the NMMU has experienced an average annual growth of 0.4% in enrolment numbers, from 24 320 in 2005 to 26 630 in 2014.

Future Trajectories and Long Term Planning

- NMMU is currently exploring a major expansion of its **Maritime and Marine Sciences** capabilities in response to a convergence of set of highly favourable circumstances in recent years: inter alia, the launch of Government's 'blue economy' (Operation Phakisa) strategy, major developments in the region's 3 ports and broader South Africa maritime economy, NMMU's own organic strengths and geostrategic location on the coast. NMMU is well positioned to contribute, in specific ways, to some of the knowledge and skills imperatives arising from Operation Phakisa's four (4) focus areas:
 - marine transport and manufacturing activities (coastal shipping, trans-shipment, boat building, repair and refurbishment);
 - offshore oil and gas exploration;
 - aquaculture; and
 - marine protection services and ocean governance.
- **Expansion of health sciences and exploration of the eventual establishment of a full-scale medical school** is the second major project being undertaken by NMMU. A two-staged planning process is being followed, with the first stage aimed at strengthening and diversifying the current academic programmes in the Faculty of Health Sciences to ensure their long-term responsiveness and sustainability, as well as possible future articulations into a future medical programme. Currently, extensive planning and expansion of offerings in pre-medical and para-medical training areas are being undertaken with the long-term aim of establishing a full-scale Medical School in response to wide ranging healthcare training and research demands in the region.

The Faculty of Health Sciences has framed this planning process to have a medium-term outcome to help create the foundation for the General Medical Programme (GMP). This foundation builds on the strengths of the current ten undergraduate professional degrees in Health Sciences which will be transformed to meet the global norms for best practice in health sciences education. Currently, the intention remains to complete the overall expansion of the Faculty's academic offerings by 2017 which will allow for the final accreditation and preparation steps towards the GMP between 2017 and 2018. The DHET has provided R10.1 million to support the necessary research to be conducted by an expert reference group to inform the development of a complete strategy for the creation of a medical school.

Academic Excellence

The appointment of two new Deputy Vice-Chancellors, Prof Denise Zinn as DVC: Teaching and Learning, and Prof Andrew Leitch as DVC: Research and Engagement in December 2014, marks a swift and seamless succession of a crucial leadership team. A big part of their mandate for 2015 and the next few years will be a focus on the quality of teaching and learning in the university and in the higher education sector for that matter. In addition to the abovementioned appointments, a new Executive Dean of Arts, Prof Rose Boswell, was also appointed. The positions of Executive Deans of Education and Science will also be advertised early in 2015.

Multiple interventions are being implemented to address the Apex Priorities of V2020. One of our focus areas is to enhance the quality of teaching and learning within the Institution, thereby improving student success and throughput.

The Quality Enhancement Project (QEP), an CHE's Institutional Audit Directorate initiative, will focus on the following four areas:

- Underprepared or under-served students;
- Student Access and Success, with a strong focus on graduate attributes;
- Enhancing Quality Teaching and Learning; and
- Evaluating or assessing quality assurance.

Since the beginning of 2014 our academic leaders have been steeped in detailed intellectual, academic planning and technical work focused on realigning and revitalizing our PQM with the HEQSF's qualifications system in higher education. Some faculties (not all) have used this realignment process as an opportunity to radically re-design and renew curricula in deep ways, using integrated, trans-disciplinary approaches to new curricula to respond to regional, national and global assessments of their disciplines/subject field. The Senate Report (see page 25) provides examples of new programmes included in our PQM, recognition and rewarding of excellence in the core functions of teaching and learning, research and engagement.

Another area of focus is our **student success**, where student success and throughput rates have steadily improved over time, however there is still room for improved, especially with our overall throughput rate. Continued **academic support and development** are being provided and offered to students by HEADS, via the office of the D:T&L, CAAR, CTLM and Student Counselling and Development. Additional **student academic support** was introduced this year via **tutor programmes** across most faculties, with the aim of developing a more systematic tutorship programme across the university to ensure maximal and sustainable benefits for the academic project.

Financial support to a large number of our **financially-needy, academically-deserving students** forms a fundamental part of the provision of an enabling learning environment. A significant proportion of that financial support emanates from the NSFAS. NMMU has been part of the pilot project associated with the establishment of a centrally-managed NSFAS office. Our involvement has required intense and constant engagement with the NSFAS team to assist in addressing challenges in the system as they arose during the period under review. There have been delays in certain students receiving book and meal allowances, and late notification of approval of financial support in other instances. These delays imposed debilitating conditions on significant numbers of students dependent on NSFAS loans/bursaries. For the past year students have had to make use of a call-centre to resolve queries, which has proved to be unaffordable and inaccessible for students. Fortunately NMMU was not affected by student protests relating to NFSAS because of the proactive engagement with students regarding the abovementioned challenges, and working collectively at finding sustainable solutions. It is earnestly hoped that before this system is nationally implemented, all processes and challenges being identified during the pilot phase will be eliminated.

NMMU is also working on identifying and secure new funding streams for bursaries via the Bursary and Scholarships Committee which is working on the establishment of a central in-house resource to spearhead targeted fundraising linked to specific academic programmes and levels (particularly Honours, Masters and Ph.D's which are currently under-funded). Efforts are already underway through the submission of several bids to recruit scholarship funding around successful NRF Research Chairs, targeting large banks, SETA's and financial Institutions. To improve service delivery to our students in relation to financial aid, ongoing re-engineering of related business processes will occur as well as re-structuring the Institutional locus of financial aid will be implemented from the beginning of 2015. In addition, it is envisioned that the fundraising responsibilities currently performed within the NMMU Trust, will be brought into the university itself, under the governance auspices of Council. This will consolidate an integrated approach to student financial support.

However, even with all this re-positioning, student financial aid flows and availability in 2015 remains the biggest risk to the goal to support financially needy but academically deserving students, and will remain so during times of economic stress.

Various initiatives and programmes are targeted at our academic staff, as outlined in the Senate Report (see page 25), are being implemented to improve their knowledge and skills in assessment, scholarship of teaching and learning (SOTL), blended learning, thereby to enhancing the overall quality of teaching by our academic staff as well as the learning experience of our students. The participation in and take up of these opportunities were good, with 99 academic staff attending SOTL workshops; 133 academic staff were involved with blended learning initiatives; 48 new lecturers attended the workshops introducing them to T&L at NMMU, including Humanising Pedagogy; and 6 408 student evaluations were processed and feedback provided to the relevant lecturers to encourage reflection and improvement on their practices.

Excellence is integrally linked to diversity. To provide our students with a dynamic African intellectual environment, our staff would need to reflect the full spectrum of diverse knowledge paradigms and traditions in their cognitive, economic, social, cultural, aesthetic and personal elements and ideas. Reflecting such diversity in our academic staff continues to be a challenge despite various initiatives being implemented, including the development of policies and procedures focused on attraction and retention of black equity candidates and targeted development programmes. The Honorary, adjunct and visiting professorship appointments, including Prof Richard Levin (Public management and leadership); Prof Andile Ngcaba (ICT) and Prof Curtis Marean, world renowned scientist, who is doing significant work exploring, together with a large number of postgraduate researchers, the huge significance of the Eastern Cape shoreline on the Southern Cape, with direct links to the George campus

Building an Affirmative & Vibrant Institutional Culture for Students and Staff

The creation of an inclusive, vibrant and affirming Institutional culture is a critical apex priority for the period 2012-2014. Various strategies are being implemented by units across the Institution to drive change and instil a vibrant Institutional culture for staff and students at different levels: personal change; group/team change; organization-wide change.

Vibrant Student Life

There is also a synergistic relationship between academic excellence and the extent, form and content of **engagement**. This is heightened when infused with a deliberate intention to simultaneously enhance the **public good**. The contributions made by various academic and support services departments including Units, Centres and Institutes have contributed to broadening the environment where student learning occur, other than the formal spaces. In the process, these entities have infused fresh thinking and raised academic awareness on issues ranging from democracy, race and racism, sexual violence, the crisis in education, fracking, water security, technology for communities, reading and literacy, and 'alternatives' in education and community empowerment. Their events have been well reported in the news media, and fully supported by various 'publics', including political formations, community organisations, ordinary citizens, and members of Council.

One initiative that was implemented in 2014 was to introduce a student radio station, Madibaz Radio, to enable students to engage on various issues and enhance the student life vibrancy on campus. The daily operations of the radio station involve the expertise of 86 students. The first official broadcast day was on 17 September from 08:00 – 22:00. On 29 September, the broadcast time was increased by an additional 2 hours (07:00 – 23:00). Due to students' requests, as from 13 October, the broadcast time was again increased. The station now broadcasts from 07:00 – 01:00.

Sport

NMMU Madibaz teams have continued with their exceptional performances during 2014:

- Varsity Netball commenced the weekend of 21 September 2014 with the NMMU Madibaz team ending in 5th Position beating UJ, UCT and VUT.
- Madibaz 1st Team Men's Squash team winning Provincial league for the 3rd year in succession
- Madibaz Men's Hockey Team winning the Provincial Premier League title for the 4th time in succession
- Madibaz Football Team winning the Provincial Premier League for the 1st time since the merger as well as the Premier Reserve title.
- Madibaz Netball Team won the Provincial league for the 9th time in succession

- Madibaz George Rugby Team won the “B” division league title and will now be promoted to the SWD Premier League in 2015
- In the USSA Eastern Cape Regional Football League, Madibaz Football Ladies won the Regional Title and qualified to represent the Eastern Cape Universities at the National USSA Football Tournament in Durban during December, The Madibaz Men team came second and have also qualified for the same tournament.

Other highlights include the completion of the new Fitness and Aquatics centre at George Campus. Possible challenges anticipated in 2015 involve the repairs that need to the open seating area in the Madibaz stadium. This area needs to be closed off for repairs, which will impact on the available seating capacity during the televised Varsity Cup Rugby games in February 2015.

Residence sports

The following residence sports were taking place at residence level during 2014:

- Residence rugby (Koshuis League) of 10 teams from various residences played throughout the year starting after the varsity cup in April and ending in September.
- Campus football is a residence based league which has 20 football teams playing throughout the year culminating in a final in October.
- A residence netball league starts in May and ends in September, 14 teams from all residences participated.
- There is a residence cricket week during the cricket season (during May). There is no league due to field availability over weekends.
- There are two swimming galas a year where all Residence learn-to-swimmers participate.
- There are three student road running events happening on campus during the year.

All these codes are overseen by the sport managers where potential talent is identified and selected into league teams which compete in the provincial league competitions.

Student Governance and Development

- **Student Representative Council (SRC)**

The SRC elections took place on 17 September 2014 on the Port Elizabeth campuses. A total of 6193 votes were cast by students with 35 spoilt ballots, which translates to 30.2% which meets the poll percentage of the SRC Constitution. There were no incidents reported. One objection was received from one of the contesting organisations and was dealt with by the IEC as prescribed in the SRC Constitution. The **SRC Investiture** will be held on the 26 January 2015, with **Hlumela Bucwa being the first female to hold the office of SRC President.**

A City Bus Tour (14 buses) provided 1st year students with an experience to familiarise themselves with our different campuses and tourists’ spots around the city and ended with a **welcoming at the City Hall by Mayor Ben Fihla.**

- **Student Development**

Student Driver Training Programme

The programme is run in partnership with Coega and, to date, 84 candidates have used the simulators - 57 of them are NMMU students.

St Cloud State

The International Friends Forever Program is a matching program between students at NMMU with students from St Cloud State. The sole purpose of the program is to develop cross-cultural friendships. Participants are given guidelines to assist in their email communication as they share their countries histories and cultures. They are required to email regularly and eventually meet face to face when St Cloud visits the NMMU during the course of the academic year. Nine NMMU students have been linked with nine St Cloud State students.

Community Outreach

- **67 Hours Volunteer Programme.**

To make it more accessible to students and to streamline the process, discussions were started in 2014 to design a moodle site. In collaboration with CTLM, the programme has been designed and is on track to roll out in March. Students who wish to complete the 67 Hours programme will be required to record and track

their volunteer hours and reflect their experiences online, before submitting for approval on their Co-Curricular Record.

- **Beyond the Classroom (BtC) Leadership Programme (sponsored by Unity in Africa Foundation)**

The Beyond the Classroom Leadership programme continues to expand. In 2014, 280 students completed the programme. Supported by the Unity in Africa Foundation, students took part in community outreach programmes and contributed more than 5600 hours. The annual BtC breakfast was held on 31 October 2014.

A meeting was held with Unity in Africa in February to confirm sites, information sessions and training dates for the volunteer work offered to NMMU students. The programme's success and continued partnership with Unity in Africa Foundation has created three internships, held by NMMU students and led to the employment of a previous intern.

- **RealStart (Community Organisation)**

Student Affairs hosted RealStart in August 2014 who brought disadvantaged students from poor communities as part of life skills and career motivation sessions.

Some events hosted by student societies

Black Lawyers Association in collaboration with AIESEC hosted Public Protector, Ms Thuli Madonsela on 21 October 2014. She delivered a Youth Dialogue Session on Chapter 9 Institutions to an audience of about 500 people, mostly students. On the 10th October 2014 the Black Lawyers Association hosted the Minister of Justice Minister TM Masutha.

Recognition of Holistic Student Development

Co-Curricular Record

The society database has been finalised and 335 society executive members are now eligible to apply for their Co-Curricular Records. The annual Achievers Awards Ceremony was held on 14 October 2014.

Achievers awards

Annually NMMU recognise excellence associated with activities other than academic, including sport, societies, community engagement, and the like. The Annual student Achievers awards function was held on the 21st October 2014.

Arts and Culture

The department of Arts and Culture was involved in the following projects, some of which included student societies.

- **Isisusa Concert** - The annual Isisusa concert was successfully staged at the PE Opera House. This year's concert 'Legends & Legacy' paid tribute to Port Elizabeth artists, past and present and recognised their contribution to the local music scene.
- **The arts and culture short Learning Programme (SLP)** - The SLP provides an enriching arts, culture and heritage experience which enables learners to develop holistically and broaden their understanding and knowledge of the multi-cultural and diverse nature of society.
- **Public art progress** - Phase 1 of the Public art programme has begun and a special contract (MOC) has been drawn up with the art team responsible for the construction. The construction of the 4 meter high "Madiba Shirt" has begun. The work should be completed by year end or early 2015.
- **Merit awards** - Arts and Culture successfully held its annual Merit awards. Arts and Culture Student societies were awarded merit certificates for their co-curricular activities throughout 2014. The DVC IS and the DVC Academic handed over the awards.
- **Drama production** - The Arts and Culture drama unit is comprised of NMMU students recruited from the Student Drama Society. The Drama Unit have completed its scheduled workshops for 2014. Two productions were staged on the 4th November 2014. These productions are currently in rehearsals. All the workshops were conducted by professional drama facilitators based at the PE Opera House. It is envisaged that future productions will be performed at Drama festivals such as the Grahamstown Arts Festival, and others.
- **Dance production** - The arts and Culture Dance team produced its annual Dance showcase. Dancers were recruited from the NMMU Madibaz cheerleader contingent an Arts and Culture managed dance group.
- **Poetry publication** - The poetry project workshops, conducted by Dr Walter have been completed and the publication was launched on the 30th October 2014. The publication is titled "Beneath the bridge of

Metaphors” and has been assigned an ISBN Number. Selected poems in the publication will be included in the VC Cultural evening poetry book ‘gift’.

- **Talking Heads HESA exhibition** - The Arts and Culture department produced a series of “Talking Heads” silhouettes of NMMU staff and students. The silhouette feature-based approach provided a medium to interactively express views from a diverse range of NMMU employees at all levels. The project involved twenty (20) NMMU employees representing every level and division in various Institutional faculties, department and units. The exhibition was showcased at the Dr Beyers Naude evening at the Missionvale campus and at the HESA ‘Big Debate’ at the South Campus auditorium.

Campus Health Services

- Various drug and alcohol sessions were held on all campuses during the orientation period.
- Promoting health services to all first-years by handing out of survival kits to all first-years at registration and marketing talks at departmental/ school/faculty orientations.
- Due to internal operational changes staff Occupational Health Services are now being provided from North Campus Clinic. Occupational Health Staff were released from participating in any student related activity.
- Staff wellness programme provided by BESTMED on all campuses, fairly well participated. Free health checks for all BESTMED members.
- Various residence talks continued and talks will be done at the various off-campus residences as well.
- The various clinics have been flooded with students in need of nutrition support as many students did not qualify for NSFAS support. We foresee a huge increase the numbers of needy students in 2015. Some funding was made available to assist the students, however this remains a challenge.
- Campus Health Service was also involved in two external projects, namely the NACOSA LGBTQI project and the HEAIDS GLOBAL FUND project. These projects will continue next year as well.

Disability Unit (DU)

• **Students Statistics**

- A total number of 391 students with disabilities are enrolled for 2015 (REVEALED), showing an increase of 88 or 29% of students revealed within the Disability Unit database, compared to 2014.
- There are 165 students with specific learning difficulties, an increase of 34 or 26% compared to 2014 figures.
- The largest representation of 128 students with disabilities is found within the faculty of Business and Economic Sciences, compared to 97 in 2014 and 44 in 2013.
- The 47 students with Sight impairment includes 7 who rely on Braille and/or JAWS software; Scribes; extra tutoring, Readers; audio equipment, and or Distance viewing solutions
- There are 14 Hearing Impaired students, however, they do not use SA Sign Language but use hearing aid devices and hearing assistive technology
- There are 79 students with physical impairment which includes approximately 18-23 wheelchair-users who require adapted living spaces, and may require Scribes, extra time concession, and the majority of this group requires adapted transport.

• **Support to students with Blindness**

- The DU continues to provide Braille transcription support. Links and conversations with the Library team/other organizations continue to ensure E-book versions of study/library materials.
- The DU makes use of an Orientation and Mobility Practitioner who provides mobility orientation on students’ respective campuses as well as daily living skills.
- Transport has been provided to staff and students with disabilities, and an additional kombi was secured via the NMMU Shuttle service.
- The first Braille examination papers were printed in October 2014.

• **Advocacy and Awareness**

- The Disability Unit participated in formal student and new staff Orientation programmes organised by the Dean of Teaching and Learning and HR.
- Training sessions were also arranged on assistive technologies for staff and students.
- A three-day workshop on Disabilities was held in September with presentations by international and national experts in the fields of Inclusive Education, Assessment of Learning Disabilities, and Universal Design. The DU staff attended the Higher and Further Education Disability Services Association (HEDSA) Congress in Stellenbosch in October.

Human Resources: Unlocking and Maximising Staff Potential

Appointments

During the period under review, NMMU made a number of executive and senior-level appointments (Peromnes 1-5) in key academic leadership and professional areas.

