



**Nelson Mandela
Metropolitan
University**

for tomorrow

Port Elizabeth & George



**Annual Report
2013**

Vision

To be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future.

Mission

To offer a diverse range of quality educational opportunities that will make a critical and constructive contribution to regional, national and global sustainability.

Values

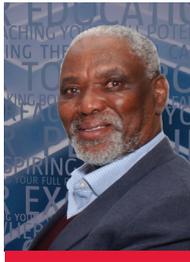


The dreams, hopes and aspirations of students, staff and the greater community of Nelson Mandela Metropolitan University are being formulated through the Vision 2020 process which was initiated in 2008.

Council 2013



Judge Ronnie Pillay
(Chair)



Cumngce Gawe
(Vice-Chair)



Prof Derrick Swartz
(Vice-Chancellor)



Demetrios Argyrakis



Sam Beynon
(2013 SRC)



Anthony Biggs



Quinten Booysen



Dr Govindsamy Govender
**as from 1 July 2013*



Dr Malcolm Figg
**until 30 June 2013*



Ruby-Ann Levendal
**as from 1 July 2013*



Randolph Jonas



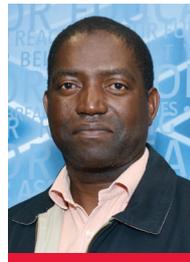
Juliet Kakembo



Prof Norman Kemp
**until 30 June 2013*



Prof Vivienne Lawack



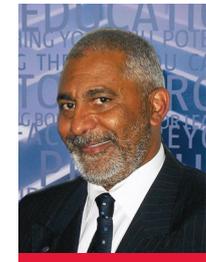
Vumile Lwana



Prof Thoko Mayekiso



Siyabulela Mhlaluka



Achmat Mohamed



Prof Queen Mokhuane



Salma Munshi



Prof Piet Naudé



Chris Neethling



Sylvia Nkanyuza



Prof Raymond Parsons



Richard Piyose



Venketash Ramadass



Kamlesh Riga



Prof Madele Tait



Dr Sibongile Muthwa
**as from 1 July 2013*



Charmaine Williams
**until 30 June 2013
co-opted until
4 October 2013*



Yanga Sibeleswana
(2013 SRC)



Zola Tshetu
**as from 1 July 2013*



Prof Darelle Van Greunen
**as from 1 July 2013*

South Campus

George Campus

Bird Street Campus

Missionvale Campus

North Campus

Second Avenue Campus



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**Annual Report to the
Minister of Higher Education and Training
for the year ending 31 December 2013**

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1. Chairperson of Council's Report

Nelson Mandela Metropolitan University (NMMU) is constituted of seven faculties located across six campuses, five in Port Elizabeth (Eastern Cape) and one in George (Western Cape). The student complement for 2013 totalled 26 411 and an average permanent staff complement of 1 699. NMMU, as a comprehensive university, 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 and recognition of prior learning. These programmes, together with our co-curricular activities, provide our students with a holistic learning experience, both within and beyond the classroom, to develop the necessary professional competence and capacity to navigate the challenges of life and work as responsible citizens of the twenty-first century.

V2020 Strategic Plan – Integrated Transformation Plan

NMMU Vision 2020 (V2020) Strategic Plan is the Integrated Transformation Plan (ITP) which provides a roadmap towards achieving the eight strategic priorities that are aligned with its mission and vision. 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: 2013

At its first meeting of 2013, the following performance objectives for Council were approved for the 2013 financial year:

- **Strategic Plan: Vision 2020**
 - Oversight of progress of management in achievement of Vision 2020 APEX Priorities for 2013.
- **Academic Excellence**
 - Ensuring Improvement of Average Student Throughput Rates and Research Output in line with National Benchmarks.
- **Improving Quality of Student Life**
 - Ensuring the development of vibrant Culture of Living and Learning on all campuses.
- **Improving Quality of Staff Life**
 - Ensuring a total employee value proposition for all employees.
- **Financial Viability**
 - Ensuring NMMU generates a balanced budget for 2013.
 - Ensuring NMMU provides for reserve accumulation of between 5-10%.
- **Operations and Infrastructure**
 - Ensuring efficient operational systems and provision of adequate infrastructure to support NMMU academic programmes
- **Effective and Efficient Management of Council**
 - Ensuring efficient and effective management and execution of Council and Council committee business processes.

Council, via Exco of Council, is provided with comprehensive quarterly review reports by the Vice-Chancellor which outlines how and to what extent the management committee (MANCO) is implementing the strategic plan, V2020. These reports, together with other relevant reports, enable Council to monitor and evaluate implementation in relation to the performance objectives. The Vice-Chancellor quarterly reports are informed by a Council-approved Governance Monitoring Evaluation and Reporting Framework that aligns the V2020 Strategic Priorities to the Council performance objectives. 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 (see Appendix 1).

Quality of Student Life

The total student headcount enrolment remained fairly constant at 26 411 in 2013 relative to 26 640 in 2012, i.e. 1% decline, year on year. First-time entering contact student numbers (not including occasional students, distance and non-formal offerings) increased from 5 203 in 2012 to 5 464 in 2013, i.e. a 5.02% increase, year on year. The highest increases in first-time entering students occurred in the faculties of Science (48%), Health Sciences (28%) and Business and Economic Sciences (16%), with Law showing a decline of 37%.

Creating a vibrant living, learning and working environment where students and staff can contribute to socially-engaged scholarship, is at the centre of the university's purpose. From a student perspective, the pillars on which this rests are reflected in V2020 as well-managed and accessible student financial aid; quality, affordable student accommodation; reliable student transport; safe and healthy campus environment; and opportunities for participation in co-curricular activities and community engagement

There are essentially three streams of financial aid available: 1) NSFAS, with 5978 students assisted this year; 2) Private bursaries, which funded 615 students; and 3) Council-funded bursaries, which assisted 2989 students. The financial support of students remains a challenge, with 80% of our students coming from the Eastern Cape, which remains the second poorest province in South Africa.

The growth trajectory in the enrolments is in alignment with the enrolment plan submitted to the Department of Higher Education and Training (DHET). The progressive growth in student numbers over the past few years has placed increasing pressure on the existing infrastructure. The demand for and provision of student housing poses a significant structural challenge. However, the use of Accredited Off-Campus Accommodation has alleviated some of the pressure, with a total of 2200 students being accommodated in bigger properties in 14 large-sized residences in the inner city area. A 312-beds residence on Summerstrand Campus will be handed over at the beginning of 2014 and a new residence in George campus has been completed and officially opened. Due to maintenance needing to be conducted on the existing residences, additional students will only be taken in in 2014. Students from the existing residences relocated to these facilities to enable maintenance to be conducted in currently lived in facilities. New students will be taken in the new residence only as from 2014. To ease demands on the lecture venues, several additional buildings have been commissioned, some of which were completed or are in the process of being completed.

Besides providing infrastructural support, various academic support interventions are available to students to enhance their overall success. These include Supplemental Instruction (SI) which involves 101 trained senior student facilitators that provide assistance mainly in first year high-risk modules. The e-Pal initiative provides online interactive learning sessions, and more than 100 tutors and mentors were trained to assist students academically. More than 800 students from extended programmes associated with the faculties of Business and Economic Sciences, Law, Health Sciences and Science participated in the academic and life skills (ALM) modules. The Writing Centre provides online and classroom assistance which focuses on the teaching and learning of writing and the tutoring of students for whom English is not a first but an additional language. The Department of Applied Language Studies (DALs) has introduced a range of initiatives focusing on multilingualism such as an English- and isiXhosa-speaking lecturer co-teaching a class, interpretations during a lecture, and the development of multilingual glossaries. In 2014 work will start on expanding this to include a technology component (e.g. capture a lecture in English and add a Xhosa translation or sub-scripts).

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 which will outline the skills and competencies 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.

The Eastern Cape is the second poorest province in South Africa. With 80% of our students coming from the Eastern Cape, some of our students face great challenges financially to sustain themselves, not knowing where their next meal will come from. NMMU, in conjunction with Tiger Brands provide the following to students as a nutrition pack: Tastic rice, maize meal, samp and beans, split peas, Morvite, cake flour, mix vegetables, baked beans, cooking oil, spaghetti, beef stock, salts, peanut butter, jam and 2 minutes noodles. The vegetable gardens run at the North campus clinic by the agricultural department students and at the residences provided limited fresh vegetable such as spinach, cabbage, onions and beetroot. Dried soup was purchased from an organic farm in Alice and assisted us with ensuring a reasonably balanced diet. Altogether 5 000 students use NMMU's shuttle bus service every day, moving between its Port Elizabeth campuses and to and from Uitenhage, at a cost of more than R10m per annum. A shuttle service is also being provided to the students at George Campus, with four sixty-seater buses providing transport between the centre of town to campus.

NMMU Madibaz Football team did exceptionally well in the inaugural Varsity Football Challenge losing in the final, and NMMU won the annual inter-varsity against the other Eastern Cape Universities for the 5th time in five years. Achievements in other sporting codes will be dealt with in the report of the Vice-Chancellor.

Quality of Staff Life

NMMU aims to be an employer of first choice within the Higher Education sector. A well-designed Employee Value Proposition (EVP) initiative is essential to attracting and retaining key individuals. As part of the EVP initiatives a Total Reward Statement was designed during 2013. The Statement reflects the total cost to the employer and provides the employee with a balanced view of the rewards and benefits awarded to the employee and the value thereof. The automation of the Statement will be scoped in 2014, allowing employees access to real-time data.

The 'Deepening the Conversations' – Enlivening Process for Us - Living the Values and V2020 project is an organizational change process to address institutional culture transformation which involve all levels of NMMU in cultivating and nurturing value-guided social relations amongst staff and students. This project adopts a living systems approach to large-scale institutional change, premised upon an orientation of inquiry, discovery, and openness. In addition to this change process, a review of the conditions of service was undertaken and signed off between the relevant stakeholders.