Permanent and Long-Term Contract (LTCs) appointments

The following appointments were effected:

- January - Dr F Goolam – Registrar (LTC)
- Prof G Killian – Associate Professor Pharmacy
- May - Prof R van Niekerk – Associate Professor Labour Relations & HR
- Prof VA Notshulwana - Chair of Family Studies
- July - Prof P Makasa – Professor Architecture (LTC)
- Prof SO Sesanti – Associate Professor Journalism & Media
- Prof A Tshivhase – Associate Professor Public Law
- September - Prof S Veldman – Professor Maths & Applied Maths (LTC)
- Prof JJ Makuwira – Associate Professor Development Studies (LTC)
- October - Mr R du Plessis – Senior Director Estates & Facilities (LTC)
- Prof J Dubihlela – Associate Professor Management & Entrepreneurship
- November - Mr LT Geyer - UYILO E-Mobility Technology Innovation

Long-Term Contract Renewals

The following contract renewals were effected:

- January - Dr GM Dugmore - Deputy Director: Technology Demonstration (InnoVention)
- May - Prof TV Mayekiso - DVC Research & Engagement
- Mr G Smit - Construction Project Manager
- July - Prof DM Zinn – Executive Dean Education
- August - Dr AM Witten – Director CCS
- September - Mr AR Zinn – Director: CANRAD

Internal Appointments

The following internal appointments were effected:

- March - Prof CM Walter – Associate Professor Human Movement Sciences
- July - Ms NS Bell – Deputy Director Bibliographical Studies
- September - Mr DJ Jenkins – Director CAAR
- Dr R Kalenga – Director HIV/AIDS
- Ms JCR Daniels – Deputy Director Marketing & Corporate Relations
- Ms TC Viviers – Deputy Director Governance Administration
- December - Prof A Leitch – DVC Research & Engagement
- Prof DM Zinn – DVC Teaching & Learning

Terminations

During the period under review, staff in academic leadership, professional and support services positions, left the employ of the Institution.

Resignations:

- Mr D Odendaal-Uyilo - E-Mobility Technology Innovation
- Ms S Agherdien Ince - Deputy Director: Building Services
- Prof PJ Naude - DVC: Teaching & Learning
- Prof TV Mayekiso - DVC: Research & Engagement
- Prof CD Woolard - Associate Professor: Chemistry

Retirements:

- Dr J von Der Marwitz - Director: HIV/AIDS
- Mr A van Zyl - Deputy Director: Sport Bureau

Ms SM van der Merwe	- Deputy Director: Governance Admin
Prof CW McClelland	- Professor: Chemistry
Prof MB Watson	- Professor: Psychology
Prof PJ Mc Grath	- Associate Professor: Mechanical Engineer
Prof JJ Pieterse	- Professor: MBA
Prof MM Botha	- Professor: Advance Studies
Prof LH Watson	- Principle Lecturer: Natural Resource Management
Mr M Scheepers	- ED: Finance
Mr PJS Knoesen	- Director Operational Finance
Mr LA Bezuidenhout	- Director: CTLM
Dr P van Breda	- Director Research Management

Other

Prof JJ Van Wyk	- Professor: Building & QS
Prof SG Hosking	- Professor: Economics
Prof VA Notshulwana	- Chair of Family Studies
Dr RA Stretch	- Director: Sport Bureau

Ad Personam promotions

The following academic staff were promoted during the period under review:

Prof Mk Ocran	Professor	Economics
Prof S Perks	Professor	Business Management
Prof D Pottas	Professor	Applied Informatics
Prof E Smith	Professor	Business Management
Prof JM Cherry	Associate Professor	Development Studies
Dr GB Dealtry	Associate Professor	Biochemistry and Microbiology
Prof PJ Jordan	Associate Professor	Nursing Science
Prof P Nel	Associate Professor	Zoology
Prof RI Phillips	Associate Professor	Mechanical Engineering
Prof C Rootman	Associate Professor	Business Management
Prof L Snodgrass	Associate Professor	Political and Conflict Studies
Prof J Steyn-Kotze	Associate Professor	Political and Conflict Studies
Dr EE Draai	Senior Lecturer	Public Management and Leadership
Dr SM Du Rand	Senior Lecturer	Nursing Science
Ms VM Goliath	Senior Lecturer	Social Development Professions
Dr JP Govender	Senior Lecturer	Sociology and Anthropology
Dr J Kruger	Senior Lecturer	Business Management
Dr NN Mayaba	Senior Lecturer	School for Initial Teacher Education
Dr P Padayachee	Senior Lecturer	Maths and Applied Maths
Mr G Penning	Senior Lecturer	Applied Accounting
Ms A Prinsloo	Senior Lecturer	Accounting Sciences
Dr Z Soji	Senior Lecturer	Social Development Professions
Mr HW Theunissen	Senior Lecturer	Mechanical Engineering
Dr M Walton	Senior Lecturer	Maths and Applied Maths
Dr M Weigt	Senior Lecturer	Maths and Applied Maths
Mr JC Edwards	Lecturer	Music
Ms K Gerber	Lecturer	Nursing Science
Ms AG Jonas	Lecturer	Marketing Management
Ms M Makalima	Lecturer	Information Technology
Mr RP Raffan	Lecturer	Human Movement Science

Improving the quality of operations and support services

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

Business Process Re-engineering projects executed during 2014 included:

- The development of a pilot HR-Dashboard site, to enable real-time, smart reporting of salient HRMIS metrics through a simple, graphical user interface. 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.

- A completely paperless annual employee biographical audit with automatic upload to ITS.
- Annual employee-increase e-letters which allow employees to electronically view their remuneration profile without hard copies being generated.
- HR website improvements were effected with more self-help options for employees and line managers.

Governance and Legal compliance

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

In light of amendments to Section 198 of the Labour Relations Amendment Act (the LRAA), the Human Resources Department alerted NMMU Executive Management to the potential risks attached to the utilisation of non-permanent contracts as it existed at the time. A comprehensive risk analysis of non-permanent employment contracts within the Institution was prepared, for purposes of extensive consultations with various line managers and the eventual approval of the NMMU Executive Management of certain remedial actions.

Apart from the approved remedies, which was a retrospective approach, enhancements to the iEnabler Web Appointment system are being developed which include built-in validations to assist line managers in the initiation of non-permanent contracts that are compliant with the LRAA, to the extent possible.

- **Policies**

Two additional HR policies have been developed. The Excellence Awards Policy for Professional, Administrative and Support Services employees has been implemented in line with the Institution's philosophy of recognising and rewarding employee excellence.

The Probation Policy which is intended to regulate the probation process within NMMU (in accordance with the Labour Relations Amendment Act) is in the process of being finalised for approval.

Employee Wellness

The NMMU Wellness Programme for 2014 focused on the following three critical Wellness aspects:

- Personal financial management
- Retirement preparation
- Preventative health management

In respect of Personal financial management, a major objective for the reporting term was to focus on financial management and to provide specific support to employees with garnishee orders. Although the strategy for support to employees with debt-related problems has been established, the actual implementation of the programme will take place in Quarter 1 2015 in order to ensure that all the relevant ethical considerations are addressed in terms of focusing on the specific individuals.

In respect of Retirement preparation, the Wellness Programme furthermore focused on the preparation and presentation of a tailor-made seminar aimed at individuals approaching retirement. The purpose is to sensitise and equip these employees with knowledge of financial planning as well as psychological and emotional preparation towards retirement.

In respect of Preventative health management, the following activities were embarked upon in partnership with Bestmed:

- A walking programme which is expected to be enhanced through the recent introduction of the new on-campus Trim Park. Pilatus classes, in collaboration with Human Movement Sciences, are also offered to employees.
- An ongoing on-site Weigh-less clinic for weight loss.

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. On the whole, 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

Between January and December 2014, Human Resources Development invested an amount of R1 841 935.00 on various capacity-building programmes for Academic and PASS employees. For this period, a total of 528 Academics (43%) and 673 PASS employees (57%) attended the various Learning and Development opportunities. The total number of attendees, where some employees could attend more than one intervention, comprised of 861 Academics (38%) and 1 395 PASS employees (62%) for a total of 2 256 employees.

The first semester of 2014 marked the launch of the Leadership Effectiveness Advancement Programme (LEAP). The LEAP programme attracted a cross-section of employees – 4 Academics and 14 Professional, Administrative and Support Services employees. The first semester also marked the enrolment of the second group for the Future Leaders Programme (FLP). FLP attracted a total of 3 Academics and 4 Professional, Administrative and Support Services employees.

Women in Leadership capacity-building programmes received particular attention through the participation of NMMU female employees in the various HERS-SA programmes. In addition, various in-house Leadership Programmes for Women received strong support.

• Organisational Development

Two of the several OD interventions during 2015 are noteworthy.

○ Framework for the Recognition of Excellence (FRE): implementation

An Institution-wide pilot implementation of FRE, the performance management system of NMMU, was carried out in 2014. During pilot phase, which was well-supported, a 99 percent participation rate was achieved. The findings of an independent researcher, together with the insights gleaned from a Lessons-Learned exercise, will be used to refine the system for the official implementation of FRE in 2015. The 2015 FRE data will be utilised for purposes of effecting a performance-based increment in 2016. The performance-based increments are based on a 5-point rating scale which forms part of an approved Reward and Recognition Model.

○ Integrated Talent Continuity Strategy

A Talent Continuity Strategy and Policy for Executive and Senior Management (Peromnes 2 to 4) has been approved. The following associated actions have been carried out:

- age analysis and role profiling
- existing high performers in lower positions have been identified (as possible successors)
- development plans are in the process of being completed

It is envisaged that a Talent Continuity Pipeline will be created from which future Executive and Senior Management vacancies could be filled by means of a competitive recruitment process.

Employment Equity

In examining the headcount with regard to equity in terms of appointments and termination, Table 25 provides the actual numbers of all permanent and long-term contracts.

Table 25: Number of Appointments, Terminations and Headcount Associated with Permanent and Long-Term Contracts as at 31 December 2014

Appointment Type	Appointment Type	Appointments		Terminations		Headcount	
		A, C, I	W	A, C, I	W	A, C, I	W
PERMANENT	ACADEMIC	10	13	10	22	151	408
	PASS*	48	7	38	18	597	379
<i>Permanent Total</i>		58	20	48	40	748	787
Overall permanent categories		78		88		1535	

LONG-TERM CONTRACTS	ACADEMIC	5	1	4	3	19	26
	PASS*	24	9	9	8	80	74
Long-Term Contract Total		29	10	13	11	99	100
Overall LTC categories		39		24		199	
GRAND TOTAL PER CATEGORY		117		112		1734	

* PASS: Professional, Administrative, Support Services

Data in the table above shows that good progress has been made regarding the appointment of equity employees for the period January to December 2014. In regard to Academic employees, 52% of appointments made were African, Coloured or Indian. In regard to PASS employees, 82% of appointments made were African, Coloured or Indian. Reflected against the actual headcount, this represents progress regarding the number of equity employees being appointed.

In regard to terminations, 36% of Academic terminations were African, Coloured or Indian while 64% of PASS terminations were African, Coloured or Indian. The number of terminations receives constant monitoring and MANCO has instituted a strategy in the form of an Employment Equity Protocol, described below, in order to ensure proper monitoring.

An Employment Equity Protocol for the selection and retention of under-represented categories of employees according to the Employment Equity Plan, has been developed and approved by Council having gone through the required process of approval. The protocol was implemented in January 2015 and requires special consideration and motivation during the selection process with regard to under-represented groups, especially Black Africans, and equity targets of NMMU. Where employees from an under-represented group, especially Black African employees, resign or contemplate resignation, an e-protocol was also developed in order to allow for pro-active steps to be taken as required on notification, in order to minimise such resignations. Currently a Change Management Process regarding the protocol has also been implemented.

Improving Quality of Operations, Infrastructure and Support Services

Infrastructure Projects

The Infrastructure Projects and Sustainability Department is responsible for designing, planning and implementing new infrastructure projects. A number of new and ongoing infrastructure projects will feature in the Institutional support agenda during 2014 and beyond. Below is a brief summary of projects and the progress thereof:

- New taxi rank: Consultations with the Municipality around this project are on-going and the rezoning process is currently underway.
- George gym: Construction has commenced. Practical completion is due for November 2014.
- DHET funded disability funded projects: Disability hoists- 2 on south campus, 1 on north campus. A contractor has been appointed. Work is underway. All projects will be completed by November 2014.
- New Education Building (Missionvale): The contractor is on site. Practical completion is due in December 2015.
- New Science Building (South Campus): The construction tender closes in October 2014. The appointment of the contractor will occur in December 2014.
- New bitumen lab (North campus): The contractor has been appointed. Practical completion is due in February 2015
- Innovention extension: All consultants have been appointed. The tenant vacated the premises at the end of August 2014. The construction tender is expected to be advertised at the end of January 2015.
- Engineering building phase II: Approval was gained from the DHET in May 2014. The design process will now commence.
- Residences land availability process: Expression of Interest advertised in July 2014. A briefing session was held at the end of July 2014 and the closing date for the Expression of Interest is 28 August 2014. The evaluation process has been completed. The RFP will be issued in October 2014.
- Institutional Art Gallery Project at Bird Street: The contractor is on site. The project will be completed in January 2015.

Technical Services

The following projects are being implemented by the Technical Services Unit:

- After years of research and planning the new CMMS (Computerised Maintenance Management System) system has been installed. The system is fully functional. Some minor data validations are being done at the moment. No training needed for the client base that will report Work Orders. Maintenance Services staff that will operate the system, will undergo training during November. System will go live in January 2015.
- As part of its cyclical responsibility the NMMU hosted the HEFMA (Higher Education Facilities Management Association) conference in October 2014. This international conference were planned and hosted by the staff from Maintenance Service.
- North Campus Liquid Petroleum Gas Refurbishment to compliance.
- Gas reticulation Refurbishment on North Campus. Procurement process concluded. The contractor will be appointed within the next two weeks and it is envisaged for the project to commence during December shutdown.
- Vendor container successfully placed at Missionvale Campus.
- Heat Pump installation on two Residences in George to replace geysers. Upgraded the heat pumps of the South Campus Residences.

Support Services

Catering Cleaning and Commercial Services

- We are currently busy with preparations for the new year which include the following:
- Update of Catering and Cleaning website with info for 2015 and updating of various on-line request forms.
- Catering price increases confirmation with catering service provider and consultation with Student Housing. Planned phasing in of other supplier increases such as Coca Cola, and suppliers of resale items.
- Planning and pricing of meals for first year resident students attending orientation.
- Planning and determination of closing dates 2014 and opening dates 2015 for catering units.
- Update of Meal Management System processes operating manual in accordance with NSFAS changes.
- Preparation of catering procedures and costings for first year students welcoming pack.
- Management of end of cleaning contract and associated staff shortages, theft and other problems.
- The revised Policy on Commercial Leasing of NMMU Property is planned for the November Manco meeting.

ICT Services

ICT Service Desk

The following is a list of notable achievements for the period under review:

- The number of calls logged and resolved at the ICT helpdesk has increased with a corresponding improvement in user satisfaction.
- A new Student IT Support Centre (SITS) was opened at the Missionvale Campus. The centre will provide students with hardware and software support on their devices and students will be able to purchase IT components all at a reasonable cost.

Website enhancements

Continued enhancement of website functionality to ensure the improved experiences of staff and students. Best practices and user needs assessment are factored in. The NMMU portal presents students with a list of their subjects that is hyperlinked to the relevant subject Moodle (Learning management system) and SharePoint sites (collaboration site with support for document libraries, chat, calendars, Media services describe below) as well as other resources related to that site.

Training and Social Media

On-going training is offered to staff through ProSkillC. Introductory sessions are held at new staff inductions. The Blended Learning team has a social media presence on Facebook, Twitter as well as Connect, NMMU's own blogging tool.

SharePoint (NMMU Staff and student portals)

The Staff and student portals provide services including:

- Mobile versions of both portals, based on the latest version of SharePoint. The mobile sites include tools to view:

- exam results,
- exam timetable,
- graduation details,
- marks,
- account balance,
- set student data access preference,
- module details
 - SharePoint link
 - Moodle link
 - Class list with student images
 - Export class list
 - Email class group
- Adverts
- An email subscription tool where users can subscribe or unsubscribe from email topics.
- An internet usage and report tool to show users their internet data usage.
- An email tool to inform the top users about their excessive usage.
- A home directory mapping tool for users on the portal.

Support for Blended Learning

- Student Technology Program (STP): The aim of this program is to offer the purchase of affordable tablets and laptops to all students of public universities in South Africa. Special pricing for tablets and laptops are available through this program. Students are now allowed to procure computing devices utilising NSFAS funds.
- A Student IT Support Centre (SITS) will open on the Missionvale Campus in August 2014. This is the second one to be established. Students will be able to buy IT components and receive software and hardware support at reduced rates.
- Connectivity: The result of the controls implemented to curb the abuse of the internet by staff and students have rendered satisfactory results. The bandwidth has subsequently come close to double the amount it was previously at. The CEO of Tenet recently engaged with the NMMU on a special connection to provide support of the work done with the Scanning Probe Microscope. In addition, the connection between the NMMU and the South African Research Network (SANREN) was upgraded from 1GB to 10GB. This gives NMMU greater access to resources across SANREN and the country.
- The Wireless Network implementation continues to provide students access to the NMMU network as well as internet resources. The graph below shows a definite increase in the amount of connected devices with total daily connected devices peaking at 6117.
- Deployment of NMMU's own cloud file storage and sharing solution called OwnCloud to alleviate the stress on international internet access by keeping high volume transfers of files internal to the NMMU network.
- The Lync conferencing and collaboration system is now widely used by staff for meetings, and quite often for lecturing to remote venues. All lecture venues in George have been digitally enabled to allow e.g. lectures to be presented from Port Elizabeth. This is now done on a regular basis.
- First trial recordings of lecturers in an active classroom took place in George and Port Elizabeth during August 2014. The success of this process will be important to the blended learning strategy adopted by NMMU.
- ICT Services has drafted an ICT Content Management Strategy in support of the newly approved policy on Enterprise Content Management. The NMMU should soon benefit from improved search, retrieval and storage mechanisms which will be implemented over the forthcoming weeks.
- ICTC initiated a task team to provide guidance on the use of E-books and E-readers. The task team has met twice and work is in progress with regards to the development of a white paper. Interested and affected parties are invited to make contributions.
- The Microsoft database platform was upgraded. The total amount of databases currently housed on the new server is 251.
- The document imaging solution, File Director, was upgraded and, as a result, performance has increased significantly and the mobile application will be implemented soon. The server currently houses over 19 million images.
- The value of the Microsoft unified communications platform, Lync, was once again demonstrated and well received:

- During the Induction Program for new academics, a 15 minute Lync presentation was scheduled and conducted. This was well received by the participants.
- Several academic and administrative departments showed interest in Microsoft Lync. This included the Sports Bureau, Payroll and the Faculty of Education. The Lync platform was presented and demonstrated and was confirmed as a suitable solution for inter-campus / inter-office meetings and conferences.

Online Assessment

Various discussions were held within ICT Services as well as with CTLM and academia to determine the best way forward. The BLT identified the following high level needs:

- Network level access control
- Secure locked down server environment
- Secure locked down client environment
- The need for set procedures in creation and completion of assessments

ICT Operations decided that a separate instance of the LMS was needed for online assessment. The instance was installed and called Assessment. The installation can be viewed at <https://assessment.nmmu.ac.za>

Digital classrooms

A request for funding to the Department of Education has now made it possible to install Data projectors and computing equipment as well as sound and cameras in a number of venues in Missionvale. The project funds are managed by the Integrated Media Services Department and it is anticipated that the systems should be installed by October 2014.

ICT Services have developed and improved the “NMMUTube”, a facility that lecturers can use to record lectures or other events, to upload videos to be viewed or streamed to students or lecture venues on demand. The system can be accessed at <http://nmmutube.nmmu.ac.za/>

Anti-plagiarism

In the year under review, 3000 Turnitin licenses were bought.

Student Device Initiative

A survey was conducted during 2014 to gauge the use and availability of computing devices used by students. The full report is available on the ICT Services Website. Some of the results indicate that approximately 20% of all access to the learning management websites are from mobile devices. The number of students that have access to a smartphone or tablets is increasing rapidly, and it is estimated that more than 50% of all students have access to such a device.

Of the students that received devices from the NMMU the following statistics were gathered:

- 78% of the participants’ access local information (Moodle, SharePoint, Portal, etc.) either daily or more than 3 times a week.
- 84% of the participants search for information (Google, Library catalogues, internet browsing, etc.) either daily or more than 3 times a week.
- 62% of the participants participate in Social media/networking (Twitter, Facebook, etc.) either daily or more than 3 times a week.
- 81% of the participants read study related content, books, articles, course notes either daily or more than 3 times a week.
- 60% of the participants create study related content (Documents, spreadsheets, slides, video/picture, audio, etc.) either daily or more than 3 times a week.
- 78% of the participants play games either never or less than 3 times a week.
- 63% of the participants listen to music or watch videos either daily or more than 3 times a week.
- Only 25% of the participants never use the devices during lectures.
- 82% of the participants indicated that the device enhances their student experience.

NMMU Business School Solution

Various discussions were held within ICT Services and the Business School to determine the best way forward. The Business School identified the following high level needs:

- Supervision request

- Research management
- Course content management
- Executive learning programmes
- External lecturers
- Distributed learners
- Examination process

After taking the Business School's operational-level needs (backups, upgrades, marketing etc.) under consideration, ICT Operations has decided that a separate instance of the LMS was needed for the Business School. The instance was installed and called Incoko which means "conversation" in isiXhosa. ICT BLT customised the installation based on current marketing material (mocked up) and the Business School's identified needs. The customisation will be finalised in collaboration with the Business School. The installation can be viewed at <http://incoko.nmmu.ac.za>

The supervision request application required by the Business School is also in progress. The ICT Blended Learning Team offered a solution in this regard as the specific needs were not very clear. <http://forms.nmmu.ac.za/bssupervision> was suggested and will be fine-tuned in collaboration with Prof Arnolds at his earliest convenience. The current suggested application is personalised, focused on MBAs, include workflows, notifications, offers reports, admin interfaces, etc.

NMMU Mobile Application

A mobile application has been developed for distribution through the various application stores. The goal of this application is twofold:

- Present general information about the NMMU to any user that downloaded the application
- Be a personalised application to enable students to access their NMMU information

Business Process Improvement

Various projects were undertaken, some of which are ongoing.

- An On-line Application form for Research Funds for Staff and Post-Graduate Student's is within development. The Staff application form will be available towards the end of 2014, and the Post-graduate Student form during the course of 2015.
- An online web quotation system has been finalised. Prospective students can find information on estimated course costs online. Development of a mechanism for students to track their admission status has been completed.
- Various Finance-related enhancements have been made to the ITS system to assist with the management of Assets and Procurement. Commodity and Supplier lookup systems have been developed, reports to assist with the Asset audit per department, and another development is planned to identify outstanding commitments on the system.
- A facility will be rolled out to staff to allow them to track the budgets and spending of their student assistance posts via the web.
- NMMU is currently testing an International Travel request system developed by Adapt IT (ITS) in order to determine whether the system can be used in the NMMU environment.
- Development of a mechanism to allow ad hoc payments to be processed via Electronic Funds Transfer (EFT) is complete. This has been delivered to NMMU and is currently in the Testing phase in collaboration with Finance.
- ICT is developing a system together with Academic Administration (Exams) that will allow for the improved administrative management of Master and Doctoral students. The due date for the implementation of the system is the 2015 Academic Year.
- Templates have been developed on our web content management system that allow departments to place their in-house journals online. Features include current issue, article index, author index, journal archive and the ability to register with the journal to obtain copies of articles online.
- The NMMU Maps project, in which the buildings on all the campuses and various amenities, such as accessibility ramps, water fountains, ATMs and food courts (amongst many others) were added to Google maps, has now entered the second phase. A list of the main departments in each building has been added to a database. Together with photos of the buildings these will soon be able to be viewed when one clicks on a building. The walking paths between buildings on all campuses are also in the

process of being digitised. This will allow students to get visual and text-based directions from one building to another.

- As part of on-going web-enhancements, new facilities include a gateway where students can receive the latest information on their financial status, exam results, timetable details and other relevant information.
- Test creation / Online assessment: A “clicker” type application was developed by ICT Services. This system is web-based and can be used by almost any smart device (from laptop through different smartphones with different operating systems). This allows lecturers to receive immediate feedback from students, even if they are in different lecture venues.
- Student Success: ICT services have developed a reporting system which makes it quick and easy for lecturers to identify academic strugglers. The system will be expanded to provide feedback to HODs and managers at higher levels.
- NMMU Cloud based file storage and sharing service (OwnCloud) was deployed. This allows staff and students to share files too large to email both internally and with external parties OwnCloud can be accessed from any device, including smartphones and tablets, and allows you to store files and share them with other users. The staff service is available at <https://cirrus.nmmu.ac.za/>
- The Student Class Timetable is now available via the student Mobile Application.

Business Intelligence Initiatives

The new DHET reporting regulations for Higher Education will enable ICT initiatives related to Business Intelligence to be similarly fast-tracked. This will involve closer co-operation between ICT services, Strategic Planning and the Faculty of Science, who are accordingly involved in Business Intelligence reporting. A BI Portal is currently being developed to present a comprehensive overview of the NMMU’s BI Initiatives.

Marketing and Corporate Relations (MCR)

- An Integrated Marketing Committee strategy plan was implemented deliberately focusing on NMMU’s efforts to attract honours, masters and PhD students. Some of the initiatives include the screening of a national TV advert, billboards in airports and the preliminary procedures in place for the identification of NMMU ambassadors.
- To extend our format of communications with our students, a series of 11 communication workshops aimed at empowering NMMU staff with various skills ranging from basic photography through to running a Facebook page were completed in the first semester and were well received. More than 200 staff members attended the workshops which are now being offered to departments upon request.
- The marketing team continued its school visits and also extended its presentations to include the GM Foundation, Gadra Matric Finishing School (Grahamstown), VW Love Life Group and African Education Week in Sandton, Johannesburg. The team also assisted the SRC with Operation Sangena into the rural Eastern Cape. This marketing initiative was very successful
- The Campus Events division within MCR has arranged and/ or assisted with a number of events including:
 - The Institutional Welcoming Ceremony for all first year students and their parents in January.
 - The Vice-Chancellor’s Scholarship Awards Dinner.
 - The national launch of the HIV/Aids Campaign.
 - The Shale Gas Dialogue
 - Graduation ceremonies, as well as the Chancellor’s Dinner.
 - Open Days in PE and George.
 - NMMU Academic Awards Dinner
 - HESA Common Campaigns big debate event.

Archive and Exhibition Centre

This centre plays an important role in advancing engagement between the Institution and other key stakeholders on issues that affects the broader community, and provides a space where such discourse can occur, using different modalities to engage the communities. Some of these engagement events are reflected below:

- The Archive and Exhibition Centre and CANRAD, in collaboration with the South End Museum, facilitated “**A Dialogue around the Table: A reflection – can we forgive?**” that was held at the South End Museum on 27th August 2014 and tells the stories of individuals who experienced displacement from their homes during the 1960 – 1970 Group Areas Act period of Apartheid rule.

- An exhibition themed “**The Role of Women in the Shaping of Eastern Cape History**” was held at the Exhibition Centre in November 2014. The exhibition includes factual and anecdotal information, poetry and photographs on 18 ceiling-high panels. The exhibition reveals select histories of women from the Eastern Cape during a period of approximately 300 years.
- The NMMU School of Architecture’s ninth exhibition of first year students themed “**ENON 1818 – 2014 | A History of Place**” was also held in November 2014 at the Exhibition Centre and will be on show until June 2015. The exhibition focuses on the history of the ENON Missionary Settlement from 1818, and on its cultural conservation.
- Nelson Mandela Metropolitan University’s Department of Nursing Science turned 40 in 2014. This occasion will be celebrated with an exhibition themed “**40 years, 40 nurses**” which tells the life stories of 40 devoted nursing graduates, many of whom maintain strong links with the university. The exhibition will take place in February 2015.

Registrar’s Division

Academic Administration

- To improve compliance with Institutional academic rules and policies, FMCs and as well as Faculty Boards were addressed by the Registrar and Director: Academic Administration to inter alia raise awareness about compliance with General Academic Rules, Policies of the University as well as key Institutional deadlines such as submission of final exam marks.
- Meetings were also held with the SRC to make them aware of the responsibilities of students in ensuring that they also comply with rules, policies as well as Institutional deadlines.

Registration

- The period for late registration was extended in both the first and second semesters due to delays experienced by some of our students in accessing funding e.g. from NSFAS. This delay is linked to the teething problems of the pilot process instituted by NSFAS this year.
- An awareness campaign was conducted to increase the use of online registration, with access being provided via computer laboratories on the various campuses, thus reducing the time spent in long queues.

Examinations

- Once again the final examinations as well as re-examinations for both semesters went smoothly without major glitches.
- The quality of capturing and computing of final examination marks continues to improve.
- As part of improving the integrity of examinations, plans are also underway to install CCTV cameras in some of the big halls used for examinations.

Summer (December) graduation ceremony

- One of the academic administration processes introduced in 2014 to enhance student-centredness, was the piloting of the first ever summer graduation at NMMU on 9 December 2014. This initial ceremony saw selected qualifications being awarded, with specific focus on professional qualifications to enable our graduates to enter the labour market sooner.
- The number of qualifications being awarded in the summer graduation will be expanded in 2015 to include a few more faculties and programmes such as the Faculty of Health Sciences.

Academic Admissions

- The Admissions Policy was revised and approved by Senate and Council and will be implemented in 2015 intake.
- A number of departments have introduced selection criteria which are cumbersome to implement including ranking of applicants according to quintile schools etc.
- A huge number of applications were received by the first closing date of 4 August – once again the majority of applications were paper-based. This year no applications will be accepted after the final application closing date of 5 December. A small window will however be provided in January 2015 after the release of the NSC results for candidates who only qualify for admission at that stage.
- In 2015 the final closing date of applications for 2016 intake will be end of October in order to align with a HESA recommendation to standardize application closing dates. The Application Fee for 2016 intake

has also been standardized to R100 for all public universities as a result of a HESA recommendation, as a forerunner to the establishment of the Central Applications Service.

- The Registrar will brief Senate on the establishment of the Central Applications Service.
- As pointed out in the previous report, the implementation of the revised Admissions Policy has been challenging. This can be seen in the decrease of the number of prospective students admitted thus far. We indicated that a number of departments had introduced some selection criteria some of which are cumbersome to implement. Senators must take note that it is not only quantity that matters but the quality of applicants admitted is important as well, and that is the essence of the improvements contained in the revised Admissions Policy.
- The closing date for late applications this year is **5 December 2014** and a small window of accepting late applications from applicants with good final results, for programmes that would not be full, will be provided in January for a few days soon after the release of NSC results **from 5 – 9 January 2015**.
- Changes envisaged for the January 2015 admissions include **programmatically selection** of applicants once the NSC results are officially released. In this regard, the University will receive the embargoed NSC data set from Umalusi prior to release of NSC results and use it to finalize selection so that sms notifications making admission offers can go out immediately after the NSC results are officially released. This will enable NMMU to have an edge over others in this highly competitive environment of attracting and retaining the best students.
- An integrated team involving representations of faculties is being set up to discuss and possibly draw up a new student recruitment strategy during 2015 in preparation for CAS. It is anticipated that CAS will bring about stiff competition in the HE sector to attract the best students.

Review of the Academic Calendar

- The revised Academic Calendar was approved by ECS and has been published.
- Some adaptations were introduced, including introducing a study break after the end of lectures, before the commencement of examinations as requested by the SRC and late registration for returning masters and doctoral students shifted to end of April.

Faculty Administration and Lecture Timetabling

- The amended Timetabling Policy was approved by Senate during 2014.
- The provision of sufficient and appropriate academic facilities to accommodate the growing number of contact students, remain an ongoing challenge. In addition there are still curricula that cannot be accommodated on the lecture timetable without module clashes. These key factors will continue to adversely affect our ability to effectively timetable in terms of the needs of the Institution and will thus continue to directly impact on the quality of timetabling for 2015 and beyond.
- The Celcat Timetabling Solution is being used for managing lecture and exam timetables.
- The process of engagement with Faculties to address curriculum concerns will continue during 2015 in order to find solutions for the existing module clashes.

Governance Administration

Committee Services

- Successfully assisted with the arrangements for the Council Regional Training Workshop hosted by the DHET and UCCF-SA on 4 August 2014.
- A Community of Practice for Managers of Secretariat was established within the sector with the aim of collaborating with other HEIs on initiatives to enhance governance and compliance, promoting best practices, sharing information and knowledge resources, assisting Registrars with matters related to their roles in governance and compliance, identifying relevant training opportunities, enhancing expertise of the role of committee officers and building a culture of professionalism.
- The Policy and Procedure for Inaugural Lectures is in the process of being reviewed.
- The Rules of Council, Institutional Rules, Committee Framework and Delegation Document are being reviewed.
- The concept of a consent agenda was approved for all Senate and Council meetings. This is being piloted, and if successful, will be implemented in other committee structures.
- A survey will be conducted to test opinions/inputs/suggestions of Council and Senate members re moving towards a paperless meeting environment.

- The electronic approval process has been automated in order to assist with more effective meeting administration.

Records Management:

- The Records Management Policy has been re-written in line with the Enterprise Content Management (ECM) Governance Framework. An ECM Task Team has been established to oversee implementation and alignment with the ECM Governance Framework.
- The Taxonomy/File Plan of the University is informed by the Records Retention and Disposal Schedule (an annexure to the Records Management Policy), and the fields are categorized according to the organizational structure of the University.
- The pilot phase of the ECM Project included setting up the ECM information architecture in the Offices of the VC, Director: Academic Administration, Dean of Arts, DVC Research & Engagement, in line with the File Plan.
- Another area of focus of the ECM project is the classification and storage of official/business emails. Records Management, in conjunction with ICT, is in the process of procuring a system that would enable this functionality.

Legal Services

General Legal Practice

In 2014, 362 Contracts were completed. An Expression of Interest (EOI) was advertised in December relating to the “Student Lifestyle Centre”, a commercial project in 2nd Avenue and the closing date is in February. NMMU owns a piece of land on Marine Drive used by the SANDF as a rifle range. After 3½ years of fruitless negotiations with Public Works and an unsavory incident reported in The Herald recently, we are now going to apply for an eviction order against SANDF. [The incident related to a civilian being accosted by a drunken soldier on the property and arrested for trespassing]. Our attorneys have received a formal objection from the Nelson Mandela Foundation against registration of the trademark “MADIBAZ.” The re-zoning of the “Student Mobility Hub” (aka taxi rank) has been approved by NMBM, Land Use Committee and we await Council approval later this week. The re-zoning of ERF 1612 (South Campus) as Place of Instruction and Special Purposes – “Nature Reserve” has been approved by NMBM. The last stage is Provincial Government approval and publication in the Provincial Gazette.

Disciplinary Hearings

We have completed the DC Annual Report for 2014. The total number of cases heard was 66. This is down from 128 hearings in the previous year. We ascribe this to the effectiveness of the “Academic Integrity Awareness Campaign” launched in 2014. We would also like to think that none of the other variables at play could have produced a 51% drop in hearings. 13 Reviews were heard in 2014 of which 98% of cases were dealt with and completed within a 35 day period from date of offence. This period excludes University holiday periods.

Copyright

The 2014 Annual Copyright Report has been completed. The following diagram (Figure 4) shows the annual comparisons of NMMU Copyright Licencing costs and how copyright compliance has increased and costs have now stabilized equal to budget.

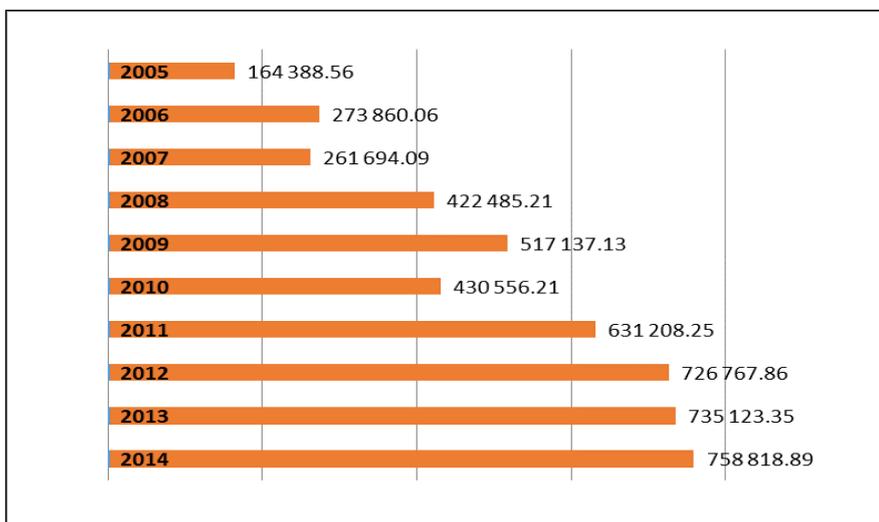


Figure 4: Copyright costs from 2005 to 2014

Protection Services

Incident levels varied on a month to month basis, however there was also a high degree of success experienced as far as investigations, arrests, disciplinary steps and convictions are concerned. Theft in its various forms remains a major problem, especially in respect of items such as lap tops, smart phones and PC's are concerned. Negligence remains a problem with numerous incidents being reported reflecting direct or indirect negligence on the part of the victim. The following summarised break-down is provided in respect of real crime incidents recorded across all our campuses during the period under review. It must be noted that negligence remains one of the chief contributing factors, on the part of both students and staff. There was a 41.2% reduction in the number of criminal incidents during the period under review, relative to the previous year (see Table 26).