The NMMU Wellness Programme offers a more comprehensive preventative health and well-being service to employees and their immediate dependent dependents. The Wellness@NMMU Programme overall utilization rate increased by 38% in 2013, in relation to 2012. The Wellness@NMMU Programme provides individual services, preventative lifestyle programme, group activities and on-line surveys in which employees can participate.

Training and development opportunities are provided to employees by various units within the institution, including but not limited to, Human Resources Services, Research Capacity Development, Higher Education Access and Development Services, and the Business School. In the Institutional Climate Survey (ICS) that was conducted in 2013, staff acknowledged that various training and development opportunities were provided to them, with more than R2.1 million being spent in 2013. To respond to the findings of the ICS, a process has been initiated to give effect to the fifteen recommendations that was approved by MANCO.

The introduction of a performance management system that is linked to recognition of differential performance and reward strategies has been initiated with the establishment of a multi-stakeholder task team to re-design the Excellence Development System (EDS). The redesigned system is to be simpler, internally-differentiated to take cognizance of different classes of work, and offer a diverse spectrum of recognition and reward strategies that is broadly acceptable to the staff both in the academic and support services. The Framework for the Recognition of Excellence (FRE) will be piloted throughout the institution in 2014.

Excellence in Teaching & Learning

Core baseline academic outputs have shown significant and encouraging growth in key areas such as average graduation, success and throughput rates across many faculties. The combined success rate for contact and distance students for coursework modules increased from 77.6% in 2012 to 78.1% in 2013. Graduation outputs for 2013 have increased by 5.4% to 6 295, relative to 5 973 in 2012. Of the total NMMU publications that qualified for subsidy in 2012, 7.5% had a focus on the Scholarship of Teaching and Learning (SoTL), with 5.7% of the total published articles, 40% of the book chapters and 7% of the published conference proceedings having a SoTL focus. Various strategic initiatives were implemented to address student success and further information will be provided in the Senate report. With the growth in student numbers, provisions have been made, with the assistance of the DHET, to enhance the teaching and learning infrastructure at NMMU, with various buildings having been completed or being commissioned for construction in 2014. NMMU recognises that student success is intrinsically linked to excellence in teaching and learning, and subsequently a Teaching Development and Innovation Fund has been implemented for the first time this year. The aim of this initiative is to provide seed funding for innovative teaching and learning projects and to find ways of evaluating some non-traditional teaching and learning outputs and thereby emphasise the importance of enhancing teaching methodologies informed by well-grounded research in teaching and learning.

Excellence in Research and Engagement

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 awarded to leading researchers. A total of eight staff members were successfully rated by the National Research Foundation (NRF) for the first time in 2013 (four as C2 and two each as C3 and Y2).

Developing our research capacity remains a critical part of V2020, and various initiatives have been implemented aimed at developing research capacity and output across all multiple levels of the research community. Some of these initiatives include the doctoral proposal development programme; doctoral dissemination series, publishing findings; opening a research commons in the main library; research capacity development initiatives, such as writing retreats; selection of participants for prestigious scholarships such as Mandela Rhodes Foundation; Abe Bailey and Erasmus Mundi; inaugural and public lectures by NMMU Academic Staff; and on-going quinquennial reviews of research entities. Twenty-six (26) NMMU staff members participated in the Strengthening Doctoral Supervision Programme is a joint initiative between a number of South African Universities and Nuffic (a Netherlands-based funding agency). Strategic Resource Allocation funding had been secured to fund additional “new generation academic” positions in 2014 where suitable PhD candidates who wish to have a career as an academic will be recruited. This intervention will enable more meaningful succession planning in departments where multiple retirements are expected within the next 3 – 5 years and in scarce skills areas.

NMMU strives to be an engaged university, and needs to be socially responsive ensuring that knowledge and experiences gained through engagement loop back into curriculum content, programme design, teaching and learning practices and research challenges taken up by NMMU. There is encouraging progress in the form and content of engagement initiatives. An Engagement Advancement Fund has been established to provide for the funding of engagement projects that are of strategic value to the NMMU and that are not currently funded via research or teaching funds. A total of 10 funding proposals were received.

A research project aimed at determining the impact of NMMU engagement projects/activities on research and teaching and learning and scholarly outputs is close to completion, with a total of 87 “flagship” projects from the

faculties of Arts, EBEIT, Science, Education and Health participating in the study. The findings of this study will play a significant role in shaping our approach to engagement going forward, and ensuring that engagement is shaped by the motivation to solve vexing issues confronting communities and society at large.

A number of new formal and non-formal programmes were developed during 2013 as a result of extensive consultations and in response to the needs of external stakeholders. The new formal programmes that were developed and offered for the first time in 2013 include, amongst others, a diploma in Chemical Process Technology; Pharmacy Technical Assistant Higher Certificate (one year) and the Pharmacy Technician (two year) qualifications; Emergency Medical Care Practitioner (four year) qualification; Forest Fire Management Certificate (one year); BCom Degree in Hospitality Management; Diploma in Accountancy, Higher Certificate in Business Studies, Post Graduate Diploma in Accountancy, Higher Certificate in Accountancy and the Advanced Diploma in Economics; Human Settlements degree; Higher Certificate in Criminal Justice and a Post Graduate Diploma in Criminal Justice Practice. These programmes will be offered for the first time in 2014.

One of the memoranda of understanding (MoU) formalised in 2013 was between NMMU and the Nelson Mandela Bay Municipality. Many projects are already in place, however many potential areas of collaboration were identified, including teaching, training and development in the areas of finance, human resources, administration, economic development, recreation, electricity and energy, public health, integrated human settlements, infrastructure and engineering, safety and security and other special programmes.

The number of outputs generated in 2013 from the scholarship of engagement increased as a result of engagement gaining more prominence as the third core function of the university. 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 and Innovation Agency(TIA), Volkswagen International Chair of Automotive Engineering, Advanced Mechatronic Training Centre, General Motors Chair of Mechatronics), 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).

NMMU, through its commercialisation company Innovolve, was able to license the Touch Tutor Maths and Science DVD series to Future Mobile Technology and subsequently launch Netsurfer Scholar with the embedded Touch Tutor package into tablet computers. These are now available across the country in retail stores.

Infrastructure and Support Services

Continuous quality enhancement of operations and support services, and expanding and improving infrastructure are crucial enablers of academic achievement. Several of the proposals submitted by NMMU for 2013 – 2015 DHET Infrastructure and Efficiency Grant funding received favourable outcomes. There are 15 major infrastructural projects being managed, which are at different levels in the continuum of planning, design procurement and/or construction.

To enable Technical Services to effectively manage the institutional maintenance, a computerised maintenance management system will be implemented and an expression of interest for this was concluded in 2013. On-going maintenance and deferred maintenance were implemented across various campuses, including casting of a new base for a high mast light pole; completion of concrete refurbishment work on the Main Building; installation of heat pumps at residences across all campuses; completed refurbishment of residences in George; and completion of the gas reticulation refurbishment on North Campus A Block.

To improve on cumbersome labour-intensive institutional processes, ICT-based solutions were sought, and have proven successful in reducing the time required to complete such tasks. The student registrations process has proven to be very successful, from an ICT perspective, with record numbers of students registering online.

NMMU became the first university in South Africa to launch the Microsoft Student Advantage Program which offers all valid NMMU students a free copy of the Microsoft Office 2013 package for the duration of their studies - a benefit which equates to R566 per student or R15.2m for the institution.

An NMMU mobile application was launched, where key university information is placed “in the pocket” of both students and staff. The design of the application is two-fold as it provides both general information to anonymous users as well as personalised tools for valid NMMU staff and students. The campus map and routing component of the application has also been significantly enhanced with campus information now graphically visible.

NMMU Department of Marketing and Corporate Relations once again proved itself to be a force to be reckoned with at national level by receiving more awards than all the other higher education institutions at the annual Marketing, Advancement and Communication in Education (MACE) Excellence Awards held in Bloemfontein. The NMMU choir significantly contributed to the national brand of the institution, and at the MACE Congress, Professor Jonathan Jansen, VC of Free State University, in his opening speech lauded them as the best university choir in the country.

A detailed Crime / Security Risk Assessment was undertaken by Protea Coin, the incumbent Security Service Provider, in conjunction with Protection Services. A University Crime Prevention Plan was approved and will assist in drafting a 5-year implementation plan and budget, concentrating on identified high risk areas.

During the December Vacation period 7 conference/sporting groups were hosted with a total of 7 412 bed nights.

Financial Sustainability

To achieve our long term goal of financial sustainability, NMMU has developed a Financial Growth and Development Plan (FGDP) which will become an integral part of NMMU's strategic planning to underpin and support its other strategic priorities. It strives to acquire, allocate and manage public and private revenue streams and stewardship over resources for a sustainable future. The FGDP will be informed and guided by Academic (size and shape), Human Resources and Infrastructure plans. A costing system was developed which informs the NMMU's pricing structures. During 2013 it was decided to refine this model as financial sustainability is not the only criteria for a sustainable future. NMMU invested in an Academic Viability model which will take into account academic, financial and infrastructure requirements aimed to evaluate the viability of its programs. This will eventually lead to accessible and affordable programs and opportunities to our prospective student community. Inequalities and differences in prices between the three pre-merger institutions have now been eliminated via our pricing model.

Social Responsibility and Sustainability

One of the fundamental purposes of universities is to serve the public good through knowledge production and the provision of highly-skilled graduates that advances socio-economic development. This fundamental purpose is more directly pursued through various engagement projects undertaken by staff and students, taking on the form of community interaction, service and outreach; professional/discipline-based service provision; teaching and learning and/or research and scholarship. To give effect to this responsibility, an Engagement Innovation and Advancement fund was approved by MANCO for the provision of financial support to engagement projects that are of strategic value to the NMMU.