Table 26: Overview of the Incidents of Crime (2013-2014)

Type of crime	2013	2014
Theft	151	66
House breaking	28	37
Robbery	5	3
Assault	11	10
Vandalism	4	6
Sexual Harassment	0	0
Substance Abuse	0	5
Motor vehicle theft	22	6
Rape	0	0
Theft out of MV	22	13
Murder	0	0
Off-campus incidents	13	5
Total Incidents	243	146

A crime prevention awareness campaign was initiated and will be further stepped up in collaboration with other internal strategic partner departments. The awareness campaign led to a successful collaboration with the local SAPS at Humewood and Crime Prevention Forum, we put out flyers addressing the risk of vehicle theft and theft out of motor vehicles that has been adopted by the Business Against Crime group and will be circulated to the broader community under their banner.

Besides new staff induction program inclusion we are also very involved with students on an annual basis and this year again addressed first year students, resident students and international students on various security and safety risks that are a threat, on campus as well as off.

CCTV deployments have been successfully completed in various academic and administrative areas on our South, North and 2nd Avenue campus, as well as at our George Campus, 240 new installations have been completed and linked to our 24/7 CCTV monitoring facility. This brings the total number of cameras across our campuses close to the one thousand one hundred mark. The creation of a central service point has provided the added advantage of being able to improve our capacity in respect of central CCTV monitoring and incident response. Our objective going forward is to increase our CCTV monitoring capacity and look at employing physically challenged persons as monitoring staff as well as enhancing our current incident response capability in support of proactive crime addressing.

Besides the CCTV installations conducted, various access control points were also upgraded to ensure that the objective of latest technology in respect of SALTO locking system installations is achieved which has afforded us less problems in terms of consistency and down-time across all campuses. The focus for 2015 will be the roll-out of the 2015 Crime Prevention Plan by, particularly, deploying technological security solutions in the identified risk areas. This will include the installation of CCTV cameras in examination centres. We will be extending our efforts in respect of crime prevention awareness during 2015 in conjunction with both the MCR and ICT Services departments to ensure a wider reach of the campaign through the use of social media platforms.

George Campus

George Campus Academic Administration

A George Campus Site Timetabling Committee was formed to address timetabling matters on the George Campus and report to the Central Timetabling Committee. The re-organisation of the student services on the George Campus are underway to create a one-stop student services facility from where integrated academic administration and other support services could be rendered. The 'Faculties on Scorpio' initiative was recently rolled out at George Campus, and is a means for faculties to store lecture notes and other academic resources on a shared drive.

Infrastructure Projects and Sustainability

George gym: The project is managed well and delivery will be on time in November 2014. Official opening of the gymnasium is planned for start of first semester in 2015.

George Waste Water Treatment Works is proceeding well. A conveyancer has been appointed to proceed with the registering of servitude in favour of the NMMU and the registration of the servitude is currently in process.

Repurposing the Furntech Building: The project includes the conversion of the area into lecture venues. It is envisaged that funding will be allowed on the 2015 budget to proceed with the upgrade.

Facilities Maintenance Service

The Technical Services Department is responsible for maintenance of the University estate, including landscaping services. This quarter we report on the following projects and activities:

George residence, Tierkop: The project to finalise the first three of the six houses at Tierkop is nearly completed. Technical Services staff inspected the project on 17 October and discussed access to the houses for vacation accommodation purposes with George Campus staff. The project includes the removal of plaster and final waterproofing of the exterior.

Office space for the Global Leadership Institute for Sustainable Futures (GLI): The project for the upgrade of a second set of growth chambers in the Research Building is imminent. The appointment of a contractor to start with the removal of the rest of the first floor growth chambers is underway.

Street lights: The first phase of installing lighting from Administration to the main gate has been completed. The second phase from Arborea to Mopani has started and is progressing well.

George Campus shuttle is being managed with busses from Blunden Transport. NMMU is intending to participate in the George Integrated Public Transport Network (GIPTN). Representatives of the NMMU are involved with discussions with the Western Cape Provincial Government and George Municipality to consider

challenges with the implementing of the GIPTN. Delegates from NMMU visited Ethekewini Municipality in Durban to discuss the success of their IPTN and challenges they experienced.

Alumni

The Alumni Relations Office celebrated its fifth anniversary during 2014. Alumni relationship building events took place in Port Elizabeth, George, Cape Town, East London, Johannesburg, Kampala (Uganda), Nairobi (Kenya) and London (England). Two Alumni Bursary Fund benefit concerts were held with attendance figures exceeding 1500 for the two events. The Student Alumni Society launched its Alumni Bursary Fund Bag campaign in November 2014 with proceeds of the sale of 2000 environment friendly shopping bags donated to the Bursary Fund. The Alumni Bursary Fund bursary allocations for the period under review were R123 740 and the Alumni Association also supported other students, alumni and Institutional projects to the value of R488 785, including R150 000 that was contributed towards the NMMU Endowment Fund.

The Alumni Relations Office was a key organiser of the NMMU Choir's 20th anniversary celebration. The world class multi-cultural choir performed for Queen Elizabeth and Nelson Mandela in the past and the choir and choir alumni are great NMMU ambassadors, often being the only African choir invited to international choir festivals.

The annual Alumni Awards recognised the achievements of 5 Rising Stars and 1 Alumni Achiever based on a nomination process. Three Special Awards were also made by the Alumni Association for alumni contributions to the community. The Alumni Awards are playing a key role in identifying notable NMMU alumni who are spread across the globe and making a valuable contribution in society and the different economic sectors and disciplines. **A Lessons in Leadership** booklet featuring quotes from top alumni was launched at the 2014 annual Alumni Awards event.

The voice of the Alumni is represented on various structures including Council and the Institutional Forum. Alumni elected two council and one Institutional Forum representative at its Annual General Meeting held in May 2014. The Alumni Association Executive Committee functions well and the Association's good governance is definitely a major contributing factor to the success of the alumni relations programme at NMMU.

Alumni are kept abreast with developments at the NMMU via various sources of information. More than 40 000 alumni receive the Alumni newsletter *Routes* and many also remain in contact with their alma mater via social media and other forms of electronic communication. The building of an alumni culture is a long term project but with limited financial and human resources alumni relations at NMMU have programmes and projects that have grown in strength and stature during the last five years. The University Shop (a project of the Alumni Association) turnover exceeded R2m which is also a sign of growing support of the NMMU brand.

Financial Sustainability

Despite the challenging economic environment, the NMMU financial statements show healthy cash flows and revenue management. With the aid of predictive modelling software and scenario planning, we intend to improve our longer term budgeting capabilities. NMMU finances its operations and growth on the basis of core subsidy and tuition income, with third-stream income, as a factor of working capital for operating purposes, not making a materially significant contribution. The university financial model remains strongly subsidy-dependent, and thus susceptible to funding shifts in this regard. Any cuts in government subsidy will have a major effect on operational stability as well as our ability to fund future growth. It should therefore be our long-term goal to raise additional revenue through third-stream income sources and increased donor and partnership engagement.

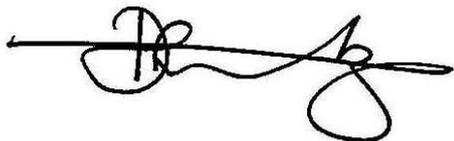
However, the following external factors will exert increased pressure on the financial position of the Institution: uncertainty around the outcomes of the new funding framework, increasing corporate overheads in excess of CPI, low economic growth forecasts and increasing and competitive remuneration required to attract scarce academic skills.

Since its inception, NMMU was issued with unqualified Financial Statement. A balanced budget for 2015 was presented at Council for consideration and approved. However, it should be noted that interest from our investments had to be used to balance the 2015 operational budget. This practice is one that is discouraged by Council, but was a necessity due to the escalation of overhead costs. It is hoped that the review in the

funding framework will take into account the complexity of comprehensive universities, so as to assuage the overheads associated with the provision of such a wide range of qualifications.

Conclusion

The ultimate aim of our Integrated Transformation Plan, V2020, is to provide the student with a positive, life-changing experience to eventually graduate as a well-rounded individual, committed to contribute towards the greater public good, whether regionally, nationally and/or globally. This necessitates ongoing consolidation, innovation and improvement in the academic project as well as our infrastructure and facilities, to provide a supporting and enabling environment to both staff and students' to thrive and achieve their full human potential. Another imperative is the ongoing advancement towards a more effective and efficient operational system that is proactively responsive to an ever-changing higher education sector.

A handwritten signature in black ink, appearing to read 'D. Swartz', written over a horizontal line.

Prof DI Swartz
VICE-CHANCELLOR

8. Report on Internal Administrative/Operative Structures and Controls

The Nelson Mandela Metropolitan University maintains systems of internal control that are designed to provide assurance that assets are safeguarded and that liabilities and working capital are effectively managed.

Such systems are designed to provide reasonable assurance to the Council and other stakeholders of the university that the control environment is adequate and effective. Council, through the Audit and Risk Committee (ARC) provides oversight of the financial reporting process.

Internal controls are established over financial as well as operational and compliance matters to ensure the sustainability of NMMU. Controls are the means by which management seeks to mitigate risks to an acceptable level of exposure, through organisational policies and procedures, structures, values and approval and delegation frameworks of the university.

Management is responsible for implementing internal controls, using information and communication technology where possible, ensuring that personnel are suitably qualified, that appropriate segregation exists between duties, and that proper back-up systems with regards to the safeguarding of assets and financial reporting.

ARC monitors and evaluates the duties and responsibilities of internal and external audit to ensure that all major issues reported have been satisfactorily resolved. ARC reports all important matters considered necessary to Council. Management also need to provide ARC with the comfort that there is suitable and timely independent review and continual assessment of the adequacy of the controls that are in place.

ARC reviews and approves the internal audit plan to ensure it is aligned to the strategic and operational risks identified. Internal Audit monitors the operation of internal control systems and reports its findings and recommendations to Management, ARC, and Council. Corrective actions are taken to address control deficiencies and other opportunities for improving the systems where identified.

The university's ICT governance framework is formalized in an IT strategy and charter. The charter and policies outline the delegations and accountability framework for ICT governance within NMMU.

Internal control policies and procedures were in place during the period. The deviations that were noted were accordingly dealt with and steps were taken to rectify these matters with particular emphasis on ensuring that the internal control structures and systems that have been established are adhered to and continually improved upon.



KM Riga
CHAIRPERSON: AUDIT AND RISK COMMITTEE



WAP Kolver
ACTING SENIOR DIRECTOR: AUDIT AND RISK MANAGEMENT

9. Report on Risk Exposure, Assessment and Management

The NMMU is committed to identifying and successfully managing opportunities and risks in the interest of all stakeholders.

The clear assignment of responsibilities and accountability make risk management and identification an integral part of the activities of everyone at the university. Progress is monitored at MANCO meetings. The Management Committee (MANCO) is responsible for providing Council with the assurance that significant financial and non-financial risks are identified, assessed and managed within acceptable levels to ensure that the objectives the university sets itself are successfully and timely achieved.

The Audit and Risk Committee monitors the effectiveness of the NMMU's risk management process, and assists Council in this oversight function. A common risk methodology and process has been implemented, driven by the Audit and Risk Management department, which identifies risks that may influence the achievement of the strategic and operational objectives of NMMU, existing management controls are identified as well as management's action plans to mitigate these risks.

The committee is satisfied that during the course of 2014 that management was aware of and addressed the material risks affecting NMMU.



KM Riga
CHAIRPERSON: AUDIT AND RISK COMMITTEE



Prof DI Swartz
VICE-CHANCELLOR

10. Audit and Risk Committee Report

The Audit and Risk Committee of the Nelson Mandela Metropolitan University submits this report as required by DHET.

Functions of the Audit & Risk Committee

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

- In the course of its activities the committee:
 - reviewed the year-end financial statements, culminating in a recommendation, together with the FFC, to Council to adopt them;
 - takes 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;
 - considers and, when appropriate, makes recommendations on internal financial controls and risk management systems; and
 - deals 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. When deemed necessary, ARC 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. be appointed as the external auditors;
- 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.

Members of the audit committee and attendance at meetings

The audit committee consists of the members listed in the Statement of Corporate Governance and meets at least four times per annum as per the audit committee charter.

During the year under review four meetings were held.

Attendance

The internal and external auditors attended and reported to all meetings of the audit committee.

The university executive directors and managers also attended meetings by invitation.

Expertise and experience of the Executive Director: Finance

The audit committee has satisfied itself that the Executive Director: Finance has appropriate expertise and experience.

A handwritten signature in black ink, appearing to read 'KM Riga', with a large, sweeping flourish underneath.

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 95 -127 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.

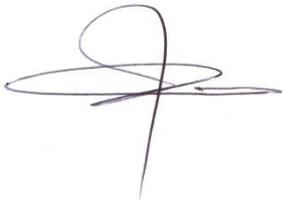
The going concern basis has been adopted in preparing the financial statements. Council has no reason to believe that the NMMU will not be a going concern based on forecasts, reasonable assumptions and available cash resources. The current viability of the NMMU is supported by the financial statements.

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.

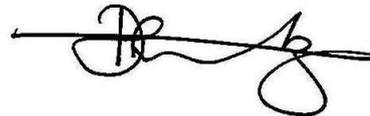
The Council believes that all representations made to the independent auditors during their audit were valid and appropriate.

Approval of the Consolidated Financial Statements

The consolidated financial statements on pages 95 -127 were approved by the Council of the Nelson Mandela Metropolitan University on 18 June 2015 and signed on its behalf by:



Judge R Pillay
CHAIRMAN OF COUNCIL



Prof D Swartz
VICE-CHANCELLOR

FINANCIAL OVERVIEW OF THE 2014 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). AGSA requirements were reported separately on the prescribed templates.

NMMU is committed to good corporate governance and sound financial management. The consolidated annual financial statements for 2014 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.

Appropriate uniform financial policies and procedures have been developed for NMMU and are continuously revised to improve internal controls. A Financial Growth and Development Plan with a three-year rolling model on future sustainability has been developed which is to be revisited and updated during 2015. A Financial Risk Register is in place, revised and updated annually.

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.

The following allocation committees are in place:

- Strategic Resource Allocation Committee
- Capital Resource Allocation Committee
- Deans Forum
- Faculty Management Committees
- Individual Executive Management block allocation
- Physical Planning & Space Utilisation Committee
- Bursary Allocation Committee
- Internationalisation Committee
- Student Accommodation Committee

These committees allocate funds based on models and processes driven 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.

Higher Education Funding Environment

Education as a national priority receives a significant portion of the annual budget. Although there have been welcomed significant increases in the Education budget over the past years, increased demands in respect of:

- allocations towards earmarked grants,
- growth in student numbers,
- efficiency funding requirements,
- NSFAS funding pressures and
- additional funds required to resource the new Universities,

will ultimately lead to pressure on real growth in subsidy allocated for operations if expressed per full time equivalent student.

The DHET in its latest budget allocation letter to Institutions, made an appeal for universities to put in place efficiency measures to generate extra funding as additional funding in the next Medium Term Funding Framework (MTEF) cycle will be very limited. Institutions in the sector are becoming more reliant on tuition fees to balance their budgets as real growth in subsidy per enrolment declines which is a concern in the sector.

The uncertainty around the implementation of the new funding framework with possible changes in academic funding categories and phasing out of B Tech qualifications is a concern to us as a comprehensive institution.

Universities are becoming more reliant on NSFAS funding due to the growing number of financially disadvantaged students. The sustainability thereof could become influential in managing student debtors and increase the risk of incurring bad debts. The NMMU as part of a group of Universities is being used as a pilot site as to implement the new centralized NSFAS resourcing model which eventually will replace the current decentralized model. Although various practical problems have been experienced, we have partnered with NSFAS with a clear plan to make it a success. There are however concerns regarding the ability of the system to adequately finance the new model to its full extent considering that the demand side far exceeds the supply side of funding.

The lack of sufficient student accommodation is a national problem that significantly affects the NMMU. The Private Public Partnership (PPP) model has been tested and evaluated via an expression of interest which does not at present prove to be a sustainable solution.

A bid for the next cycle of efficiency funding has been submitted and prioritised according to the NMMU's priority areas including a contribution to fund new residences.

Overview of 2014 financial position

The NMMU remains financially healthy against a challenging economic environment and has generated a significant surplus which has enabled it to increase its reserve accumulation.

For the 2014 financial year, NMMU recorded a consolidated surplus of R219m (2013 R146m) of which Council controlled operations amounted to R165m (2013 R98m). R24m will be allocated to the Council's three earmarked reserves for deferred maintenance, replacement of teaching and research equipment and maintenance of ICT infrastructure which is in accordance with Council's performance objective.

Residences achieved a surplus of R1.4 m (2013 R3.3M) however realised a decrease in reserves due to the repayment of long term borrowings and internal loans, the amount of which exceeded the profit generated.

Both Consolidated and Council Controlled surpluses are favourably impacted by the current actuarial revaluations of the retirement medical and pension funds.

State subsidy for operational purposes has increased by 7.8%, while fees have increased by 12.8%. The actual fee increase was only 8.5% while the remainder was due to an increase in student numbers. This is a concern to NMMU, who has become more and more reliant on fees as a revenue source. A Pricing Model and Fee Philosophy has been developed to revisit non-viable modules/subjects to ensure reasonable and sustainable fee increases in the future.

NMMU again were highly successful in managing its student debtors with the outstanding student debts for 2014, after registration, below the estimated 7.0%. This is significantly lower than other comparable education institutions.

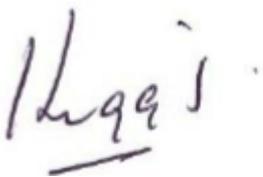
The actuarial evaluation of post-retirement benefits resulted in other comprehensive income increasing by R29 m which indicates the unpredictability of this line item. Currently this liability, through past interventions, is manageable and under control, however Management will continue to investigate practical and acceptable solutions to further reduce this liability.

NMMU's liquidity position is sound as indicated by the increase in cash and short term investments of R260m to R1 232m. It needs to be noted that Efficiency Infrastructure Funding commitments need to be funded from cash and related short term investments. Cash flow management is done on a monthly and three-year rolling basis and is an integral part of NMMU's financial planning.

Important indicators	2014	2013	2012
Council controlled :- State support income (State appropriations /total recurrent income)	46.78%	47.71%	48.24%
Council controlled :- Own funding as % income(Other income/total recurrent income)	53.22%	52.29%	51.76%
Council controlled :- Staff cost as % total recurrent expenses	58.07%	59.04%	58.98%
Outstanding fees/fees raised [after registration]	7.8% (3.1%)	7% [2.9%]	6.6% [2.3%]
Short Term Liquidity ratio (current assets/current liabilities)	8.31	8.21	13.4
Sustainability ratio (Council-controlled reserves only)	0.44	0.37	0.45
(Council-controlled reserves / annual recurrent expenditure on Council-controlled expenditure			
Sustainability ratio (Total NMMU reserves)	1.18	1.09	1.17
Total NMMU reserves / annual recurrent expenditure			
Post-retirement Liabilities	R 33m	R 66 m	R 111m

The institution has concerns around the availability of sufficient reserves for the significant capital expenditure required for additional residences and other capital projects. Management and Council has developed a philosophy and long-term plan to ensure that surpluses are generated and reserves created which will assist in ensuring the necessary provision for future needs. The favourable cash position reflected in the financials will enable NMMU to fund part of the Capex requirements to which it is committed. However, cost management and revenue maximisation strategies, long-term borrowings and additional grants will be required to supplement the current reserves in order to achieve the university's long-term expansionary goals. Recognition needs to be given to DHET for their continued funding support toward infrastructure expansions.

The University's management wishes to thank Council's Finance & Facilities and Audit & Risk committees for their guidance and commitment in steering the institution. A special word of thanks to the staff of the Finance Division for their unselfish efforts and dedication in serving the NMMU.



A L Biggs
CHAIRPERSON: FINANCE & FACILITIES COMMITTEE



M Monaghan
ACTING EXECUTIVE DIRECTOR:
FINANCE



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

Introduction

We have audited the consolidated annual financial statements of the Nelson Mandela Metropolitan University and its subsidiaries as set out on pages 95 - 127 which comprise the consolidated statement of financial position as at 31 December 2014, the consolidated statement of comprehensive income, statement of changes in funds and statement of cash flows for the year then ended, and 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 (no. 101 of 1997), 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 the Public Audit Act of South Africa, the *General Notice* issued in terms thereof and 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 University'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 University'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 2014, and their financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards and the requirements of the Higher Education Act of South Africa.

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.

*PricewaterhouseCoopers Inc., Ascot Office Park, 1 Ascot Road, Greenacres, Port Elizabeth 6045
P O Box 27013, Greenacres 6057
T: +27 (41) 391 4400, F: +27 (41) 391 4500, www.pwc.co.za*

Africa Senior Partner: S P Kana

Management Committee: H Boegman, T P Blandin de Chalain, B M Deegan, J G Louw, S N Madikane, P J Mothibe, T D Shango, S Subramoney, A R Tilakdari, F Tonelli

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.

REPORT ON OTHER REGULATORY REQUIREMENTS

In accordance with the Public Audit Act of South Africa and the general notice issued in terms thereof, we report the following findings on the reported performance information against predetermined objectives for the selected objectives presented in the annual report, non-compliance with legislation as well as 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 presented in the Council Report on Corporate Governance as set out on page 13 of the Annual Report of the University for the year ended 31 December 2014. We evaluated the reported performance information against the overall criteria reliability. We assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete. We did not raise any material findings in respect of 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 control relevant to our audit of the financial statements and compliance with legislation. We did not identify any significant deficiencies in internal control.

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:

Engagement Name	Purpose of Engagement	Reporting Date
Student Statistics	Performance of procedures required by the Department of Higher Education and Training relating to the 2013 HEMIS Submission Data.	28 July 2014
Research Articles	Agreement of the 2014 Research Articles Submission to supporting journals and publications.	11 May 2015

PricewaterhouseCoopers Inc.

PricewaterhouseCoopers Inc

Director: A Rathan

Registered auditor

18 June 2015

NELSON MANDELA METROPOLITAN UNIVERSITY

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
at 31 December 2014

	Notes	2014 R'000	2013 R'000
ASSETS			
Non-current assets			
Property, plant and equipment	2	1 292 677	1 186 838
Investments	3	206 046	186 496
Current assets			
Inventories	4	3 394	3 285
Trade and other receivables	6	91 552	68 481
Short-term investments	5.1	1 142 000	899 000
Cash and cash equivalents	5.2	90 459	73 163
Total assets		2 826 128	2 417 263
EQUITY AND LIABILITIES			
Equity funds			
Property plant and equipment		1 064 480	965 853
Restricted use funds		293 808	282 801
Student Residence Funds		4 703	9 003
Other		289 105	273 798
Unrestricted use funds – Education and General		656 758	531 765
Deferred income	7	469 528	362 863
Non-current liabilities			
Interest-bearing borrowings	8	71 243	8 599
Retirement benefit obligations	9	33 201	63 126
Accumulated leave liability	10	72 807	70 547
Long service award accrual	12	4 567	4 607
Current liabilities			
Accounts payable and accrued liabilities	11	150 341	125 893
Current portion of borrowings	8	9 395	1 209
Total equity and liabilities		2 826 128	2 417 263

NELSON MANDELA METROPOLITAN UNIVERSITY: CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME for the year ended 31 December 2014

		2014						2013
Notes	Council controlled unrestricted	Specifically funded activities restricted	NMMU Trust restricted	SUB-TOTAL	Student & staff accommodation unrestricted	TOTAL	TOTAL	
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	
	TOTAL INCOME	1 650 009	128 028	64 739	1 842 776	79 089	1 921 865	1 719 663
	RECURRENT ITEMS	1 650 013	128 361	41 881	1 820 255	79 089	1 899 344	1 702 648
	State appropriations	771 810	-	-	771 810	20	771 830	715 138
	Tuition and other fee income	505 277	-	-	505 277	78 887	584 164	517 554
	Income from contracts for research	-	93 296	-	93 296	-	93 296	66 178
	Sales of goods and services	44 834	1 976	-	46 810	205	47 015	42 301
	Private gifts and grants	263 393	30 202	36 462	330 057	(23)	330 034	299 380
	Finance income	64 699	2 887	5 419	73 005	-	73 005	62 097
	NON-RECURRENT ITEMS	(4)	(333)	22 858	22 521	-	22 521	17 015
	Profit on disposal of PPE	(4)	(333)	-	(337)	-	(337)	(75)
	Realised profits on investments	-	-	23 348	23 348	-	23 348	17 090
	Investment impairment	-	-	(490)	(490)	-	(490)	-
	TOTAL EXPENDITURE	1 514 820	132 394	7 969	1 655 183	77 667	1 732 850	1 640 516
	RECURRENT ITEMS	1 501 881	124 747	7 969	1 634 597	77 453	1 712 050	1 625 937
	Personnel	872 183	24 532	-	896 715	10 255	906 970	882 681
	Academic professional	432 130	15 160	-	447 290	774	448 064	428 525
	Other personnel	437 835	9 372	-	447 207	9 481	456 688	449 622
	Accumulated leave accrual	2 260	-	-	2 260	-	2 260	5 811
	Long service award accrual	(42)	-	-	(42)	-	(42)	(1 277)
	Other current operating expenses	544 998	99 766	7 969	652 733	62 994	715 727	665 389
	Depreciation	82 428	449	-	82 877	1 828	84 705	76 978
	Finance costs	627 426	100 215	7 969	735 610	64 822	800 432	742 367
	Capital expenditure expensed	2 272	-	-	2 272	2 376	4 648	889
	NON-RECURRENT ITEMS	12 939	7 647	-	20 586	214	20 800	14 579
	NET SURPLUS	135 189	(4 366)	56 770	187 593	1 422	189 015	79 147
	OTHER COMPREHENSIVE INCOME							
	Retirement healthcare obligation	26 974	-	-	26 974	-	26 974	15 145
	Provision for pension fund deficit	2 964	-	-	2 964	-	2 964	32 750
	Revaluation of investments to market value at year end	-	-	21 043	21 043	-	21 043	36 805
	Realisation of previous investment revaluation	-	-	(20 427)	(20 427)	-	(20 427)	(17 307)
	TOTAL COMPREHENSIVE INCOME FOR THE YEAR	29 938	-	616	30 554	-	30 554	67 392
	TOTAL COMPREHENSIVE INCOME FOR THE YEAR	165 127	(4 366)	57 386	218 147	1 422	219 569	146 540

NELSON MANDELA METROPOLITAN UNIVERSITY CONSOLIDATED STATEMENT OF CHANGES IN FUNDS for the year ended 31 December 2014

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	Restricted Use Funds Sub-total R'000	Residence Funds Restricted R'000	Property, Plant and Equipment Fund R'000	Total R'000
Balance at 1 January 2014	296 089	235 676	531 765	87 935	185 863	273 798	9 003	965 853	1 780 419
Net surplus	94 121	41 068	135 189	(4 366)	56 770	52 404	1 422	-	189 015
Other comprehensive income	29 938	-	29 938	-	616	616	-	-	30 554
Other additions	(158 852)	220	(158 632)	63	-	63	-	258 332	99 763
Transfers – credit	119 670	91	119 761	1 172	-	1 172	-	-	120 933
Funds utilised	-	-	-	-	-	-	-	(84 705)	(84 705)
Transfers – debit	(1 263)	-	(1 263)	-	(38 948)	(38 948)	(5 722)	(75 000)	(120 933)
Balance at 31 December 2014	379 703	277 055	656 758	84 804	204 301	289 105	4 703	1 064 480	2 015 046
Balance at 1 January 2013	350 239	211 809	562 048	89 322	164 011	253 333	12 470	800 528	1 628 379
Net surplus	28 171	22 535	50 706	(16 685)	41 770	25 085	3 356	-	79 147
Other comprehensive income	47 895	-	47 895	-	19 498	19 498	-	-	67 393
Other additions	(157 929)	(7 500)	(165 429)	45	-	45	(186)	248 048	82 478
Transfers – credit	53 920	10 508	64 428	15 253	-	15 253	1 644	609	81 934
Funds utilised	-	-	-	-	-	-	-	(76 978)	(76 978)
Transfers – debit	(26 207)	(1 676)	(27 883)	-	(39 416)	(39 416)	(8 281)	(6 354)	(81 934)
Balance at 31 December 2013	296 089	235 676	531 765	87 935	185 863	273 798	9 003	965 853	1 780 419

NELSON MANDELA METROPOLITAN UNIVERSITY

CONSOLIDATED STATEMENT OF CASH FLOWS for the year ended 31 December 2014

	Notes	2014 R'000	2013 R'000
Cash flow from operating activities			
Cash generated by operations	22	319 401	197 776
Interest received	15	67 586	57 413
Net cash inflow from operating activities		<u>386 987</u>	<u>255 189</u>
Cash flow from investing activities			
Interest received	15	2 606	2 213
Dividends received	15	2 813	2 471
Purchase of property, plant and equipment (net of donations in kind)		(202 721)	(243 249)
Increase in short-term investments		(243 000)	(11 000)
Net decrease in investment portfolio at cost		4 429	15 055
Net cash outflow from investing activities		<u>(435 873)</u>	<u>(234 510)</u>
Cash flow from financing activities			
Finance costs		(4 648)	(889)
Increase/(decrease) in interest-bearing borrowings	8	<u>70 830</u>	<u>(1 098)</u>
Net cash inflow/(outflow) from financing activities		<u>66 182</u>	<u>(1 987)</u>
Increase in cash and cash equivalents			
Cash and cash equivalents at beginning of year		73 163	54 471
Cash and cash equivalents at end of year	5	<u>90 459</u>	<u>73 163</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 company*

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 2015 or later periods. These standards have not been early adopted.

- Amendments to IFRS 10, Consolidated financial statements and IAS 28, Investments in associates and joint ventures on sale or contribution of assets. The IASB has issued this amendment to eliminate the inconsistency between IFRS 10 and IAS 28. If the non-monetary assets sold or contributed to an associate or joint venture constitute a 'business', then the full gain or loss will be recognised by the investor. A partial gain or loss is recognised when a transaction involves assets that do not constitute a business, even if these assets are housed in a subsidiary.
- Amendments to IFRS 10, 'Consolidated financial statements' and IAS 28, 'Investments in associates and joint ventures' on applying the consolidation exemption. The amendments clarify the application of the consolidation exception for investment entities and their subsidiaries.
- Amendments to IAS 1, Presentation of financial statements disclosure initiative. In December 2014 the IASB issued amendments to clarify guidance in IAS 1 on materiality and aggregation, the presentation of subtotals, the structure of financial statements and the disclosure of accounting policies.
- Amendments to IAS 27, 'Separate financial statements' on equity accounting. In this amendment the IASB has restored the option to use the equity method to account for investments in subsidiaries, joint ventures and associates in an entity's separate financial statements.
- 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 good or service transfers to a customer.

1. Accounting policies (continued)

1.1 Basis of preparation (continued)

- 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.
- Amendments to IAS 19, Employee Benefits. Discount rate: regional market issue. The amendment to IAS 19 clarifies that market depth of high quality corporate bonds is assessed based on the currency in which the obligation is denominated, rather than the country where the obligation is located. When there is no deep market for high quality corporate bonds in that currency, government bond rates must be used

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, etc. 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 and the activities of the NMMU Trust, Rubious Mountain Properties (Pty) Ltd and Innovolve (Pty) Ltd have been consolidated into these financial statements.

1.3 Revenue recognition

Revenue is recognised at the fair values 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. Accounting policies (continued)

1.3 Revenue recognition (continued)

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.

1.3.4 Sales of 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.

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.

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.

1.3.9 Student deposits

Deposits provided by prospective students are treated as current liabilities.

1.4 Research costs

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

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

1. Accounting policies (continued)

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 in 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.

1.6 Foreign currencies

Foreign currency transactions are accounted for at the exchange rates prevailing at the date of the transactions. Gains and losses resulting from the settlement of such transactions and from the translation of monetary assets and liabilities denominated in foreign currencies, are recognised in the statement of comprehensive income in the year in which they arise. Such balances are translated at year-end exchange rates.

1.7 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.

1.8 Financial assets

1.8.1 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.

1.8.2 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 1.15) and cash and

1. Accounting policies (continued)

1.8 Financial assets (continued)

cash equivalents (Note 1.16). Loans and receivables are carried at amortised cost using the effective interest rate. Loans and receivables are impaired on the basis set out in 1.8.2 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.

1.8.3 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.

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 included in equity 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 is impaired. 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. Accounting policies (continued)

1.9 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 1.18) and “Borrowings” (Note 1.17).

1.10 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.

1.11 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 the replacement part is derecognised. All other repairs and maintenance are charged to the statement of comprehensive income during the financial period in which they are incurred.

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.

Library books and periodicals are written off in the year of acquisition.

Assets which individually cost less than R15 000 are not capitalised, but are expensed in the year of acquisition.

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.

1. Accounting policies (continued)

1.11 Property, plant and equipment (continued)

Gains and losses on disposals are determined by comparing the proceeds with the carrying amount. These are included in the statement of comprehensive income.

1.12 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.

1.13 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.

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 rents are expensed in the period they are incurred.

1.14 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.

1.15 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

1. Accounting policies (continued)

1.15 Trade receivables (including student debt) (continued)

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.

1.16 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.

1.17 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.

1.18 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.

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

1.19 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.

1.20 Employee benefits

1.20.1 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. Accounting policies (continued)

1.20 Employee benefits (continued)

1.20.2 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.

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.

Actuarial gains and losses arising from experience adjustments and changes in actuarial assumptions are charged or credited to other comprehensive income immediately in the year in which they arise.

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.

1.20.3 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. Accounting policies (continued)

1.20 Employee benefits (continued)

1.20.4 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.

1.20.5 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.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

2. Property, plant and equipment

	<i>Land and buildings</i>	<i>Furniture, equipment & vehicles</i>	<i>Library</i>	<i>Total</i>
	R'000	R'000	R'000	R'000
Year ended 31 December 2014				
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>
At 31 December 2014				
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>
Year ended 31 December 2013				
Opening net book amount	798 251	228 589	-	1 026 840
Additions	176 370	57 202	13 132	246 704
Disposals	-	(298)	-	(298)
Depreciation charge	(16 578)	(56 698)	(13 132)	(86 408)
Closing net book value	<u>958 043</u>	<u>228 795</u>	<u>-</u>	<u>1 186 838</u>
At 31 December 2013				
Cost	1 150 786	471 453	173 758	1 795 997
Accumulated depreciation	(192 743)	(242 658)	(173 758)	(609 159)
Net book value	<u>958 043</u>	<u>228 795</u>	<u>-</u>	<u>1 186 838</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:

	2014	2013
	R'000	R'000
Total depreciation charge	97 498	86 408
Less: Release from deferred income	(12 793)	(9 430)
Statement of comprehensive income	<u>84 705</u>	<u>76 978</u>

Included in the closing net book value of land and buildings above is Capital Work in Progress of R63.2 million (2013: R285.8 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 R26.5 million (2013 : R26.5 million).

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

3. Investments	2014 R'000	2013 R'000
At fair value:		
Shares – listed	111 991	114 382
Gilts and bonds	5 239	7 428
International asset swaps	51 855	47 423
Money market deposits	30 101	8 610
Cash on call	6 860	8 653
	<u>206 046</u>	<u>186 496</u>
At cost:		
Shares – listed	55 350	47 724
Gilts and bonds	5 329	7 470
International asset swaps	21 603	27 872
Money market deposits	30 101	8 610
Cash on call	6 860	8 653
	<u>119 243</u>	<u>100 329</u>
Movement during the year:		
Opening Balance	186 496	164 964
Unrealised gain in fair value	6 828	27 443
Realised gain in fair value	23 348	17 090
Distributions	(10 626)	(23 001)
Closing balance	<u>206 046</u>	<u>186 496</u>

These investments comprise a managed portfolio owned by the NMMU Trust with a fair value of R206 million (2013 : R186.5 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).

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

3. Investments (continued)

The following table presents the University's assets that are measured at fair value at 31 December 2014.

	Level 1	Level 2	Level 3	Total balance
	R'000	R'000	R'000	R'000
Assets				
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
Total assets	<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 bid price at year-end. 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. These valuation techniques 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.

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.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

4. Inventories	2014 R'000	2013 R'000
Consumables	2 584	2 817
Goods for resale	810	468
	<u>3 394</u>	<u>3 285</u>

5. Short-term investments and cash and cash equivalents	2014 R'000	2013 R'000
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5.1 Short-term investments

Short-term investments	<u>1 142 000</u>	<u>899 000</u>
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The average effective interest rate on short-term bank deposits was 6.25% (2013: 5.31%).