A seminar was hosted by NMMU in partnership with the World Wide Fund (WWF) and Oldenburg University on 28 November 2013 on “One Planet Living: Implication for Universities”. Approximately 55 people attended, with Dr Ing-Jorge Marx Gomez (Oldenburg University), Mr Saliem Fakir (WWF-SA) and Mr Stephen Elliott-Wetmore (WWF) being guest speakers at the event.

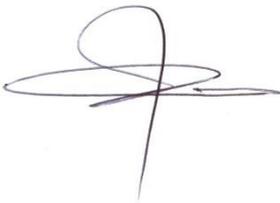
The NMMU increased its wide range of short learning and customized skills training programmes targeted at the needs of business and industry. The current total of registered short learning programmes offered by the NMMU is 580. The majority of these short learning programmes are offered by the Leadership Academy situated in the

NMMU Business School, InnoVenton situated in the Science Faculty, the Institute for Law in Action situated in the Faculty of Law.

NMMU aims to generate graduates who are well-rounded, responsible citizens. The Department of Student Governance and Development has facilitated the growth of Beyond the Classroom Programme that provides opportunities for students to enhance the quality of life of others in the community, while enriching their own learning experience at the NMMU. In collaboration with the African Unity Fund, the NMMU has developed and maintained relationships with the community to determine the impact of student involvement. Some of the long-term outreach projects allows for a deeper impact over time and includes ZAMA South Africa, Eastern Province Children Home, Maranatha Street Worker Trust, Human Dignity Centre, Sophakama, Heatherbank Farm School, and Aurora Centre for the Physically Disabled and Cheshire Homes for the Physically Disabled. A total of 6 076 hours were contributed by student volunteers to the above projects in 2013 and as part of the Beyond the Classroom Programme 217 students committed to a minimum of 20 hours community service which totalled to 4 340 hours.

Conclusion

Since the incorporation and merger of the three institutions nine years ago, the operational and administrative systems have been consolidated and continue to be improved upon. Focus is now being given to the alignment of our understanding of a comprehensive university with our size and shape and overall programme qualification mix (PQM) profile. An opportunity that has enabled us to engage more fully with this exercise has been the Higher Education Qualification Sub-Framework (HEQSF) alignment process. Expression of the comprehensiveness of NMMU will be reflected in an appropriate balance of career-oriented, professional and general-formative qualifications across the full spectrum of higher education qualification levels range of qualification levels, enhancing access via articulation within the post-school sector, to provide capabilities to address the regional, national and global socio-political, economic, ecological and biotechnological challenges.



Judge R Pillay
Chairperson 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.

Composition of Council

The composition of Council, as contemplated in paragraph 5 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. The majority of the external members are appointed on account of their competencies in fields such as governance, finance, law, information technology, business and human resource management.

The revised Statute was approved by the Minister of Higher Education and Training on 27 February 2013. The revised composition of Council and relevant changes to Council committees were implemented thereafter.

In 2013, Council consisted of the following members.

(Ten members) Twelve members appointed on account of their competencies in the following fields:*

Law	Justice R Pillay (Chairperson)
Engineering	Mr D Argyrakis
Finance/Auditing	Mr A Biggs
Health	Dr G Govender **
Business/Marketing	Mr S Mhlaluka
Health/Education	Prof E Mokhuane
Governance	Mr C Neethling
Organised Labour/Education	Ms S Nkanyuza
Human Resources	Mr R Piyose
Information Technology	Mr V Ramadass
Development Sector, Energy/Minerals	Ms Z Tshetu **
Governance	Ms C Williams *****/Vacant**
<i>(Three members*) Two members appointed by the Alumni Association:</i>	Mr C Gawe (Vice-Chairperson)
	Mr R Jonas

	Prof H Jeffery
<i>Five members appointed by the Minister of Higher Education and Training:</i>	Mr A Mohamed Ms S. Munshi Mr K Riga Prof R Parsons Mr V Lwana
<i>The Vice-Chancellor:</i>	Prof D Swartz
<i>Three Deputy Vice-Chancellors: Academic: Research and Engagement: Institutional Support</i>	Prof P Naude Prof T Mayekiso Dr S Muthwa**
<i>Two members elected by Senate:</i>	Prof M Tait Prof V Lawack
<i>Two students elected by the SRC:</i>	Ms S Beynon Mr Y Sibelekwana
<i>One academic employee of the University elected by the academic employees:</i>	Dr M Figg *** Prof N Kemp *** Prof D van Greunen **
<i>Two employees, other than academic employees of the University, elected by such employees:</i>	Ms J Kakembo Mr Q Booysen
Chairperson: Institutional Forum:	Ms R-A Levendal **

[* = Until revised Statute was approved on 27 February 2013]

[** = As from 1 July 2013]

[*** = Until 30 June 2013]

[***** = Until 30 June 2013 and co-opted until 4 October 2013]

Meetings of Council

Council held four ordinary meetings during 2013. Attendance at these meetings averaged at about 80%.

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 their implementation; and considered reports in the above regard from, among others, 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 2013.

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 (see Annexure 1).

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

The Registrar is the Secretary of the Council and committee of Council.

Committees of Council

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

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

1. 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 Council committees contemplated below
- d. The Vice-Chancellor: Prof D Swartz

Functions and powers

1. Executive Committee:

- a. Makes recommendations to Council on strategic matters, including medium and long-term strategic plans of the University; the Statute and Rules of the University, the executive management structure of the University, the delegation document of the University, institutional policy matters falling outside the ambit of the other Council committees;
- b. 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 such functions as determined by Council.

2. Governance Committee

Composition

The Committee consists of:

- a. One member of Council, elected by Council as the chairperson of the Committee: Mr R Jonas
- b. At least three members elected by Council on account of their knowledge and experience in governance practices:

Mr D Argyrakis

Ms C Williams *****

Prof N Kemp ***

Prof M Tait

Ms Z Tshefu ****

Prof D van Greunen ****

c. The Vice-Chancellor: Prof D Swartz

[*** = Until 30 June 2013]

[**** = From 12 December 2013]

[***** = Until 30 June 2013 and co-opted until 4 October 2013]

Functions and powers

The Governance Committee:

- a. Makes recommendations to Council on matters such as the Rules of Council, the establishment and dissolution of Council committees, the induction of Council members, the assessment of Council's performance, the Code of Conduct applicable to Council, the co-option of persons onto Council as participatory members without voting rights;
- b. May advise Council on any governance matter that the Committee deems expedient for the effective and efficient performance of Council;
- 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.

3. 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: Ms 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

d. 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, 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 human resources and remuneration matters of the University; and
- d. Performs any such functions as may be determined by Council.

[***** = From 27 February 2013 when revised Statute was approved]

4. Finance and Facilities Committee

Composition

The Committee consists of:

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

Functions and powers

The Finance and Facilities Committee:

- a. Makes recommendations to Council relating to the financial management of the University, including, *inter alia*, resource allocations; the annual institutional budget; the financial implications of loans, purchases and infrastructural development; tuition and other institutional fees; management accounts, 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.

5. 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. At least three other members elected by the Council on account of their knowledge and experience of the audit function:

Mr A Daya **

Ms A Ludorf

Ms B Mkuhlu

Ms BC Williams *****

Mr V Ramadass

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.

[** = As from 1 July 2013]

[***** = Until 30 June 2013 and co-opted until 4 October 2013]

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

The meetings of the Committee were attended by the internal and external auditors as well as the appropriate members of the Management Committee.

6. Higher Education Committee *****

Composition

The Committee consists of:

- a. The Chairperson of the Council, who is the Chairperson: Judge R Pillay;
- b. The Vice-Chairperson of Council: Mr C Gawe
- c. At least three members elected by Council on account of their knowledge and experience in higher education:

Prof H Jeffery

Prof E Mokhuane

Ms S Nkanyuza

Prof R Parsons

- d. The Vice-Chancellor: Prof D Swartz

e. Three Deputy Vice-Chancellors:

Prof P Naude

Prof T Mayekiso

Dr S Muthwa

Functions and powers

The Higher Education Committee:

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

[***** = From 27 February 2013 when revised Statute was approved]

7. 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:

Mr A Mohamed

Ms C Williams *****

- d. The Vice-Chancellor: Prof D Swartz.

Functions and powers

The Nomination Committee:

- a. Determines the knowledge and experience required of members to be appointed to Council in terms of paragraph 5(3)(a) and (b);
- 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.

[***** = Until 30 June 2013 and co-opted until 4 October 2013]

[***** = From 27 February 2013 when revised Statute was approved]

Remuneration Committee *

Human Resources Committee *

[* = Until revised Statute was approved on 27 February 2013]

Attendance of Council committee meetings by external consultants

External consultants did not attend any Council committee meetings in 2013.

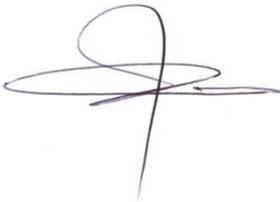
Statement on code of conduct

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 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 behavior, and acting in an accountable and transparent manner.

Statement on worker and student participation

NMMU has declared itself to be a people-centred institution and one that supports the establishment of sound relationships with both internal and external stakeholders. The Council and management of the University are committed to co-operative governance. In this regard, staff and students serve on the official structures of the University e.g. Council, Senate, Institutional Forum as well as management and Senate committees. In accordance with the Recruitment and Selection Policy of the university, appointment committees were inclusive of staff and students during 2013.



Judge R Pillay
Chairperson of Council

3. Senate Report

In 2013, 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 school and the heads of academic department 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

NMMU's Admissions Policy aims to respond to the basic principles and goals of higher education policy, which promote widening of access and success, particularly for previously excluded sections of society, whilst also improving efficiency, effectiveness and social transformation. 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. In order to increase NMMU's capacity to process the growing number of applicants from diverse backgrounds, the Centre for Access Assessment and Research (CAAR) has developed an Access Testing System using both digital and hard copy formats. The test sessions are available in multiple locations to provide applicants who may not be living near NMMU with an option that can greatly reduce their travel costs. The three locations where most of the assessments were conducted include South Campus (49.35%), East London (16.41%) and Umtata (15.95%). This facility has increased in popularity to the extent that 51% of

applicants are tested at national testing sites. The majority tested at national sites are in Umtata and East London but increasing numbers of applicants are being tested at sites in Gauteng and KZN.

In 2013 CAAR tested 9733 first-year students. Of these, 8646 were prospective first-time entry students that needed to be assessed before an admissions decision could be made. 3881 (45%) of these were accepted, while 2589 actually registered to study at NMMU. Of those who registered, 46% registered for a degree, 49% for a diploma and 5% for a higher certificate. The remaining 1087 of the students assessed were tested either because they applied to another programme or their academic department wanted to gather data on directly admitted students as well. Included in the 2013 intake was the fourth cohort of applicants with a National Certificate Vocational (NCV) qualification. Of the 52 that applied and were tested, 20 were accepted and 13 registered.

An integral part of the testing experience is the developmental feedback provided by professional CAAR staff to lecturers and students. An increase in the need for supplemental instruction has been noted since 2011 as well as a steep decline in the percentage of applicants for whom no development has been suggested. The developmental feedback is not only used by academics to tailor the way in which they facilitate learning, but also by staff in Higher Education Access and Development Services (HEADS) to design learner support and development as well as lecturer capacity development initiatives.

CAAR further researches the academic progress of students that are admitted via the access assessment route, and found that 1 964 students (37%) and 2 145 students (36%) that graduated in 2012 and 2013, respectively, were admitted via the access assessment route. More specifically, of the undergraduate students that graduated in 2013 and 2014, 4109 were admitted via the access assessment route. This statistic shows the value of the access assessment route in enhancing access for success. Without this route, 4109 students that graduated in this period would not have been admitted to undergraduate studies at NMMU.

A significant increase in first time applications were received and processed, 42 412 in total, translating into a 20.8% increase, relative to 2012, and 17.3% (7 358) new students were directly admitted from this cohort of applicants.

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 5 019 in 2012 to 5 171 in 2013 or by 3.03%. Significant increases occurred in the Faculties of Health Sciences (27.86%), Business and Economic Sciences (15.97%) and Science (14.00%) (the increases in the latter two faculties being attributable partly to the inclusion of George Campus students as from 2013). The faculties of Education (5.99%), Engineering (4.25%), and Arts (1.44%) also recorded growth, while first-time entering students in the Faculty of Law declined by 36.96%. New programmes that attracted significant student numbers include the Higher Certificate in Business Studies and the Higher Certificate in Pharmacy Support.

Total Headcount Enrolment

Total student headcount enrolment decreased from 26 640 in 2012 to 26 411 in 2013 or by 0.9% Contact student numbers increased from 24 871 in 2012 to 25 344 in 2013 of by 1,9% but there was a decline of 703 students or 39.9% in distance student numbers. Growth in contact student numbers occurred in the Faculty of Science (51.0%), the Faculty of Health Sciences (11.4%), the Faculty of Business and Economic Sciences (7.7), the Faculty of Engineering, the Built Environment and IT (1.1%) and the Faculty of Arts (0.1%). In 2012, students at George Campus were reported separately as a Faculty. However, a decision was taken to discontinue George as a faculty effective from 2013 and to integrate all the programmes offered at George Campus into their respective Faculties. This integration resulted in an increase of 426, 156 and 762 students in the faculties of Business and Economic Sciences, Education and Science, respectively. Two faculties experienced a drop in student numbers: the Faculties of Education (6.8%) and Law (8.8%).

Extended programmes

A total of 1 389 students registered in extended programmes in 2013, of which 474 were in their first year of study, 402 in their second year, 281 in the third year, 181 in their fourth year and 51 in the fifth year. The BCom programmes were the most popular followed by BCur, LLB, Diploma in Electrical Engineering, BSc programmes, Diploma in Human Resource Management, BPharm and the Diploma in Public Management.

Postgraduate Enrolment Trends

Postgraduate headcount enrolments decreased from 3 714 in 2012 to 3 668 in 2013 or by 1.24%. This was due to a decline of 14.12 % in Honours students. Enrolment of Masters students however increased from 1 989 to 2 053 or by 3.22% and Doctoral students from 437 to 453 or by 3.66%. Overall, 51% of postgraduates are female, with the faculties of Arts (52%), Education (62%) and Health Sciences (79%) having females constituting the majority of their postgraduate enrolments.

International Students

A total of 1 758 international students enrolled in 2013 and comprised 6.66% of the total student headcount of 26 411. The proportion of postgraduate students at master's and doctoral levels increased from 17.7% to 19.8% of international students.

Qualification and Success Rates

The success rate is defined as the completed enrolled Full-Time Equivalent (FTEs) as a percentage of the enrolled FTEs and is an indicator of the success of obtaining credits by students for the awarding of a qualification or the completion of a module for occasional students. Only coursework modules are considered in the calculation, since success rates of research module enrolments do not give a meaningful reflection of the rate of completion of research for master's and doctoral students. The success rates of coursework modules are shown separately for contact and distance students in 2013 compared with 2012 in Table 1.

In contact programmes the success rate of students in undergraduate diplomas and certificates were slightly down from 75.4% in 2012 to 74.9% in 2013 while an increase (from 78.8% to 79.6%) occurred with degree students. At postgraduate level, the success rate of diploma and certificate students decreased from 92.8% to 87.1% but the success rate of contact honours students increased from 80.8% to 82.7%. In the case of master's students a 5% increase in success rate was experienced from 75% to 80%.

In distance programmes the undergraduate diploma and certificate students had higher success rates in 2013 (94.9%) than in 2012 (90.3%). The success rate of undergraduate degree students increased considerably from 69.2% in 2012 to 82.5% in 2013. Distance honours students had a success rate of 98.8% in 2013 up from 82.1% in 2012.

The combined success rate for contact and distance students for coursework modules increased from 77.6% in 2012 to 78.1% in 2013.

Financial Aid Matters

Table 2 provides an overview of all the sources of funding which provided financial assistance to undergraduate students during the course of 2013, relative to 2012. The two primary sources of financial assistance was associated with National Student Financial Aid Scheme (NSFAS) Bursaries/Loans and NMMU Council Funding. NSFAS funding was increased by 13.4% (i.e. R26 257 778) in 2013. The funding provided financial assistance to 6 382 students in 2013 compared to 6 162 students in 2012. Council funding also increased by R6 256 713 (28.6%) from R21 842 802 in 2012 to R28 099 515 in 2013 and assisted 3 193 and 3 862 students, respectively. Funding sources from Sponsors/Employee funding decreased to 59% of the previous year's amount, which resulted in a reduction in the number of students that could be assisted via this funding source. The total funding increased by R4 183 579 (1.3%), with 14 less students being supported overall.

Table 3 summarises the financial support provided to postgraduate students in 2013. Financial support increased by R2 709 055 (11.1%) from 2012 to 2013, with 842 students receiving support, relative to 870 in 2012. The amount provided via NMMU postgraduate scholarships increased by R1 081 070 (12%), while Government funds increased from R90 000 in 2012 to R210 000 (133%) in 2013. The number of students benefitting from external funds increased by 118% from 28 in 2012 to 61 students in 2013, with an increase in funding of R339 627.

Table 1 Success Rates per Qualification Type for 2012 and 2013

Qualification Type	2012			2013		
	Enrolled FTEs	Completed FTEs	Success Rate	Enrolled FTEs	Completed FTEs	Success Rate
CONTACT						
Occasional	421.5	316.4	75.1%	382.0	278.4	72.9%
UG Dipl or Cert	7 559.2	5 699.9	75.4%	7 644.8	5 724.0	74.9%
UG Degree	8 918.4	7 027.1	78.8%	9 097.5	7 242.0	79.6%
PG Dipl or Cert	150.4	139.5	92.8%	189.2	164.8	87.1%
Honours Degree	614.7	496.5	80.8%	624.1	516.4	82.7%
Masters Coursework	560.3	420.1	75.0%	487.9	390.3	80.0%
Total	18 224.5	14 099.5	77.4%	18 425.6	14 315.9	77.7%
Qualification Type	2012			2013		
	Enrolled FTEs	Completed FTEs	Success Rate	Enrolled FTEs	Completed FTEs	Success Rate
DISTANCE						
Occasional	41.6	32.2	77.4%	5.0	2.8	56.0%
UG Dipl or Cert	435.9	393.7	90.3%	339.1	321.8	94.9%
UG Degree	196.0	135.6	69.2%	137.5	113.5	82.5%
Honours Degree	113.7	93.3	82.1%	41.4	40.9	98.8%
Masters Coursework	2.2	0.7	31.8%	0.3	0.3	89.8%
Total	789.4	655.5	83.0%	523.3	479.3	91.6%
Qualification Type	2012			2013		
	Enrolled FTEs	Completed FTEs	Success Rate	Enrolled FTEs	Completed FTEs	Success Rate
CONTACT & DISTANCE						
Occasional	463.1	348.6	75.3%	387.0	281.2	72.7%
UG Dipl or Cert	7 995.1	6 093.6	76.2%	7 983.9	6 045.8	75.7%
UG Degree	9 114.4	7 162.7	78.6%	9 235.0	7 355.5	79.6%
PG Dipl or Cert	150.4	139.5	92.8%	189.2	164.8	87.1%
Honours Degree	728.4	589.8	81.0%	665.5	557.3	83.7%
Masters Coursework	562.5	420.7	74.8%	488.1	390.5	80.0%
Total	19 013.9	14 754.9	77.6%	18 948.8	14 795.1	78.1%

A detailed breakdown of qualifications completed in 2013 appears in Appendix 3.