The cash and cash equivalents of the University are spread amongst the 5 of the 'A' rated banks in South Africa. The credit quality of these institutions in terms of the Standard and Poor rating scale is as follows:

	2014 R'000	2013 R'000
A1	752 000	90 000
AA	100 000	-
A3	290 000	659 000
Aa3	-	150 000
	<u>1 142 000</u>	<u>899 000</u>

5.2 Cash at bank and in hand

Cash at bank and in hand	<u>90 459</u>	<u>73 163</u>
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For the purposes of the cash flow statement, the year-end cash and cash equivalents comprise the following:

Cash and bank balances	<u>90 459</u>	<u>73 163</u>
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NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

	2014	2013
	R'000	R'000
6. Trade and other receivables		
Student debtors with debit balances	68 624	52 986
Less: Provision	(25 974)	(21 714)
	<u>42 650</u>	<u>31 272</u>
External debtors	31 772	23 399
Less: Provision	(6 794)	(254)
	<u>24 978</u>	<u>23 145</u>
Interest receivable	12 634	6 671
NSFAS receivable	2 901	5 295
Other receivables	8 389	2 098
	<u>91 552</u>	<u>68 481</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:

	2014	2013
	R'000	R'000
Student debtors considered to be fully performing	30 020	23 040
Student debtors not considered to be fully performing	38 604	29 946
Students last registered in current year	22 557	16 651
Students last registered in prior year	8 935	7 181
Students last registered two or more years ago	7 112	6 114
	<u>68 624</u>	<u>52 986</u>

The movement in the impairment provision was as follows:

	2014	2013
	R'000	R'000
Opening balance at 1 January	21 714	13 548
Additional impairment	7 676	11 635
Receivables written off during the year	(3 416)	(3 469)
Closing balance at 31 December	<u>25 974</u>	<u>21 714</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.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

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:

	2014	2013
	R'000	R'000
Opening balance at 1 January	254	1 610
Additional/(reduced) impairment	6 540	(1 356)
Closing balance at 31 December	<u>6 794</u>	<u>254</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.

	2014	2013
	R'000	R'000
7. Deferred income		
As at 1 January	362 863	309 203
Net increase in deferred income	106 665	53 660
Government grants received	130 343	65 172
Realised in comprehensive income	(10 885)	(2 082)
Release relating to depreciation	(12 793)	(9 430)
As at 31 December	<u>469 528</u>	<u>362 863</u>

Deferred income represents the building and infrastructure upgrade funding received from the Department of Higher Education and Training. Funds received for capital projects are held in deferred income. 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.

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

	2014	2013
	R'000	R'000
Capital project spending	371 184	334 567
Transfer/offset against depreciation	(43 808)	(31 015)
	<u>327 376</u>	<u>303 552</u>
Unspent grant funds	142 152	59 311
	<u>469 528</u>	<u>362 863</u>

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

	2014	2013
	R'000	R'000
8. Interest-bearing borrowings		
Current portion of long-term loans		
Bank borrowings	9 385	1 137
Government loans	10	72
	<u>9 395</u>	<u>1 209</u>
Non-current		
Bank borrowings	65 282	2 566
Rubious Mountain: Minority shareholder's loan	5 827	5 827
Government loans	134	206
	<u>71 243</u>	<u>8 599</u>
Total borrowings	<u>80 638</u>	<u>9 808</u>
Total borrowings:		
- at fixed rates	<u>80 638</u>	<u>9 808</u>
Interest rates:		
- bank borrowings	8.18%	9.30%
Maturity of interest-bearing borrowings (excluding finance lease liabilities):		
Between 1 and 2 years	18 916	2 470
Between 2 and 5 years	24 439	1 413
Over 5 years	37 283	5 925
	<u>80 638</u>	<u>9 808</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 over a period of 15 years in 30 bi-annual instalments.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

	2014	2013
	R'000	R'000
9. Retirement benefit obligations		
Post-retirement medical benefits	14 880	41 840
Present value of medical benefit liability	362 391	347 687
Fair value of plan asset	347 511)	(305 847)
Pension scheme liabilities	18 321	21 286
	33 201	63 126

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 2014.

	2014	2013
	R'000	R'000
Present value of medical benefit obligations	362 391	347 687
Movement in the liability recognised in the statement of financial position:		
Contractual liability as at the beginning of the year	347 687	338 753
Movement liability debited/(credited) to statement of comprehensive income	14 704	8 934
Service cost	7 883	8 758
Interest cost	30 044	25 848
Benefit payments	(13 936)	(12 127)
Actuarial gain	(9 287)	(13 545)
Contractual liability as at year end	362 391	347 687
Plan asset as at beginning of the year	305 847	281 767
Movement in asset credited to statement of comprehensive income	41 664	24 080
Expected return on plan asset	26 958	21 885
Contributions paid – pensioners	(13 936)	(12 127)
Actuarial gain	19 884	6 529
Contributions received	8 758	7 793
Plan asset as at year end	347 511	305 847

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

	2014 R'000	2013 R'000
9. Retirement benefit obligations (continued)		
9.1 Post-retirement medical benefits (continued)		
<i>Membership data</i>		
Active members (in service)	561	592
Continuation members	414	415

In estimating the liability for post-employment medical care, the following assumptions are made:

Discount rate	8.33%	8.81%
Health care cost inflation	7.52%	7.94%
Net discount rate	0.76%	0.81%
Continuation of membership	95%	95%
Expected return on assets	8.33%	8.81%

The expected remaining working lifetime of eligible employees is 10 years.

Mortality rate

The standard mortality tables used to perform the valuations for both 2014 and 2013 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:

Assumption	Change	New Liability	% (Change)
Healthcare inflation	1% increase	411 195	13%
Healthcare inflation	1% decrease	321 755	-11%
Discount rate	1% increase	320 889	-11%
Discount rate	1% decrease	413 207	14%
Post-retirement mortality	1 year decrease	376 657	4%
Average retirement age	1 year decrease	373 816	3%
Continuation of membership at retirement	10% decrease	345 092	-5%

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

9. Retirement benefit obligations (continued)

9.1 Post-retirement medical benefits (continued)

History of post-retirement medical obligation

Present value of defined benefit obligation as at 31 December:

	Liability	Asset	Net Liability
2014	362 391	347 511	14 880
2013	347 687	305 846	41 841
2012	338 753	281 767	56 986
2011	281 768	251 622	30 146
2010	252 319	230 864	21 455

Experience adjustment (gain)/loss on defined benefit obligation:

	Liability	Asset	Total
2014	(12 452)	19 884	7 432
2013	9 580	6 529	16 109
2012	2 746	11 136	13 882
2011	(7 332)	(4 226)	(11 558)
2010	(5 931)	(1 650)	(7 581)

9.2 Pension schemes

	NMMU Pension Fund R'000	National Tertiary Retirement Fund R'000	2014 R'000	2013 R'000
Balance at end of the year				
Present value of funded and unfunded obligations	(846 838)	(551 079)	(1 397 917)	(1 307 905)
Fair value of plan assets	898 132	532 758	1 430 890	1 332 273
Funded status	51 294	(18 321)	32 973	24 368
Surplus not recognised	(51 294)	-	(51 294)	(45 654)
Liability at reporting date	-	(18 321)	(18 321)	(21 286)

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

	2014 R'000	2013 R'000
9. Retirement benefit obligations (continued)		
9.2 Pension schemes (continued)		
<i>Movement in defined benefit obligation</i>		
Beginning of the year	1 307 905	1 205 696
Current service cost	98 369	81 674
Interest cost	116 017	81 924
Member contributions	3 274	3 430
Actuarial gain	(19 308)	(37 190)
Benefits paid	(17 950)	(16 012)
Risk premium	(12 416)	(11 617)
End of the year	<u>1 475 891</u>	<u>1 307 905</u>
<i>Movement in fair value of plan assets</i>		
Balance at 1 January 2013	1 332 273	1 174 743
Expected return on assets	119 745	81 010
Employer and employee contributions	94 117	78 443
Benefits paid	(17 950)	(11 617)
Risk premium	(12 416)	(16 012)
Actuarial (loss)/gain	(10 180)	25 707
End of the year	<u>1 505 589</u>	<u>1 332 273</u>
<i>The amount recognised in the statement of comprehensive income</i>		
Current service costs	98 369	81 674
Interest costs	116 017	81 924
Expected return on plan assets	(119 745)	(81 010)
Net actuarial gain	(9 127)	(62 897)
Contributions	(90 843)	(75 013)
	<u>(5 329)</u>	<u>(55 322)</u>
Net increase included in unrecognised surplus	2 365	22 572
	<u>(2 964)</u>	<u>(32 750)</u>

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.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

9. Retirement benefit obligations (continued)

9.2 Pension schemes (continued)

The principal assumptions used for accounting purposes were as follows:

	2014 Both Funds	2013 Both Funds
General inflation rate	6.02%	6.44%
Discount rate	8.33%	8.81%
Expected return on investment	8.33%	8.81%
Salary inflation	7.52%	7.94%
Effective net discount rate after retirement	6.00%	6.00%

The estimated remaining worklife of the defined benefit members in the funds is 12 years.

Mortality rate

The standard mortality tables utilised to perform the valuation for 2013 and 2014 were SA 85-90 for employees during their employment and PA 90-1 post-employment.

Sensitivity analysis

The effect of changes in the key valuation assumptions to the defined benefit obligation is as follows:

Assumption	Change	New Liability	% (Change)
Discount rate	1% increase	1 394	-0.30%
Discount rate	1% decrease	1 404	0.40%
Salary inflation	1% increase	1 407	0.60%
Salary inflation	1% decrease	1 393	-0.40%
Investment return	1% increase	1 391	-0.50%
Investment return	1% decrease	1 408	0.70%
Post-retirement mortality table	1 year decrease	1 409	0.80%

	2014 R	2013 R	2012 R
<i>3 year summary as at 31 December</i>			
Fair value of plan assets	1 430 890	1 332 273	1 174 742
Present value of defined benefit obligation	(1 397 917)	(1 307 905)	(1 205 695)
Surplus	<u>32 973</u>	<u>24 368</u>	<u>(30 953)</u>
Experience adjustment gain/(loss) on plan assets	(10 180)	25 707	(37 138)
Experience adjustment gain on plan liabilities	19 308	37 190	488

Expected contributions to the defined benefit pension fund for the year ended 31 December 2015 are R102.9 million (2014 : R94.1 million).

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

	2014	2013
	R'000	R'000
10. Accumulated leave liability		
Opening balance	70 547	66 012
Additional provisions	6 447	5 811
Utilised during year	(4 187)	(1 276)
Closing balance	<u>72 807</u>	<u>70 547</u>
Current portion of liability	1 797	2 562
Non-current portion of liability	<u>71 010</u>	<u>67 985</u>
Total accumulated leave liability	<u>72 807</u>	<u>70 547</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.

	2014	2013
	R'000	R'000
11. Accounts payable and accrued liabilities		
Student debtors with credit balances		
Active students	43 627	22 435
Non-active students	21 854	19 998
Payable to NSFAS	12 622	5 284
	<u>78 103</u>	<u>47 717</u>
Trade creditors	22 572	18 173
Accruals	13 108	10 336
Payroll related accruals	24 203	38 220
Other payables	12 355	11 447
	<u>150 341</u>	<u>125 893</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.

	2014	2013
	R'000	R'000
12. Long service award accrual		
Current portion of accrual	753	770
Non-current portion of accrual	3 814	3 837
Total long service award accrual	<u>4 567</u>	<u>4 607</u>

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

	2014	2013
	R'000	R'000
13. State appropriations		
Subsidy – operations	731 678	701 838
Subsidy – interest and redemption	57	77
Subsidy – foundation programme and ad hoc grants	29 210	11 141
Specific grant – upgrading of facilities	130 343	65 172
Total State appropriations received	<u>891 288</u>	<u>778 228</u>
Grants transferred to deferred income (note 7)	(119 458)	(63 090)
Recognised in income	<u><u>771 830</u></u>	<u><u>715 138</u></u>

	2014	2013
	R'000	R'000
14. Private gifts and grants		
Received in cash	327 739	295 925
Received in kind	2 295	3 455
	<u><u>330 034</u></u>	<u><u>299 380</u></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.

	2014	2013
	R'000	R'000
15. Finance income		
Interest received		
Interest income on short-term bank deposits	67 586	57 411
Interest income on available-for-sale financial assets	2 606	2 214
Dividends received	2 813	2 472
Total interest and dividends	<u><u>73 005</u></u>	<u><u>62 097</u></u>

	2014	2013
	R'000	R'000
16. Personnel costs		
Academic professional	448 064	428 525
Other personnel	456 688	449 622
Leave pay accrual	2 260	5 811
Long service award accrual	(42)	(1 277)
	<u>906 970</u>	<u>882 681</u>
Provision for post-retirement medical costs	(26 974)	(15 145)
Provision for pension fund deficit	(2 964)	(32 750)
	<u><u>877 032</u></u>	<u><u>834 786</u></u>

Average number of persons employed by the University during the year

	2014	2013
Full time	1 716	1 692
Part time	906	867
	<u><u>2 622</u></u>	<u><u>2 559</u></u>

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

	2014	2013
	R'000	R'000
17. Other operating expenses		
The following items have been charged in arriving at operating profit:		
Supplies and services	547 058	538 488
Audit fees	1 782	1 891
Statutory audit	1 065	1 004
Other services	717	887
Cost of services outsourced	57 012	48 959
Fixed property cost – rental	3 963	1 855
Bursaries	105 912	74 196
	715 727	665 389

18. Remuneration

Payments for attendance at meetings of the Council and its Sub-Committees

Committee	Number of members
Chair of Council	1
Chairs of Committees	5
Members of Council	30

Attendance fees and reimbursed expenses paid to Council and Committee Members amounted to R55 220 (2013 : R67 100) and R294 556 (2013 : R203 439) respectively.

19. Financial instruments by category

The financial assets and liabilities of the University are classified as follows:

	Category	2014	2013
		R'000	R'000
Assets			
Non-current investments	Available for sale	206 046	186 496
Receivables and prepayments	Loans and receivables	91 552	68 481
Cash and cash equivalents	Loans and receivables	1 232 459	972 163
		1 530 057	1 227 140
Liabilities			
Interest-bearing borrowings	Other financial liabilities	80 638	9 808
Accounts payable and accrued liabilities	Other financial liabilities	126 138	87 673
		206 776	97 481

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 University's formal risk management policies and procedures are set out in the Report on Risk Exposure Assessment and Management which is prepared annually by the Vice-Chancellor and Chief Executive Officer and the Chairperson of the Audit and Risk Committee, for inclusion in the Annual Report to the Minister of Education.

Day to day risk management is the responsibility of all the management and staff of the University and is achieved through compliance with the documented policies and procedures of the University. All such policies and procedures are approved by Council or an appropriately mandated sub-committee of Council.

(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 R2.6 million (2013: R2.4 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 2014, 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 R11 million (2013: 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.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

20. Financial risk management (continued)

Financial risk factors (continued)

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 R8.4 million (2013: R10.8 million) increase/decrease.

(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.

	Between 1 and 2 years R	Between 2 and 5 years R	Over 5 years R
At 31 December 2014			
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>
At 31 December 2013			
Interest-bearing borrowings	2 470	1 413	5 925
Accounts payable and accrued liabilities	87 673	-	-
	<u>90 143</u>	<u>1 413</u>	<u>5 925</u>

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

20. Financial risk management (continued)

Financial risk factors (continued)

(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.

	2014	2013
	R'000	R'000
21. Capital Commitments		
Capital expenditure in respect of building maintenance and upgrades (including IOP/infrastructure projects) contracted for at reporting date	65 474	71 760

Council, the EXCO of Council and the Finance and Facilities Committee of Council have approved further capital development projects to the value of R57 million (2013: R157 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).

	2014	2013
	R'000	R'000
22. Cash generated from operations		
Net surplus before transfers	189 015	79 147
Adjusted for:		
Increase in deferred income	106 665	53 660
Donations in kind	(2 295)	(3 455)
Depreciation	97 498	86 408
Disposal of fixed assets	1 679	298
Interest received	(70 192)	(59 625)
Dividends received	(2 813)	(2 472)
Finance costs	4 648	889
Profit on sale of investments	(23 348)	(17 090)
Additions to property, plant and equipment	15 058	5 501
Employee benefit liability adjustments		
- increase in accumulated leave liability	6 447	8 854
- leave payments	(4 187)	(4 319)
- decrease in long service award accrual	(42)	(1 277)
Working capital changes		
- increase in inventories	(109)	(247)
- (increase)/decrease in receivables and prepayments	(23 071)	27 813
- increase in accounts payable and accrued liabilities	24 448	23 691
Cash generated by operations	<u>319 401</u>	<u>197 776</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.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2014 (continued)

24. Comparative figures

Certain comparative figures have been reclassified.

Until 31 December 2013, NMMU has netted off active student debtors with credit balances and amounts payable to NSFAS against student debit balances in the trade and other receivables note.

In the current year it was considered more appropriate to classify these as liabilities included in student deposits and advance payments. This resulted in an increase in trade and other receivables and trade and other payables.