Table 2 Financial Support for Undergraduate Students Provided During 2012 and 2013

Funding Source	2012		2013	
	Amount	Students assisted	Amount	Students assisted
NSFAS Loans/Bursaries	195 594 720	6 162	221 852 498	6 382
University Funds	21 842 802	3 193	28 099 515	3 862
NRF Funds	11 179 461	239	10 107 267	218
Corporate outside Funds	1 350 000	44	9 803 047	593
Government Funds	5 926 196	539	3 258 400	91
Total funds Financial Aid	235 893 179	10 177	273 120 726	11 146
Sponsors/Employee funding	81 002 571	3 525	47 958 603	2 542
Total Funding	316 895 750	13 702	321 079 329	13 688

Table 3 Financial Support for Postgraduate Students Provided During 2012 and 2013

Funding Source	2012		2013	
	Amount	Students assisted	Amount	Students assisted
University Funds (NMMU Postgraduate Scholarship)	8 989 830	419	10 070 900	353
Departmental/Faculty Funding	6 659 788	288	6 175 396	253
Joint University & Sponsor Programme Funding	600 000	4	570 000	6
NRF Funds	7 148 250	129	8 831 000	167
External Funding	830 000	28	1 169 627	61
Government Funds (excluding NRF)	90 000	2	210 000	2
Total Postgraduate Funding	24 317 868	870	27 026 923	842

Academic Planning

NMMU recognises the importance of holistically and coherently planned academic offerings toward the achievement of V2020. Further, the University believes that consolidation and refinement of the PQM is crucial to reflecting the comprehensive nature of the institution, in alignment with the size and shape parameters approved by Council and submitted to the DHET. The consolidation and refinement of the PQM has been catalyzed via the HEQSF process, which included the alignment of qualifications/programmes especially category B re-curriculum, as well as the replacement of category C programmes/qualifications.

HEQSF Alignment

The HEQSF alignment process has been conducted in phases over a period of two years and it is expected that the last phase will be completed by the end of 2014. The activities may be summarised as indicated below.

Category A Programmes

The category A programmes/qualifications as contained in the table below have been evaluated and deemed accredited by the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE). CHE is yet to communicate the date of implementation of these changes to the University.

Table 4 Category A qualifications evaluated in 2013

Qualification	Number
Higher Certificate	1
Diploma	52
Bachelors	64
Bachelors Honours	15
Postgraduate Diploma	2
Masters	93
Doctorates	63
Total	290

Category B Programmes

NMMU views curriculum development associated with category B programmes as an opportunity to effect curriculum review and renewal, which takes into consideration the desired shape and size, and V2020. This presents an opportunity for consolidation of the PQM. Faculties have used this opportunity and as a result, some programmes/qualifications have been moved from category B to category C (being phased out). It is envisaged that the re-curriculation process will be completed by the end of 2014.

Table 5 Category B programmes evaluated in 2013 and status of these programmes

Faculty	Number of programmes	Status
Arts	27	4 being developed
BES	10	7 have been developed
Education	0	None
EBEIT	1	Awaiting decision
Health Sciences	13	3
Law	0	None
Science	19	5
Total	70	19

Category C Programmes

The bulk of category C qualifications/programmes identified is due to the phasing out of Bachelor of Technology and Education programmes/qualifications. Where appropriate, replacement programmes/qualifications are in the process of being developed and these should be ready for offering by January 2016 and 2017.

Table 6 Category C programmes/ BTech Programmes evaluated in 2013

Faculty	Number of programmes	BTech Programmes
Arts	25	12
Business and Economic Sciences	15	9
Education	27	0
Engineering &BEIT	14	12
Health Sciences	18	4
Law	6	0
Science	19	7
Total	124	44

Development of New Programmes/Qualifications

In the last year a total of nine new programmes/qualifications have been developed and presented at the various appropriate University committees. Further to this, some existing programmes/qualifications have had streams

added. There have also been programmes/qualifications de-activated. Tables 7 and 8 below provide details of the process status and new postgraduate streams associated with existing qualifications.

Table 7 Development of New Programmes/Qualifications

FACULTY NAME	New Programmes	DHET Approved	HEQC accredited	SAQA Registered
Arts				
	Bachelor of Arts Honours in Philosophy	Yes 04/12/2013	Not yet submitted to HEQC - form 2 not ready	
BES				
	Advanced Diploma in Business Studies	Yes 21/06/2013	Pending, submitted to CHE on 04/12/2013	Pending
	Postgraduate Diploma in Applied Economics	Yes 21/06/2013	Pending, submitted to CHE on 04/12/2013	Pending
Health Sciences				
	Bachelor of Clinical Medical Practice	Pending, re-submitted to DHET on 18/11/2013	Pending, submitted to CHE on 04/11/2013	Pending
	Bachelor of Health Sciences in Biokinetics	Pending, re-submitted to DHET on 18/11/2013	Pending, submitted to CHE on 04/11/2013	Pending
Law				
	Diploma in Criminal Justice	Yes 21/06/2013	Not submitted, Form 2 not completed yet	
	Postgraduate Diploma in Labour Law Practice	Yes 21/06/2013	Pending, submitted to CHE on 06/01/2014	
	Postgraduate Diploma in Local Government Law	Yes 21/06/2013	Not submitted, Form 2 not completed yet	

Table 8 Approved New Streams into Existing Programmes

FACULTY NAME	Name of Programmes
Health Sciences	
	Master of Science (Dietetics)
	Master of Pharmacy (Clinical Pharmacy)
Law	
	Bachelor of Arts (Law major with another Arts major)

Table 9 contains the list of programmes/qualifications that has been permanently deactivated in 2013. These programmes were associated with the faculties of Business and Economic Sciences, EBEIT and Health Sciences.

Table 9 Programmes/Qualifications Permanently Deactivated in 2013

FACULTY NAME	Name Programmes
BES	
	<ul style="list-style-type: none"> • Bachelor of Commerce in Accounting for Chartered Accountants Missionvale Campus and George Campus
	<ul style="list-style-type: none"> • Bachelor of Commerce in Information Systems
	<ul style="list-style-type: none"> • BCom Human Movement Sciences-Sport and Recreation Management-(40013)
	<ul style="list-style-type: none"> • National Higher Certificate: Accountancy (Extended)
	<ul style="list-style-type: none"> • ND Marketing Management George Campus (Extended)
	<ul style="list-style-type: none"> • ND Tourism Management
EBEIT	
	<ul style="list-style-type: none"> • BSc Construction Economics (Quantity Surveying with Computer Science)
Health Sciences	
	<ul style="list-style-type: none"> • Bachelor of Arts: Social Work (60005)
	<ul style="list-style-type: none"> • Bachelor of Arts Honours: Psychology (11602)

Departmental Changes

The management arrangements of academic programmes provided on George Campus has become the responsibility of the respective faculties since the start of 2013. The proposal to split the Department of Political and Governmental Studies into two separate departments was approved. The two new departments will be the Department of Public Management and Leadership, focussing on the delivery of Public Administration and Management discipline programmes and hosting the Raymond Mhlaba Unit of Public Administration and Leadership, and the Department of Political and Conflict Studies, focussing on delivering the programmes of the disciplines of Political Science and Conflict Management.

Department of Management and Entrepreneurship was renamed the Department of Management Practice.

Establishment of New Units, Centres, Entities, Institutes

- An AEON Earth Stewardship Science Research Institute (AEON-ESSRI).

Quality Advancement and Enhancement

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

Quality Advancement System Development

To promote institutional excellence via institutional quality advancement processes in alignment with the spirit and principles reflected in V2020, a Quality Advancement Framework (QAF) was developed in consultation with various institutional stakeholders. The QAF was eventually approved by Senate on 3 June 2013, and the NMMU Quality Advancement Policy, which is based on the QAF, was approved in December 2013 by MANCO and will be submitted for Senate approval in 2014 after another round of consultations with faculties.

Academic Reviews

Subsequent to the first cycle of academic reviews, the QAU conducted a follow-up on 17 academic programmes that received a '3'-rating during the first cycle of academic reviews. A 3-rating implies that the relevant academic

programme raised some concerns that could be internally addressed within a period of six months. A 1-rating implies that a programme exceeds minimum standards. These relatively low ratings are mostly ascribed to aspects such as programme coordination, learning material that need to be updated, assessment and moderation aspects, and the level of student feedback.

The QAU also participated in the quinquennial reviews of Research Entities, which is guided by the institutional Policy for the Review of Research Entities.

Several professional bodies conducted accreditation visits, and programmes that were evaluated included BA in Social Work; ND in Biomedical Technology; Bsc in Human Movement Science; and ND & BT in Environmental Health. By the end of 2013, not all formal reports had been received by NMMU. However, initial feedback received suggests that the outcomes are mainly favourable.

In response to a request by an academic Head of Department, the QAU assisted in following up on complaints received by students. A detailed report with recommendations was submitted to the faculty. The recommendations were adopted resulting in improved service delivery to this group of students.

A joint initiative with Audit and Risk Management (ARM) was conducted to investigate and report on Recess Programmes, resulting in an updated Policy on Recess Programmes.

Support Services Reviews

The QAU has also embarked on preparing for a peer review process of student housing, including both on- and off-campus accommodation, in conjunction with Student Housing Administration. It is envisaged that the actual review will take place in 2014.

New Policies / Frameworks / Charters

The following were approved during the course of 2013:

- The Quality Advancement Framework (QAF) was developed in consultation with various institutional stakeholders and subsequent to that the Quality Advancement Policy was approved at MANCO level.
- A Protocol for Designators of Bachelor's Qualifications.
- A Policy for the Promotion of Academic Integrity and the Prevention of Plagiarism.
- Draft Framework for Recognition of Excellence (FRE) (being piloted in 2014 before final approval)

Academic Excellence - Awards, Accolades and Recognition

Academic Achievements

Distinguished Professors

In recognition for their scholarly contributions in their respective disciplines and fields of expertise, the following academics were conferred with the title of **Distinguished Professors**:

Prof G. Kerley and **Prof H. van Vuuren**.