The effects of the reclassification are as follows:

	2014	2013
	R'000	R'000
Current assets		
Trade and other receivables (increase)	<u>56 249</u>	<u>27 719</u>
Current liabilities		
Trade and other payables (increase)	<u><u>56 249</u></u>	<u><u>27 719</u></u>

APPENDIX 1

COMPOSITION OF STUDENT BODY

PROFILE OF REGISTERED STUDENTS 2013 AND 2014: HEADCOUNT CONTACT SUBSIDY STUDENTS

Table 1a: Gender, Faculty and Academic level - Contact Subsidy Students (Subsidy Type A)

		UNDERGRADUATE				POSTGRADUATE		TOTAL	
		2013		2014		2013	2014	2013	2014
		First Time UG Student	All UG Students	First Time UG Student	All UG Students	All PG Students	All PG Students		
ARTS	MALE	383	1178	288	1051	267	259	1445	1310
	FEMALE	615	1876	507	1768	285	292	2161	2060
	All Genders	998	3054	795	2819	552	551	3606	3370
BUSINESS AND ECONOMIC SCIENCES	MALE	942	3484	1088	3658	710	757	4194	4415
	FEMALE	1157	4383	1290	4562	643	697	5026	5259
	All Genders	2099	7867	2378	8220	1353	1454	9220	9674
DVC RESEARCH AND ENGAGEMENT	MALE	0	0	62	70	0	0	0	70
	FEMALE	0	0	115	121	0	0	0	121
	All Genders	0	0	177	191	0	0	0	191
EDUCATION	MALE	81	441	108	525	111	100	552	625
	FEMALE	229	1220	222	1223	190	189	1410	1412
	All Genders	310	1661	330	1748	301	289	1962	2037
ENGINEERING, BUILT ENVIRON & IT	MALE	585	2919	656	2967	195	188	3114	3155
	FEMALE	227	971	211	925	66	75	1037	1000
	All Genders	812	3890	867	3892	261	263	4151	4155
HEALTH SCIENCES	MALE	187	691	252	785	105	97	796	882
	FEMALE	429	1797	444	1854	384	402	2181	2256
	All Genders	616	2488	696	2639	489	499	2977	3138
LAW	MALE	57	372	146	435	124	107	496	542
	FEMALE	59	417	175	498	63	55	480	553
	All Genders	116	789	321	933	187	162	976	1095
SCIENCE	MALE	307	1170	347	1221	245	252	1415	1473
	FEMALE	206	867	296	945	163	205	1030	1150
	All Genders	513	2037	643	2166	408	457	2445	2623
ALL FACULTIES	MALE	2542	10255	2947	10712	1757	1760	12012	12472
	FEMALE	2922	11531	3260	11896	1794	1915	13325	13811
	TOTAL	5464	21786	6207	22608	3551	3675	25337	26283

PROFILE OF REGISTERED STUDENTS 2013 AND 2014: HEADCOUNT DISTANCE SUBSIDY STUDENTS

Table 1a: Gender, Faculty and Academic level - Distance Subsidy Students (Subsidy Type B)

		UNDERGRADUATE				POSTGRADUATE		TOTAL	
		2013		2014		2013	2014	2013	2014
		First Time UG Student	All UG Students	First Time UG Student	All UG Students	All PG Students	All PG Students		
EDUCATION	MALE	1	66	0	31	47	16	113	47
	FEMALE	3	639	0	230	72	22	711	252
	All Genders	4	705	0	261	119	38	824	299
SCIENCE	MALE	2	83	1	17	2	4	85	21
	FEMALE	2	153	0	23	2	1	155	24
	All Genders	4	236	1	40	4	5	240	45
ALL FACULTIES	MALE	3	149	1	48	49	20	198	68
	FEMALE	5	792	0	253	74	23	866	276
	TOTAL	8	941	1	301	123	43	1064	344

PROFILE OF REGISTERED STUDENTS 2013 AND 2014: HEADCOUNT NON-SUBSIDY STUDENTS

Table 1a: Gender, Faculty and Academic level - Non-Subsidy Students (Subsidy Type C)

		UNDERGRADUATE				POSTGRADUATE		TOTAL	
		2013		2014		2013	2014	2013	2014
		First Time UG Student	All UG Students	First Time UG Student	All UG Students	All PG Students	All PG Students		
BUSINESS AND ECONOMIC SCIENCES	MALE	0	2	0	1	0	0	2	1
	FEMALE	2	5	0	0	0	0	5	0
	All Genders	2	7	0	1	0	0	7	1
ALL FACULTIES	MALE	0	2	0	1	0	0	2	1
	FEMALE	2	5	0	0	0	0	5	0
	TOTAL	2	7	0	1	0	0	7	1

PROFILE OF REGISTERED STUDENTS 2013 AND 2014: HEADCOUNT ALL STUDENTS

Table 1a: Gender, Faculty and Academic level - Contact, Distance & Non Subsidy Students (Subsidy Type A,B,C)

		UNDERGRADUATE				POSTGRADUATE		TOTAL	
		2013		2014		2013	2014	2013	2014
		First Time UG Student	All UG Students	First Time UG Student	All UG Students	All PG Students	All PG Students		
ARTS	MALE	383	1178	288	1051	267	259	1445	1310
	FEMALE	615	1876	507	1768	285	292	2161	2060
	All Genders	998	3054	795	2819	552	551	3606	3370
BUSINESS AND ECONOMIC SCIENCES	MALE	942	3486	1088	3659	710	757	4196	4416
	FEMALE	1159	4388	1290	4562	643	697	5031	5259
	All Genders	2101	7874	2378	8221	1353	1454	9227	9675
DVC RESEARCH AND ENGAGEMENT	MALE	0	0	62	70	0	0	0	70
	FEMALE	0	0	115	121	0	0	0	121
	All Genders	0	0	177	191	0	0	0	191
EDUCATION	MALE	82	507	108	556	158	116	665	672
	FEMALE	232	1859	222	1453	262	211	2121	1664
	All Genders	314	2366	330	2009	420	327	2786	2336
ENGINEERING, BUILT ENVIRON & IT	MALE	585	2919	656	2967	195	188	3114	3155
	FEMALE	227	971	211	925	66	75	1037	1000
	All Genders	812	3890	867	3892	261	263	4151	4155
HEALTH SCIENCES	MALE	187	691	252	785	105	97	796	882
	FEMALE	429	1797	444	1854	384	402	2181	2256
	All Genders	616	2488	696	2639	489	499	2977	3138
LAW	MALE	57	372	146	435	124	107	496	542
	FEMALE	59	417	175	498	63	55	480	553
	All Genders	116	789	321	933	187	162	976	1095
SCIENCE	MALE	309	1253	348	1238	247	256	1500	1494
	FEMALE	208	1020	296	968	165	206	1185	1174
	All Genders	517	2273	644	2206	412	462	2685	2668
ALL FACULTIES	MALE	2545	10406	2948	10761	1806	1780	12212	12541
	FEMALE	2929	12328	3260	12149	1868	1938	14196	14087
	TOTAL	5474	22734	6208	22910	3674	3718	26408	26628

PROFILE OF REGISTERED STUDENTS 2013 AND 2014: HEADCOUNT CONTACT SUBSIDY STUDENTS

Table 1b: Race, Faculty and Academic level - Contact Subsidy Students (Subsidy Type A)

		UNDERGRADUATE				POSTGRADUATE		TOTAL	
		2013		2014		2013	2014	2013	2014
		First Time UG Student	All UG Students	First Time UG Student	All UG Students	All PG Students	All PG Students		
ARTS	AFRICAN	452	1560	475	1618	294	317	1854	1935
	COLOURED	105	376	112	387	51	49	427	436
	INDIAN	17	58	13	56	12	7	70	63
	WHITE	424	1060	195	759	195	178	1255	937
	TOTAL	998	3054	795	2820	552	551	3606	3371
BUSINESS AND ECONOMIC SCIENCES	AFRICAN	1452	5415	1587	5632	900	967	6315	6599
	COLOURED	279	1140	326	1169	146	156	1286	1325
	INDIAN	27	116	27	119	40	33	156	152
	WHITE	341	1196	436	1299	267	298	1463	1597
	TOTAL	2099	7867	2376	8219	1353	1454	9220	9673
DVC RESEARCH AND ENGAGEMENT	AFRICAN	0	0	5	5	0	0	0	5
	COLOURED	0	0	2	2	0	0	0	2
	INDIAN	0	0	1	1	0	0	0	1
	WHITE	0	0	169	183	0	0	0	183
	TOTAL	0	0	177	191	0	0	0	191
EDUCATION	AFRICAN	57	425	86	511	116	112	541	623
	COLOURED	111	543	84	529	86	79	629	608
	INDIAN	4	20	5	24	14	10	34	34
	WHITE	138	673	155	684	85	87	758	771
	TOTAL	310	1661	330	1748	301	288	1962	2036
ENGINEERING	AFRICAN	529	2448	546	2443	142	144	2590	2587
	COLOURED	94	455	102	469	12	15	467	484
	INDIAN	13	69	17	70	5	6	74	76
	WHITE	176	918	202	910	102	98	1020	1008
	TOTAL	812	3890	867	3892	261	263	4151	4155
HEALTH SCIENCES	AFRICAN	393	1510	467	1651	239	245	1749	1896
	COLOURED	92	443	81	416	94	82	537	498
	INDIAN	15	50	16	55	9	16	59	71
	WHITE	116	485	132	516	147	157	632	673
	TOTAL	616	2488	696	2638	489	500	2977	3138

PROFILE OF REGISTERED STUDENTS 2013 AND 2014: HEADCOUNT CONTACT SUBSIDY STUDENTS

Table 1b (continued): Race, Faculty and Academic level - Contact Subsidy Students (Subsidy Type A)

		UNDERGRADUATE				POSTGRADUATE		TOTAL	
		2013		2014		2013	2014	2013	2014
		First Time UG Student	All UG Students	First Time UG Student	All UG Students	All PG Students	All PG Students		
LAW	AFRICAN	73	469	229	595	117	97	586	692
	COLOURED	21	123	46	140	25	20	148	160
	INDIAN	2	19	5	15	5	4	24	19
	WHITE	20	178	41	183	40	41	218	224
	TOTAL	116	789	321	933	187	162	976	1095
SCIENCES	AFRICAN	269	1146	373	1235	189	218	1335	1453
	COLOURED	38	148	61	180	31	32	179	212
	INDIAN	7	27	13	35	19	17	46	52
	WHITE	199	716	196	716	173	195	889	911
	TOTAL	513	2037	643	2166	412	462	2449	2628
ALL FACULTIES	AFRICAN	3225	12973	3768	13690	1997	2100	14970	15790
	COLOURED	740	3228	814	3292	445	433	3673	3725
	INDIAN	85	359	97	375	104	93	463	468
	WHITE	1414	5226	1526	5250	1009	1054	6235	6304
	TOTAL	5464	21786	6205	22607	3555	3680	25341	26287

PROFILE OF REGISTERED STUDENTS 2013 AND 2014: HEADCOUNT DISTANCE SUBSIDY STUDENTS

Table 1b: Race, Faculty and Academic level - Distance Subsidy Students (Subsidy Type B)

		UNDERGRADUATE				POSTGRADUATE		TOTAL	
		2013		2014		2013	2014	2013	2014
		First Time UG Student	All UG Students	First Time UG Student	All UG Students	All PG Students	All PG Students		
EDUCATION	AFRICAN	1	658	0	254	104	38	762	292
	COLOURED	3	46	0	9	8	0	54	9
	INDIAN	0	0	0	0	5	0	5	0
	WHITE	0	1	0	1	2	0	3	1
	TOTAL	4	705	0	264	119	38	824	302
SCIENCE	AFRICAN	4	232	1	38	0	0	232	38
	COLOURED	0	1	0	1	0	0	1	1
	INDIAN	0	1	0	1	0	0	1	1
	WHITE	0	2	0	0	0	0	2	0
	TOTAL	4	236	1	40	0	0	236	40
ALL FACULTIES	AFRICAN	5	890	1	292	104	38	994	330
	COLOURED	3	47	0	10	8	0	55	10
	INDIAN	0	1	0	1	5	0	6	1
	WHITE	0	3	0	1	2	0	5	1
	TOTAL	8	941	1	304	119	38	1060	342

PROFILE OF REGISTERED STUDENTS 2013 AND 2014: HEADCOUNT NON-SUBSIDY STUDENTS

Table 1b: Race, Faculty and Academic level - Non-Subsidy Students (Subsidy Type C)

		UNDERGRADUATE				POSTGRADUATE		TOTAL	
		2013		2014		2013	2014	2013	2014
		First Time UG Student	All UG Students	First Time UG Student	All UG Students	All PG Students	All PG Students		
BUSINESS AND ECONOMIC SCIENCES	AFRICAN	2	7	0	1	0	0	7	1
	COLOURED	0	0	0	0	0	0	0	0
	INDIAN	0	0	0	0	0	0	0	0
	WHITE	0	0	0	0	0	0	0	0
	TOTAL	2	7	0	1	0	0	7	1
ALL FACULTIES	AFRICAN	2	7	0	1	0	0	7	1
	COLOURED	0	0	0	0	0	0	0	0
	INDIAN	0	0	0	0	0	0	0	0
	WHITE	0	0	0	0	0	0	0	0
	TOTAL	2	7	0	1	0	0	7	1

PROFILE OF REGISTERED STUDENTS 2013 AND 2014: HEADCOUNT ALL STUDENTS

Table 1b: Race, Faculty and Academic level - Contact, Distance & Non Subsidy Students (Subsidy Type A,B,C)

		UNDERGRADUATE				POSTGRADUATE		TOTAL	
		2013		2014		2013	2014	2013	2014
		First Time UG Student	All UG Students	First Time UG Student	All UG Students	All PG Students	All PG Students		
ARTS	AFRICAN	452	1560	475	1618	294	317	1854	1935
	COLOURED	105	376	112	387	51	49	427	436
	INDIAN	17	58	13	56	12	7	70	63
	WHITE	424	1060	195	759	195	178	1255	937
	TOTAL	998	3054	795	2820	552	551	3606	3371
BUSINESS AND ECONOMIC SCIENCES	AFRICAN	1454	5422	1587	5633	900	967	6322	6600
	COLOURED	279	1140	326	1169	146	156	1286	1325
	INDIAN	27	116	27	119	40	33	156	152
	WHITE	341	1196	436	1299	267	298	1463	1597
	TOTAL	2101	7874	2376	8220	1353	1454	9227	9674
DVC RESEARCH AND ENGAGEMENT	AFRICAN	0	0	5	5	0	0	0	5
	COLOURED	0	0	2	2	0	0	0	2
	INDIAN	0	0	1	1	0	0	0	1
	WHITE	0	0	169	183	0	0	0	183
	TOTAL	0	0	177	191	0	0	0	191
EDUCATION	AFRICAN	58	1083	86	765	220	150	1303	915
	COLOURED	114	589	84	538	94	79	683	617
	INDIAN	4	20	5	24	19	10	39	34
	WHITE	138	674	155	685	87	87	761	772
	TOTAL	314	2366	330	2012	420	326	2786	2338
ENGINEERING	AFRICAN	529	2448	546	2443	142	144	2590	2587
	COLOURED	94	455	102	469	12	15	467	484
	INDIAN	13	69	17	70	5	6	74	76
	WHITE	176	918	202	910	102	98	1020	1008
	TOTAL	812	3890	867	3892	261	263	4151	4155
HEALTH SCIENCES	AFRICAN	393	1510	467	1651	239	245	1749	1896
	COLOURED	92	443	81	416	94	82	537	498
	INDIAN	15	50	16	55	9	16	59	71
	WHITE	116	485	132	516	147	157	632	673
	TOTAL	616	2488	696	2638	489	500	2977	3138

PROFILE OF REGISTERED STUDENTS 2013 AND 2014: HEADCOUNT ALL STUDENTS

Table 1b (continued): Race, Faculty and Academic level - Contact, Distance & Non Subsidy Students (Subsidy Type A,B,C)

		UNDERGRADUATE				POSTGRADUATE		TOTAL	
		2013		2014		2013	2014	2013	2014
		First Time UG Student	All UG Students	First Time UG Student	All UG Students	All PG Students	All PG Students		
LAW	AFRICAN	73	469	229	595	117	97	586	692
	COLOURED	21	123	46	140	25	20	148	160
	INDIAN	2	19	5	15	5	4	24	19
	WHITE	20	178	41	183	40	41	218	224
	TOTAL	116	789	321	933	187	162	976	1095
SCIENCES	AFRICAN	273	1378	374	1273	189	218	1567	1491
	COLOURED	38	149	61	181	31	32	180	213
	INDIAN	7	28	13	36	19	17	47	53
	WHITE	199	718	196	716	173	195	891	911
	TOTAL	517	2273	644	2206	412	462	2685	2668
ALL FACULTIES	AFRICAN	3232	13870	3769	13983	2101	2138	15971	16121
	COLOURED	743	3275	814	3302	453	433	3728	3735
	INDIAN	85	360	97	376	109	93	469	469
	WHITE	1414	5229	1526	5251	1011	1054	6240	6305
	TOTAL	5474	22734	6206	22912	3674	3718	26408	26630

**APPENDIX 2
NELSON MANDELA METROPOLITAN UNIVERSITY
DEGREES AND DIPLOMAS AWARDED: 2014**

1.	Degrees and Diplomas awarded: Contact Tuition	
Undergraduate Diplomas and Certificates		
UC	ADVANCED CERTIFICATE IN EDUCATION: ARTS AND CULTURE	47
UB	ADVANCED CERTIFICATE IN EDUCATION: SCHOOL LEADERSHIP	12
UH	ADVANCED CERTIFICATE IN EDUCATION: SPECIAL NEEDS EDUCATION (REM)	29
ZC	ADVANCED CERTIFICATE IN PHARMACY: TECHNICAL SUPPORT	50
AH	ADVANCED DIPLOMA IN ECONOMICS	23
V	DIPLOMA IN MUSIC EDUCATION	19
LB	DIPLOMA IN NURSING ADMINISTRATION	6
LE	DIPLOMA IN NURSING EDUCATION	9
ZM	HIGHER CERTIFICATE IN ACCOUNTANCY	37
MV	HIGHER CERTIFICATE IN BUSINESS STUDIES	31
SB	HIGHER CERTIFICATE IN CRIMINAL JUSTICE	17
FV	HIGHER CERTIFICATE IN IT IN USER SUPPORT SERVICES	68
ZB	HIGHER CERTIFICATE IN PHARMACY SUPPORT	85
XE	NATIONAL DIPLOMA IN ECONOMICS	47
DE	NATIONAL DIPLOMA IN ECONOMICS	27
2+	NATIONAL DIPLOMA: ACCOUNTING	10
M1	NATIONAL DIPLOMA: AGRICULTURAL MANAGEMENT	62
6U	NATIONAL DIPLOMA: ANALYTICAL CHEMISTRY	35
MU	NATIONAL DIPLOMA: ANALYTICAL CHEMISTRY	5
MA	NATIONAL DIPLOMA: ARCHITECTURAL TECHNOLOGY	21
7E	NATIONAL DIPLOMA: BIOMEDICAL TECHNOLOGY	21
7C	NATIONAL DIPLOMA: BUILDING	66
1	NATIONAL DIPLOMA: CERAMIC DESIGN	2
6+	NATIONAL DIPLOMA: COST AND MANAGEMENT ACCOUNTING	26
3B	NATIONAL DIPLOMA: ENGINEERING: CIVIL	47
3D	NATIONAL DIPLOMA: ENGINEERING: ELECTRICAL	79
2O	NATIONAL DIPLOMA: ENGINEERING: INDUSTRIAL	39
3A	NATIONAL DIPLOMA: ENGINEERING: MECHANICAL	47
V0	NATIONAL DIPLOMA: ENVIRONMENTAL HEALTH	25
AE	NATIONAL DIPLOMA: FASHION	13
8+	NATIONAL DIPLOMA: FINANCIAL INFORMATION SYSTEMS	8
Y4	NATIONAL DIPLOMA: FINE ART	23
4F	NATIONAL DIPLOMA: FORESTRY	49
2R	NATIONAL DIPLOMA: GAME RANCH MANAGEMENT	28
12	NATIONAL DIPLOMA: GRAPHIC DESIGN	15
V3	NATIONAL DIPLOMA: HUMAN RESOURCES MANAGEMENT	111
1K	NATIONAL DIPLOMA: INFORMATION TECHNOLOGY	161
9C	NATIONAL DIPLOMA: INTERIOR DESIGN	11
4+	NATIONAL DIPLOMA: INTERNAL AUDITING	28

7P	NATIONAL DIPLOMA: INVENTORY AND STORES MANAGEMENT	20
8D	NATIONAL DIPLOMA: JOURNALISM	36
4O	NATIONAL DIPLOMA: LOGISTICS	62
XL	NATIONAL DIPLOMA: LOGISTICS	49
XA	NATIONAL DIPLOMA: MANAGEMENT	70
BM	NATIONAL DIPLOMA: MANAGEMENT	69
XM	NATIONAL DIPLOMA: MARKETING	34
L9	NATIONAL DIPLOMA: MARKETING	39
9U	NATIONAL DIPLOMA: NATURE CONSERVATION	38
9O	NATIONAL DIPLOMA: OFFICE MANAGEMENT AND TECHNOLOGY	2
FD	NATIONAL DIPLOMA: OPERATIONS MANAGEMENT	44
X8	NATIONAL DIPLOMA: PHOTOGRAPHY	13
FF	NATIONAL DIPLOMA: POLYMER TECHNOLOGY	7
2D	NATIONAL DIPLOMA: PUBLIC MANAGEMENT	64
1U	NATIONAL DIPLOMA: PUBLIC RELATIONS MANAGEMENT	19
P4	NATIONAL DIPLOMA: RADIOGRAPHY: DIAGNOSTIC	25
5O	NATIONAL DIPLOMA: SPORT MANAGEMENT	10
AD	NATIONAL DIPLOMA: TEXTILE DESIGN AND TECHNOLOGY	7
N1	NATIONAL DIPLOMA: TOURISM MANAGEMENT	39
1N	NATIONAL DIPLOMA: TOURISM MANAGEMENT	29
7U	NATIONAL DIPLOMA: WOOD TECHNOLOGY	5
VA	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION	31
	Subtotal	<u>2151</u>
Postgraduate Diplomas and Certificate		
EK	DIPLOMA IN NEPHROLOGY NURSING SCIENCE	21
EM	POSTGRADUATE CERTIFICATE IN EDUCATION	70
PX	POSTGRADUATE DIPLOMA IN ACCOUNTANCY	24
AN	POSTGRADUATE DIPLOMA IN BUSINESS ADMINISTRATION	22
DB	POSTGRADUATE DIPLOMA IN FINANCIAL PLANNING	40
6Y	POSTGRADUATE DIPLOMA IN HEALTH AND WELFARE MANAGEMENT	6
DN	POSTGRADUATE DIPLOMA IN INTERNAL AUDITING	16
5V	POSTGRADUATE DIPLOMA IN LAW	12
DM	POSTGRADUATE DIPLOMA IN MARITIME STUDIES	7
	Subtotal	218
First Degrees, Second Bachelor's Degrees and BTech Degrees		
NV	BACCALAUREUS ADMINISTRATIONIS	31
R	BACCALAUREUS ARTIUM	237
LR	BACCALAUREUS ARTIUM IN PSYCHOLOGY	69
LQ	BACCALAUREUS ARTIUM IN YOUTH WORK	1
AP	BACCALAUREUS COMMERCII	492
4B	BACCALAUREUS COMMERCII (RATIONUM)	13
LK	BACCALAUREUS CURATIONIS	48
NL	BACCALAUREUS EDUCATIONIS	280
5Y	BACCALAUREUS LEGUM	113

T	BACCALAUREUS MUSICAE	15
U	BACCALAUREUS MUSICAE (EDUCATIONIS)	2
6F	BACCALAUREUS PHARMACIAE	64
LS	BACCALAUREUS PSYCHOLOGIAE (COUNSELLING)	18
FB	BACCALAUREUS PSYCHOLOGIAE (SPORT PSYCHOLOGY)	1
N0	BACCALAUREUS SCIENTIAE	96
4J	BACCALAUREUS SCIENTIAE IN CONSTRUCTION ECONOMICS	27
NE	BACCALAUREUS SCIENTIAE IN CONSTRUCTION STUDIES	22
PO	BACCALAUREUS SCIENTIAE INFORMATICAЕ SYSTEMS	7
AY	BACCALAUREUS TECHNOLOGIAE: AGRICULTURAL MANAGEMENT	48
W1	BACCALAUREUS TECHNOLOGIAE: ARCHITECTURAL TECHNOLOGY	8
X0	BACCALAUREUS TECHNOLOGIAE: BIOMEDICAL TECHNOLOGY	14
F2	BACCALAUREUS TECHNOLOGIAE: BUSINESS ADMINISTRATION	8
BR	BACCALAUREUS TECHNOLOGIAE: CERAMIC DESIGN	5
U4	BACCALAUREUS TECHNOLOGIAE: CHEMISTRY	14
X7	BACCALAUREUS TECHNOLOGIAE: CONSTRUCTION MANAGEMENT	28
9H	BACCALAUREUS TECHNOLOGIAE: COST AND MANAGEMENT ACCOUNTING	27
U1	BACCALAUREUS TECHNOLOGIAE: ENGINEERING: CIVIL	26
1T	BACCALAUREUS TECHNOLOGIAE: ENGINEERING: ELECTRICAL	29
T1	BACCALAUREUS TECHNOLOGIAE: ENGINEERING: INDUSTRIAL	16
T9	BACCALAUREUS TECHNOLOGIAE: ENGINEERING: MECHANICAL	15
U7	BACCALAUREUS TECHNOLOGIAE: ENVIRONMENTAL HEALTH	53
BJ	BACCALAUREUS TECHNOLOGIAE: FASHION	8
VJ	BACCALAUREUS TECHNOLOGIAE: FINANCIAL INFORMATION SYSTEMS	7
Y5	BACCALAUREUS TECHNOLOGIAE: FINE ART	11
8U	BACCALAUREUS TECHNOLOGIAE: FORESTRY	37
TL	BACCALAUREUS TECHNOLOGIAE: GAME RANCH MANAGEMENT	8
BQ	BACCALAUREUS TECHNOLOGIAE: GRAPHIC DESIGN	2
V4	BACCALAUREUS TECHNOLOGIAE: HUMAN RESOURCES MANAGEMENT	35
T8	BACCALAUREUS TECHNOLOGIAE: INFORMATION TECHNOLOGY	61
2Z	BACCALAUREUS TECHNOLOGIAE: INTERIOR DESIGN	8
FG	BACCALAUREUS TECHNOLOGIAE: INTERNAL AUDITING	33
6O	BACCALAUREUS TECHNOLOGIAE: LOGISTICS	34
4P	BACCALAUREUS TECHNOLOGIAE: MANAGEMENT	116
V2	BACCALAUREUS TECHNOLOGIAE: MARKETING	35
A1	BACCALAUREUS TECHNOLOGIAE: NATURE CONSERVATION	16

VR	BACCALAUREUS TECHNOLOGIAE: OPERATIONS MANAGEMENT	19
X9	BACCALAUREUS TECHNOLOGIAE: PHOTOGRAPHY	4
AI	BACCALAUREUS TECHNOLOGIAE: PUBLIC MANAGEMENT	29
V1	BACCALAUREUS TECHNOLOGIAE: PUBLIC RELATIONS MANAGEMENT	24
I8	BACCALAUREUS TECHNOLOGIAE: QUALITY	29
X6	BACCALAUREUS TECHNOLOGIAE: QUANTITY SURVEYING	32
W0	BACCALAUREUS TECHNOLOGIAE: RADIOGRAPHY : DIAGNOSTIC	1
BK	BACCALAUREUS TECHNOLOGIAE: TEXTILE DESIGN AND TECHNOLOGY	1
BI	BACCALAUREUS TECHNOLOGIAE: TOURISM MANAGEMENT	16
IE	BACCALAUREUS TECHNOLOGIAE: WOOD TECHNOLOGY	5
RB	BACHELOR OF ARCHITECTURAL STUDIES	51
I0	BACHELOR OF ENGINEERING IN MECHATRONICS	24
LJ	BACHELOR OF HUMAN MOVEMENT SCIENCE	24
RA	BACHELOR OF SOCIAL WORK	71
	Subtotal	<u>2568</u>
Honours Degrees		
O	BACCALAUREUS ARTIUM HONORES	101
LN	BACCALAUREUS ARTIUM HONORES (HUMAN MOVEMENT SCIENCE)	25
6J	BACCALAUREUS ARTIUM HONORES IN SOCIAL WORK	1
D	BACCALAUREUS COMMERCII HONORES	154
6I	BACCALAUREUS CURATIONIS HONORES	47
H	BACCALAUREUS EDUCATIONIS HONORES	67
2B	BACCALAUREUS SCIENTIAE HONORES	82
I	BACCALAUREUS SCIENTIAE HONORES IN CONSTRUCTION MANAGEMENT	9
E	BACCALAUREUS SCIENTIAE HONORES IN QUANTITY SURVEYING	22
OC	BACHELOR OF ARTS HONOURS IN CORPORATE COMMUNICATION	16
IP	BACHELOR OF ARTS HONOURS IN DEVELOPMENT STUDIES	20
OB	BACHELOR OF ARTS HONOURS IN JOURNALISM	2
OA	BACHELOR OF ARTS HONOURS IN MEDIA STUDIES	3
	Subtotal	<u>549</u>
Master's Degrees and MTech Degrees		
H-	MAGISTER ARTIUM	2
MZ	MAGISTER ARTIUM	6
G-	MAGISTER ARTIUM	92
NF	MAGISTER ARTIUM	14
T-	MAGISTER ARTIUM IN CLINICAL PSYCHOLOGY	7
U-	MAGISTER ARTIUM IN COUNSELLING PSYCHOLOGY	6
6R	MAGISTER ARTIUM IN HEALTH AND WELFARE MANAGEMENT	2
8C	MAGISTER ARTIUM IN MEDIA STUDIES	2
8B	MAGISTER ARTIUM IN MEDIA STUDIES	13

Y-	MAGISTER ARTIUM IN SOCIAL WORK	2
O-	MAGISTER COMMERCII	16
C-	MAGISTER COMMERCII	3
HM	MAGISTER COMMERCII	5
6V	MAGISTER CURATIONIS	6
W-	MAGISTER CURATIONIS	8
KR	MAGISTER EDUCATIONIS	1
9-	MAGISTER EDUCATIONIS	12
5G	MAGISTER LEGUM	1
ML	MAGISTER LEGUM	19
F-	MAGISTER MUSICAE	1
FH	MAGISTER MUSICAE	3
V-	MAGISTER PHARMACIAE	3
8A	MAGISTER PHILOSOPHIAE	6
J-	MAGISTER SCIENTIAE	45
N-	MAGISTER SCIENTIAE IN CONSTRUCTION ECONOMICS	1
Q-	MAGISTER SCIENTIAE IN CONSTRUCTION MANAGEMENT	2
S-	MAGISTER SCIENTIAE IN THE BUILT ENVIRONMENT	6
E4	MAGISTER TECHNOLOGIAE: AGRICULTURE	4
C0	MAGISTER TECHNOLOGIAE: BIOMEDICAL TECHNOLOGY	1
TH	MAGISTER TECHNOLOGIAE: BUSINESS ADMINISTRATION	2
WO	MAGISTER TECHNOLOGIAE: CHEMISTRY	1
5P	MAGISTER TECHNOLOGIAE: COST AND MANAGEMENT ACCOUNTING	2
S6	MAGISTER TECHNOLOGIAE: ENGINEERING: ELECTRICAL	1
W3	MAGISTER TECHNOLOGIAE: ENGINEERING: MECHANICAL	5
6P	MAGISTER TECHNOLOGIAE: ENTREPRENEURSHIP	2
Y6	MAGISTER TECHNOLOGIAE: FINE ART	1
J3	MAGISTER TECHNOLOGIAE: FORESTRY	4
X1	MAGISTER TECHNOLOGIAE: HUMAN RESOURCES MANAGEMENT	6
V5	MAGISTER TECHNOLOGIAE: INFORMATION TECHNOLOGY	6
JK	MAGISTER TECHNOLOGIAE: LOGISTICS	1
JL	MAGISTER TECHNOLOGIAE: MARKETING	3
J1	MAGISTER TECHNOLOGIAE: NATURE CONSERVATION	2
4E	MAGISTER TECHNOLOGIAE: RADIOGRAPHY	1
M-	MASTER OF ARCHITECTURE PROFESSIONAL	44
PA	MASTER OF ARTS IN ECONOMICS	1
1Z	MASTER OF BUSINESS ADMINISTRATION	81
IM	MASTER OF ENGINEERING IN MECHATRONICS	9
9J	MASTER OF PHILOSOPHY IN DEVELOPMENT FINANCE	3
I-	MASTER OF PUBLIC ADMINISTRATION	20
JA	MASTER OF SCIENCE IN NANOSCIENCE	1
RC	MASTER OF SOCIAL WORK	2
RD	MASTER OF SOCIAL WORK IN SOCIAL DEVELOPMENT AND PLANNING	1
	Subtotal	<u>488</u>
Doctor's Degrees and DTech Degrees		
J+	DOCTOR COMMERCII	1

H+	DOCTOR EDUCATIONIS	1
N+	DOCTOR LEGUM	1
E+	DOCTOR LITTERARUM	2
HC	DOCTOR OF BUSINESS ADMINISTRATION	5
1+	DOCTOR OF PHILOSOPHY IN ENGINEERING	1
HE	DOCTOR OF PHILOSOPHY IN NURSING	3
D+	DOCTOR PHILOSOPHIAE	14
J2	DOCTOR TECHNOLOGIAE: NATURE CONSERVATION	1
2G	PHILOSOPHIAE DOCTOR	24
B+	PHILOSOPHIAE DOCTOR COMMERCII	8
C+	PHILOSOPHIAE DOCTOR EDUCATIONIS	6
I+	PHILOSOPHIAE DOCTOR IN CONSTRUCTION ECONOMICS	2
M+	PHILOSOPHIAE DOCTOR IN CONSTRUCTION MANAGEMENT	3
	Subtotal	<u>72</u>
	TOTAL CONTACT TUITION	<u>6046</u>
2	Degrees and Diplomas awarded: Distance Tuition	
	Undergraduate Diplomas and Certificates	
UG	ADVANCED CERTIFICATE IN EDUCATION:LANGUAGE IN LEARNING & TEACHING	42
2V	NATIONAL HIGHER CERTIFICATE: LEATHER TECHNOLOGY	2
GA	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION	1
VA	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION	128
VB	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (INTERMEDIATE PHASE)	26
VC	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (SENIOR PHASE)	34
	Subtotal	<u>233</u>
	First Degrees, Second Bachelor's Degrees and BTech Degrees	
AY	BACCALAUREUS TECHNOLOGIAE: AGRICULTURAL MANAGEMENT	21
	Subtotal	<u>21</u>
	Honours Degrees	
H	BACCALAUREUS EDUCATIONIS HONORES	23
	Subtotal	<u>23</u>
	TOTAL DISTANCE TUITION	<u>277</u>
	GRAND TOTAL ALL DEGREES AND DIPLOMAS AWARDED	6323

APPENDIX 3

LIST OF ABBREVIATIONS

ACE	Advanced Certificate in Education
AIM	Academy of Indian Marketing
AP	Academic Planning
ARC	Audit and Risk Committee of Council
ARV	Anti-Retroviral
ASSA	Academy of Science of South Africa
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
CETC	Community Education and Training Centres
CIOB	Chartered Institute of Building
CIPSET	Centre for Integrated Post-School Education Training
CMO	Chief Marketing Officer
CoE	Centre of Excellence
COGP	Codes of Good Practice
COS	Conditions of Service
CSIR	Council for Scientific and Industrial Research
CSO	Civil Society Organisations
CTLM	Centre of Teaching, Learning and Media
DASO	Democratic Alliance Student Organisation
DHET	Department of Higher Education
DOS	Director of School
DSU	Disability Services Unit
EBEIT	Engineering, the Built Environment & Information Technology
ECM	Enterprise Content Management
ECSA	Engineering Council Of South Africa
EE	Employment Equity
ETDP SETA	Education, Training and Development Practices Sectoral Education and Training Authority
EDS	Excellence Development System
e-PAL	Electronic Peer Assisted Learning
EIA	Environmental Impact Assessment
ER	Employee Relations
ERM	Electronic Records Management system
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
FMC	Faculty Management Committee
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
HEMIS	Higher Education Management Information Systems

HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualifications Sub-Framework
HESA	Higher Education South Africa
HIV	Human Immunodeficiency Virus
HMS	Human Movement Science
HOD	Head of Department
HPCSA	Health Professions Council of South Africa
HR	Human Resources
HRREMCO	Human Resources and Remuneration Committee
HR SEM	Human Resource Service Excellence Model
HS	Health Sciences
IAWJ	International Association of Women Judges
ICT	Information and Communications Technology
IF	Institutional Forum
IMC	Integrated Marketing and Communication
IP	Intellectual Property
IPTS	Integrated Public Transport System
IS & TT	Innovation Support and Technology Transfer
IT	Information Technologies
ITP	Integrated Transformation Plan
LEC	Learning Enhancement Checklist
LOC	Local organising committee
LSEN	Learners with Special Educational Needs
KIC	Knowledge Interchange Collaboration
LEAP	Leadership Effectiveness Advancement Programme
LIS	Library Information Services
LMS	Learning Management System
MANCO	Management Committee
MBDA	Mandela Bay Development Agency
MCR	Marketing and Corporate Relations
merSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MMS	Meal Management System
MOU	Memorandum of Understanding
NC	Nominations Committee of Council
NCV	National Certificate Vocational
NGO	Non-governmental organizations
NMCW	Nelson Mandela Champion Within
NMMU	Nelson Mandela Metropolitan University
NRF	National Research Foundation
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
OD	Organisational Development
OIP	Office for Institutional Planning
PASS	Professional, Administrative, Support Services
PC	Personal Computer
PG	Post-graduate
PGCHE	Postgraduate Certificate in Higher Education
PQM	Programme Qualification Mix
PSET	Post-School Education and Training
QAF	Quality Advancement Framework
QAU	Quality Advancement Unit

REAP	Rural Education Access Programme
RCD	Research Capacity Development
RDF	Research Development Fund
RFP	Request for Proposal
RIF	Regional Innovation Forum
RM	Research Management
RTI	Research, Technology and Innovation
RTG	Research Themes Grant
SAIW	Southern African Institute of Welding
SANC	South African Nursing Council
SANParks	South African National Parks
SARChI	SA Research Chairs Initiative
SASA	South African Statistical Association
SASCO	South African Student Congress
SCCDC	Student Counselling, Career and Development Centre
SGD	Student Governance and Development
SI	Supplemental Instruction
SIGoM	Special Interest Group on Multilingualism
SITS	Student Information Technology Service
SLTSA	Society of Law Teachers of Southern Africa
SLP	Short Learning Programme
SoTL	Scholarship of Teaching and Learning
SMMEs	Small, Medium and Micro Enterprises
SMTE	Science, Mathematics and Technology Education
SRC	Student Representative Council
TERG	Transformation and Equity Research Grant
THRIP	Technology and Human Resource for Industry Programme
TIA	Technology Innovation Agency
T&D	Training and Development
TRG	Teaching Replacement Grant
UG	Undergraduate
USC	University Sports Company
USSA	University Sport South Africa
VOIP	Voice of Internet Protocol
V2020	Vision 2020