Awards conferred by external bodies

- Prof SM Burgess received an award for outstanding contributions to marketing education at the World Marketing Summit held in Kuala Lumpur, Malaysia.
- Prof MJ de Wit was awarded the S2A3 Gold Award by the Southern Africa Association for the Advancement of Science.
- The Govan Mbeki Mathematics Development Unit won one of the national awards from Impumelelo Social Investments, in recognition of its Maths and Science Incubator School Programme.
- Prof Japie Engelbrecht, Prof Jan Neethling and Prof Mike Lee were awarded honorary membership to the Microscopy Society of Southern Africa (MSSA) at the 50th annual conference held at UCT, for their services over the last 30 years.

- Prof Peter Loyson was awarded the Electrochemistry Excellence Award (Research and Teaching) of the International Society of Electrochemistry in recognition of his lifelong dedication and achievements in electrochemistry and academia

Invitation to present keynote/plenary address

- Prof C. Fabricius was invited to deliver a plenary address at the Global Water for Food Conference in Lincoln, Nebraska in May 2013.

Professorial Inaugural Lectures

- Prof D van Greunen presented her professorial inaugural address on the topic 'ICT as an enabler of socio-economic development' on 15 May 2013.
- Prof JR Botha presented his professorial inaugural address on the topic 'Of Science and Small Things: Recollections from the past twenty(-)odd years' on 29 May 2013.
- Prof A. Singleton presented her professorial inaugural address on the topic 'Some thoughts on Valuing and Evaluating Teaching' on 25 July 2013.
- Prof V. Kakembo presented his professorial inaugural address on the topic 'Less dependence on land, more erosion! The twenty first century in the Eastern Cape, South Africa ' on 21 August 2013.
- Prof K. Abou-El-Hosseini presented his professorial inaugural address on the topic 'Ultra-High Precision Manufacturing' on 9 September 2013.

Representation on external academic-related bodies

- Prof VA Lawack represented the South African Law Deans Association at the Council for Higher Education LLB Summit on 29 May 2013, to decide the future of the LLB.
- Prof RM van Rooyen was elected as the president of the Academy of Nursing in South Africa.
- Dr NJ Jooste was re-elected as Vice-President of the International Education Association of South Africa and as President elect for the years 2014-2016.
- Prof V. Notshulwana was elected as President of the South African Humanities Deans Association.
- Mr HH Bartis was appointed by the Minister of Tourism to serve as a member of the Tourism Research Policy Expert Forum.
- Prof WA Olivier was appointed to serve on the Advisory Committee of the South African Mathematics Foundation for the period 2013-2014.
- Prof Christo Fabricius, Head of NMMU's Sustainability Research Unit (SRU), located at George Campus, was invited to serve on the prestigious international project Advisory Committee of the United Kingdom's Ecosystem Services and Poverty Alleviation programme for the next two years.
- Professor Steve Burgess was elected as one of 12 Academic Trustees for AiMark, a non-profit partnership of international fast-moving consumer goods companies and leading marketing research firms, such as Unilever, Procter & Gamble, GfK and TNS. AiMark collects continuous data from more than 200,000 households in 53 countries.
- Prof. H. Nel was appointed by the Minister of Higher Education and Training to serve as a member of the Ministerial Committee on Articulation Policy.
- Mr Sarel Schoombie, principal lecturer in Electrical Engineering was appointed as a Fellow of the South African Institute of Electrical Engineers.

Academic Events

Conferences hosted at NMMU

The following regional, national and/or international conferences were hosted by NMMU during the course of 2013:

- TopoAfrica conference was hosted by NMMU on 20-25 January 2013. Members of AEON-ESSRI, with colleagues at Université Rennes 1 (France), recently organised a successful TopoAfrica conference attended by 50 delegates on our Saasveld Campus. TopoAfrica is a project focusing on the reconstruction and quantification of the past topography of Africa over the last 250 million years. The conference brought together international

experts in Earth Systems Science fields ranging from mantle dynamics to surface (physical/chemical) processes, sea level change, biodiversity, and geo-ecodynamics

- NMMU, in association with the International Association of Science Parks (IASP), hosted the IASP African Division Conference in Port Elizabeth from 8 to 10 April 2013. The IASP General Director, Mr Luis Sanz, welcomed more than 60 delegates from over 15 countries.
- The 2013 Annual Conference of the Emerging Markets Conference Board (EMCB) and Doctoral Consortium were held on 17-20 June 2013 at NMMU. The conference was co-chaired by Professors Naresh Malhotra (Georgia Tech, USA) and Steve Burgess (NMMU). The 2013 EMCB conference was attended by 80 delegates representing 29 Universities and 13 countries such as; Spain, the Netherlands, the USA, China, India, Ghana, Nigeria, Kenya, Australia and South Africa.
- CANRAD hosted the first international Neville Alexander Commemorative Conference on 5-8 July 2013 entitled "The life and Times of Neville Alexander". This conference attracted about 150 participants and 20 presenters from the USA, Germany, the UK, Namibia and 10 universities nationally. Keynote speakers included Dr Pallo Jordan, Prof Lungisile Ntsebeza, Dr Kim Porteus, Brian Ramadiro and Prof Eugene Cairncross, and drew great debate on areas as diverse as 'the National Question; The Land Question; Education; Language Identity and Culture and Ethics'.
- NMMU hosted the PURCOSA Conference at the Boardwalk Convention Centre in October 2013. More than 200 delegates, from all the tertiary institutions attended the conference. This was also the first time that some staff members from the FET Colleges attended.
- NMMU hosted the World Intellectual Property Organisation's Summer School on Intellectual Property over two weeks in November and December 2013. Co-hosts of the Summer School are the National Intellectual Property Management Office and the Companies and Intellectual Property Commission. The Summer School brought together 45 participants from 27 countries to engage with local and international IP experts.

Public lectures

- Annual Griffiths and Victoria Mxenge Memorial Lecture entitled 'Giving meaning to the Constitution in the context of South Africa's history as a country' was hosted on 8 April 2013, with retired Constitutional Court Justice, Zak Yacoob, as guest speaker.
- Dr Sylvia Earle, world-renowned researcher and honorary Doctoral recipient, presented a lecture on 16 April 2013 entitled 'Exploring the Deep Frontier.'
- Govan Mbeki Annual Memorial Lecture was hosted on 9 July 2013, with Trevor Manuel as the guest speaker. The lecture was entitled 'Dedication, Excellence, Commitment to Serve'.
- The Steve Biko Memorial Lecture entitled 'Raising Critical Consciousness: Assessing the State of Transformation in SA today' was hosted on 12 September 2013 with Pandelani 'Nef' Nefolovhodwe as guest speaker.
- Raymond Mhlaba Memorial Lecture entitled 'Towards a Professional, Agile and Transformative Public Service' was hosted on 28 September 2013, with the Minister of Public Service and Administration, Lindiwe Sisulu as the guest speaker.
- Milde McWilliams Memorial Lecture entitled "Towards An Appropriate Architecture: The roots of African Architecture" was hosted on 15 October 2013 with Luyanda Mpahlwa as guest speaker.
- Beyers Naude Memorial Lecture was hosted on 29 October 2013, entitled "Finite disappointments but infinite hope. The legacy of Beyers Naude", with guest speaker Fr Peter-John Pearson.

In addition, various seminars and lectures were hosted and are detailed in the Engagement section of the report.

Deepening Academic Excellence (Teaching, Research and Engagement)

Teaching and Learning Governance

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

Through its programmes and services, HEADS gives practical effect to Vision 2020's strategic objective of fostering holistic student development through both in- and out-of-class formal and co-curricular learning activities, which contribute to academic success and the development of the desired graduate attributes in our students. 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.

Enhancing Student Learning

To create a welcoming environment and to assist our first-years to adapt to the demands of academic life, HEADS plans and spearheads an 8-day orientation programme before lectures start. Attended by 2 867 of the first-time entering students in 2013, a key feature of the programme is that it is peer-led, with the academic component in particular being offered largely by 231 How2 buddies. The buddies, who are senior students trained in facilitation, also each assist their group of first-years throughout the first term. As the number of first-years attending orientation has dropped since 2011, the Orientation Committee put strategies in place to address this.

An initiative introduced in the orientation programme since 2012 was to offer the Nelson Mandela Champion Within: Basic Edition dialogue programme to our first-years, in partnership with Life College. Fifteen NMMU staff members were trained by Life College to facilitate the programme which was attended by 1 846 NMMU students over the period of a week during the 2013 Orientation Programme and the overall average rating given by the students regarding the quality of the programme was 4.3 out of 5. 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. A qualitative analysis of the feedback that students provided in 2013 was undertaken. Many students reported that they found the dialogues to be inspirational, motivational, and enlightening. A key theme related to "learning/insights gained" emerged from the analysis. Students reported that by participating in the Nelson Mandela Champion Within dialogues they gained learning and insights *inter alia* regarding:

- Their sense of Self – in terms of developing insights into who they are and instilling confidence in them to strive to become the best that they can be and make a contribution to society in the process.
- The will power that they need to persist and persevere in developing into champions, whatever the circumstances they find themselves in.
- The need to take hold of opportunities to grow and develop themselves and the important role that catalysts can play in this regard.
- How to think about their thinking and challenge their assumptions, mindsets and attitudes.
- The importance of legacy learning. In this regard they highlighted that they had learned more about South Africa's history and particularly about Mandela and his life journey.
- The value of self-reflection and the importance of making time to think and reflect.
- Listening to and valuing the views and differing perspectives of others.

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 2013, 2053 students were seen for individual counselling at SCCDC, which is an increase of 181 clients seen individually by SCCDC in 2013. The majority (53%) of consultations were associated with personal matters, while career and learning skills counselling constituted 28% and 18% of the consultations, respectively.

Four hundred and sixty students were assessed using the Learning Enhancement Checklist in 2013. The main areas of concern faced by this group of students included having failed a module, not asking questions in the classroom and procrastination.

About 40 trained Peer Helpers assist SCCDC to extend their reach by assisting with the SCCDC helpdesk and offering peer support-related to an HIV/Aids outreach programme in the residences, academic skills training and career workshops as well as career outreach workshops to schools and prospective students in collaboration with SCCDC staff.

About 360 Keys to Success workshops were offered to 466 students and 26 workshops were offered in class across 6 faculties to approximately 886 students to enhance the academic literacies of students.

Furthermore, Supplemental Instruction (SI) involving 101 trained senior student facilitators provided 2091 SI sessions mainly for first year students in 104 high risk modules. In keeping with the drive towards adopting a more blended approach, student support and development initiatives are increasingly being made available online. An example of this is the e-PAL programme in which senior students facilitate interactive learning sessions online in 26 modules via the Moodle-based Learn@NMMU. There was a 9% increase in participation in e-PAL from 2012 to 2013. Any SI and e-PAL Programme is only as strong as the SI Leaders and e-PAL Facilitators. The 2013 SI Leaders and e-PAL Facilitators excelled in various areas which is testimony to the quality of our facilitators as involved NMMU citizens and true role models to the new students.

Tutorials and mentor sessions offered by academic departments and the residences provide students with the opportunity for small group learning. CTLM staff were involved in training more than 100 tutors and mentors in 2013. The photograph below was taken of tutors and academics in the Faculty of Arts during a training session.

Learning was facilitated in academic and life skills (ALM) modules in extended programmes by academic staff in CTLM in 2013. A total of 777 students in Port Elizabeth and 61 students on the George campus from the faculties of Business and Economic Sciences, Law, Health Sciences and Science participated in these modules. The ALM 2nd year students participate in social responsibility projects. For example, second year ALM students on the George campus helped high school children with their homework and worked at the Cancer Relay for Life.

SI, tutor programmes and mentoring are impacting positively on student success. For example, since introducing a mentoring programme in the School of Engineering, success rates have grown from 64% in 2007 to 72% in 2013. Furthermore, modules in which e-PAL is offered showed increased success rates and in 56% of the modules the increase in success rate was higher than NMMU's general 2% increase in success rates over the past few years. The SI programme has further contributed towards growing the next generation of academics, with 37 of NMMU's academic staff members being former SI Leaders.

In order to integrate academic literacies and writing-to-learn across curricula, the Writing Centre collaborates with academics to embed writing and literacies in the curriculum with a focus on discipline-specific competencies required by the learning programme outcomes so as to enable students with authentic and well-developed literacies. The aim is to impact the way writing is taught within the curriculum, how it is assessed and how students are given opportunities to acquire the necessary literacies within the disciplines they are learning throughout their time as students at NMMU. An academic literacies approach and philosophy underpins this approach to writing and literacies development. Writing Centre staff were involved with more than 16 academic departments.

The online and classroom assistance offered by the Writing Centre focuses on the teaching and learning of writing and the tutoring of students for whom English is a first or additional language. In 2013, the Writing Centre responded to drafts of approximately 611 students. The majority of these students were 1st and 4th years, isiXhosa-speakers, who had 3 to 4 consultations per semester. In addition to responding to student drafts either face-to-face or online, writing consultants also write to academics and students about approaches to writing practices and the writing assistants help in developing teaching and learning materials in and across genres and disciplines. These materials include reference and teaching guides, such as assessment rubrics for research proposals. Writing

assistants also participate in education, training and development workshops and on-going moderation of their work in order to improve their practices.

Creating a supportive, enabling learning environment for rural students

One of NMMU's Vision 2020 priorities related to student access is to enrol and support more students from rural areas. NMMU collaborates with the Rural Education Access Programme (REAP) to reach and assist rural students. The mission of REAP, which is a national community-based programme, is to provide both opportunities for marginalised rural youth to access higher education studies and targeted, holistic developmental support to assist them to realise their potential. All REAP students stay in NMMU residences so that they can access a range of support and development opportunities. The student development and success section of CTLM is involved in overseeing the developmental support NMMU provides to REAP students in collaboration with SCCDC and Student Affairs. Furthermore, SCCDC provided Career Guidance training to 20 REAP students to assist them in providing Career Guidance support to Grade 11 learners in rural communities. This in turn assists NMMU to recruit and enrol talented students from rural areas.

Co-curricular Record (CCR)

NMMU's Co-Curricular Record (CCR) is an official institutional record to recognise involvement in NMMU co-curricular activities and 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 2013, the executive positions of all the student societies were approved to be added on the CCR as well as the Nelson Mandela Champion Within programme. Statistics on how many students activated and added to their CCR in 2013 are still outstanding due to ITS challenges.

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

SoTLC is a teaching development programme that provides NMMU academics with meaningful, collaborative learning opportunities for scholarly teaching and learning development. The purpose of the SoTLC is to raise the level of professionalism in teaching at NMMU through enhancing the status of teaching, the development of teaching practices, promoting the construction of positive teaching identities and supporting innovation in all facets of teaching and learning. The programme is offered on South, North, Missionvale and George campuses, depending on participant numbers registered for a specific topic. The programme comprises of 5 core topics plus 4 electives (for certification minimum of 7 topics which are 5 core and 2 electives). A portfolio of evidence must be submitted to qualify for certification. Participants may register for individual topics but are encouraged to complete the full range of 7 – 9 with 5 core topics over 2 years for certification and to derive full benefit from the learning opportunities embedded in this framework. An important feature of the SoTLC is that it is presented in a blended way, that is, face-to-face sessions are combined with e-learning activities, which further familiarises participants with i-Learn (the university's Moodle-based learning management system). The total number of academics participating in 2012 was 164 and 191 participated in 2013. The largest numbers of participants in 2013 were from the Faculty of Science, followed by the faculties of Business and Economic Sciences and Arts. Furthermore, 17 Academics attended the full range of 7 topics required for certification.

The impact of this programme is reflected in an 87% user satisfaction rating for the 2013 combined with positive qualitative feedback from participants. They found the programme so relevant and useful that they suggest it should be mandatory to all academics. Participants indicated they would recommend it to their colleagues because it gives them opportunity to reflect and improve their teaching practices in a scholarly way that benefits both academics and students. The programme provides opportunity for collegial interaction, exploring the complexity of

teaching and constructing possible solutions to the challenges they face. Academics suggest. The content of SoTLC topics was viewed as rich, grounded in theory and applicable in practice while course facilitation was found to be of a high standard.

A programme is offered for new lecturers at the start of each semester to introduce them to teaching and learning at NMMU. Fifty-nine staff attended in 2013, 42 of whom were from the Faculty of Business and Economic Sciences. The user satisfaction rating was 82% for the first semester offering and 88% for the second semester offering.

Short Learning Programme on Assessment in Higher Education enables Higher Education practitioners in the design, implementation and development of assessment for any instructional offering within an accredited HE programme. Ten academics participated in the programme in 2013. The purpose of the evaluation of teaching and modules is to be responsive to the key principle in the Teaching and Learning Policy, namely, to encourage and enable staff and students to take co-responsibility for the quality of the learning experience provided. Furthermore, evaluating teaching and modules gives practical effect to NMMU's strategic goal to "create and sustain a responsive learning environment conducive to excellence in teaching and learning and fostering holistic student success". The Evaluation of Teaching Learning and Courses programme aims to assist academics to evaluate their teaching and to reflect on the module feedback for self-driven professional development.

Significant strides were made in 2013 towards integrating this programme within the broader Teaching Development Programme as an important step in the teaching development process for academics at NMMU. The number of academics making use of the scanning service for student module feedback has increased from 11 219 in 2012 to 19 765 in 2013. An increased number of academics requesting appointments to discuss their feedback with CTLM, which enables the discussion of alternative evaluation models such as peer evaluation and observation. For example, the Head of the Pharmacy department requested a peer observation workshop for the academics to encourage the adoption of peer observation and evaluation among academics. Innoventon requested a student feedback workshop for their academics and encouraged all staff to attend the Teaching and Learning @ NMMU programme. Academics are increasingly requesting written feedback reports for the purpose of applying for promotion or awards and to inform decision making regarding curriculum development. The written feedback allows for the opportunity to refer academics to other CTLM programmes or workshops, such as the Scholarship of Teaching and Learning Certificate (SoTLC), Academic Literacies workshops and Blended Learning demonstrations and workshops. These referrals are based on the interpretation of the student feedback data.

Blended Learning

In accordance with NMMU's Vision 2020 teaching and learning vision and priorities, active and collaborative learning is being encouraged. A key strategy in this regard is to expand the use of technology to enhance teaching and learning at NMMU. Our Blended Learning Vision is to create a collaborative learning environment that flexibly blends face-to-face and technology-mediated learning opportunities (largely accessed through the use of mobile devices) to enhance learning and prepare NMMU learners for life and work in the 21st century. The extent of activity on our Learning Management System (LMS), Moodle, is provided below to show the extent of growth in this area of technology-mediated learning opportunities.

- Modules: From 31 March 2012 to 30 October 2013 the number of modules that have a site on the LMS has grown from 508 to 1129, which represents an increase of 122%.
- Activities on LMS have grown from 144,308 to 938,752 from March 2011 to April 2013, which represents an increase of 551%.
- Currently a total of 534 staff members are registered as lecturers for one or more modules with a LMS site, and a total of 15,116 students are enrolled in one or more of these modules.

Blended Learning Team

The blended learning team members in the Centre for Teaching, Learning and Media (CTLM) undertook a range of activities and conducted 25 training sessions and presentations between February and September 2013, which were attended by 410 participants, with most attending in third term. These sessions received an overall participant

usefulness rating of 84%. In addition, during May Prof Ann Austin from Michigan State University and some of her master's and doctoral students presented a series of workshops on active and collaborative learning with an emphasis on how technology could be used in this regard. About 75 staff attended these workshops.

Student Device Initiative (SDI)

A student device initiative (SDI) was launched in 2013 because we believe that for students to optimally benefit from the technology enhanced learning environment that we are creating, they ideally need access to mobile devices. A range of opportunities are thus being provided to students to access mobile devices for learning purposes. The range of opportunities include the bring-your-own-device (BYOD) approach (which capitalises on existing devices that students have), providing students with specifications of appropriate devices and lobbying with vendors to provide these devices to students at a reduced rate (e.g. through the national ASAUDIT Student Laptop and Student Tablet initiatives), tapping into financial aid and bursary schemes as a means for students to finance devices, loaning devices to students from a loan pool administered by the Library and Information Services (LIS), and so on. Equity of access issues are addressed by having a range of opportunities to obtain/loan a mobile computing device plus students will continue to have access to existing general purpose computer laboratories. These opportunities (a) were included in our 2014 First-Year Guide, (b) was discussed with students during the orientation programme, and (c) information on them can be accessed on the Student Portal. Along with this approach, NMMU continues to invest financial and human resources in teaching and learning and technology infrastructure and platforms to support blended learning (e.g., campus-wide WiFi, power supply points and charging stations, LMS, off campus access to LMS, teaching development opportunities, lobbying with services provided for students to have free connectivity off campus when they connect to the NMMU address). Furthermore, opportunities for students and staff to enhance their information literacy are increasing as well as the provision of support and advice to students and staff to use their devices optimally and troubleshoot problems that arise (e.g., via NMMU's Student Information Technology Service – SITS - and online information).

To enable us to learn more about the impact on the learning environment and infrastructure needs when the majority of our students have mobile devices, R1 000 000 in strategic funding was made available to ICT Services by MANCO in April to launch a student device initiative project. The purpose of the project is to provide access to the student portal (learning materials and i-Learn) and student email via a mobile device using at the minimum WiFi access on a campus. From this we can learn about: (a) how to prepare students to make optimal use of the device for learning, care for their device and develop their information literacy; (b) what professional teaching development and support is needed to expand blended and technology enhanced learning on the campus; and (c) the infrastructure and ICT support that is needed as increasing numbers of students have access to devices and academics adopt a blended learning approach.

A competition was run in September. Students who did not own a mobile device could enter the competition. 476 devices were allocated. Some of the characteristics of the students who received a device are as follows:

- 62% receive NSFAS funding while 38% do not.
- There were successful applicants on all campuses, with the highest concentration on South campus.
- Students who received devices came from all the faculties, with the highest concentration in Business and Economic Sciences
- The majority of the recipients of devices were black.
- All of the recipients are non-final year students.
- Recipients indicated their appreciation of and excitement about getting a mobile device

Two successful launches were held in early October in George and in the Indoor Sports Centre on South campus. ICT Services supplied the students with their devices and assisted them to set them up and use them. During the course of 2014 the Blended Learning Team will be responsible for surveying the recipients of the devices to explore how having a device is impacting on their learning. ICT Services will also explore matters related to the support students need and the impact on our ICT infrastructure when more students have mobile devices that they use in and out of class. A number of teaching and learning innovations have also been launched in response to the student device initiative. These are briefly covered in the next sub-section.

Teaching and Learning Innovations linked to SDI

The Teaching and Learning Projects were developed in collaboration with the Blended Learning Committee. The projects span:

- e-Support for students busy with experiential learning. For example, when a cohort of students in Nursing Science are doing experiential learning in remote hospitals they will have access to health information on smartphones issued to them through LIS.
- Increasing active and collaborative learning in large and small classes and tutorials and building lecturer and peer tutor capacity regarding blended learning in the process. For example, on the George campus, 65 forestry students in one module have been issued a device from LIS and the lecturer, student assistants and an e-PAL facilitator have worked closely with the blended learning team to develop learning and e-tivities to engage students actively and collaboratively in learning. There has already been a marked increase in these students accessing i-Learn, assignments are being posted online and their usage during the examination period will be monitored.
- e-assessment in which suitable tablets for assessment purposes is being researched and during the course of the project in the School of Engineering initial guidelines for e-assessment at NMMU have been developed. An exciting project is also underway in two modules in the Department of Mathematics on South campus to provide online learning resources and formative assessment quizzes to large numbers of students. The initial results were shared at an international conference in Australia in November. The project will be expanded in 2014.
- The development of a prototype information literacy module-component, especially for first-year students, by expanding and revising the current "InfoWise". The aim is that this component will be integrated into existing curricula. The development is being spearheaded by Library and Information Services (LIS) in collaboration with academics in ICT and computer science disciplines. The development work is largely completed and will be evaluated and piloted in 2014.
- Multilingual teaching – the Department of Applied Language Studies (DALs) has introduced a range of initiatives focusing on multilingualism such as an English- and isiXhosa-speaking lecturer co-teaching a class, interpretations during a lecture, and the development of multilingual glossaries. In 2014 work will start on expanding this to include a technology component (e.g., capture a lecture in English and add a Xhosa translation or sub-scripts).

Progress was initially slow in the projects but picked up during the second semester. Three of the projects have obtained ethics clearance and the six others are in the process of gaining clearance. All the devices for the projects have been purchased and can be accessed through the LIS. The teaching/assessment development aspects of the projects have largely been initiated, although two projects will only be initiated next year. Given the nature and rhythm of the academy it is envisaged that these projects will run until December 2014 at least. Interim reports on the learning gained will be periodically submitted to MANCO and the NMMU Teaching and Learning Committee.

Currently teaching takes place in approximately 250 venues across the NMMU's six campuses. Teaching space varies from old style traditional "school" type classrooms to seminar rooms to laboratories to ultra-modern venues hosting state of the art digital audio visual technology. All new lecture space is kitted out with appropriate presentation facilities. In addition plans are afoot to roll out lecture recording /streaming facilities to selected venues as part of a pilot project. It is envisaged that eventually this option will be available on demand. The age of some of the existing teaching infrastructure is such that an appropriate replacement plan will need to be approved and funded.

Teaching and Learning Excellence and Innovation

Teaching and Learning Excellence Awards

For the first time in its history, NMMU awarded two **Distinguished Teacher Awards**. This is the most prestigious teaching and learning excellence award made to academics at NMMU. The award aims to institutionally recognise and honour an academic at any post level that has:

- Demonstrated excellence in teaching and learning and who is highly regarded as being an outstanding teacher over a sustained period of time.
- Made outstanding contributions to advancing NMMU's teaching and learning goals, strategic priorities and educational purpose with a view to enhancing student success and the student learning experience.
- Provided outstanding leadership in teaching practice and teaching innovation in their discipline and in the institution.

The first two recipients of NMMU's prestigious **Distinguished Teacher Award** were:

- **Ms Karen Church** (EBEIT)
- **Dr Logamurthie Athiemoolam** (Education)

The following staff received **NMMU teaching excellence awards**:

- **Mr Badroen Ismail** (Business and Economic Sciences) – NMMU Excellent Teacher Award
- **MsJanelle Vermaak** (Arts), Mariana Gerber (EBEIT), and Rozanna Denson (Law) – received commendations for teaching excellence.
- **Dr Michelle Mey** and the Department for Human Resource Management
- **Dr Melanie Skead and her teaching and learning development team** – received Teaching and Learning Excellence: Team Awards.

Recognition for excellence in teaching were awarded to the following academics **at faculty level**:

Faculty	Emerging Excellent Teacher	Excellent Teacher
Arts	Adelina Mbinjama-Gamatham	Hilda Thomas
BES EBEIT	Tania Shrosbree -	Badroen Ismail Mariana Gerber
Education	Deidre Geduld	Kathija Adam
Health Sciences	-	Susan Burton
Law Science	Tanya Wagenaar Hajierah Davids	Rozanna Denson Willie Louw

Teaching and Learning Innovation

To enhance innovation in teaching and learning, ten projects were awarded teaching and learning innovation funding in 2013. Four of the projects have already been reported in the section on the Student Device initiative. Of the remaining projects, three are highlighted below:

- Dr Cheryl Walter is the project leader of the PasSPORT to Health project which has the primary objective of enabling Human Movement Science students to gain practical knowledge, experience and management skills through the implementation of a physical activity intervention, while promoting physical activity and school sport at disadvantaged schools in Nelson Mandela Bay. The project provides students with a unique experience to develop NMMU graduate attributes related to social awareness, creativity and innovation, critical thinking, interpersonal and communication skills and competencies. A paper on key outcomes of this project was presented at the LARASA International Conference in 2013. The project will be expanded to more schools in 2014 and an interactive website will be developed which will serve as a resource for schools.
- Ronald Leppan of the School of ICT together with colleagues and ICT students has initiated the FIRST Lego League robotics programme for schools in the Eastern Cape. While school learners have fun with and get excited about and interested in science and technology in the process, NMMU students benefit by opportunities to develop innovative software solutions, facilitate the acquisition of end user computer competencies for school learners, solve problems, think critically and pilot research projects.
- Dr Kathija Adam initiated a project with her PGCE students entitled: "So much reform...why so little change". The aim was to use an alternative delivery and assessment to develop a social consciousness amongst PGCE students engaged in studying curriculum development. This proved to be a rich, transformative learning

experience. Among the innovative outcomes were 8 short films produced by the students from which a cohesive, one-hour film is being produced that will be show-cased at the Grahamstown festival in July 2014.

Peer Review of Teaching and Learning Scholarly Work

There has been a concerted effort to promote the scholarship of teaching and learning (SoTL), which has increased the number of subsidised research outputs related to teaching, learning and student success. In addition, as part of adopting a broader approach to scholarship at NMMU (Vision 2020), a framework was developed for the peer review of scholarly outputs that was not in the format of a journal manuscript.

Scholarship of Teaching and Learning (SoTL)

As one of the strategies to enhance the quality of teaching and learning, NMMU is encouraging greater participation in SoTL, which entails systematic research into teaching and learning and student success factors. Of the NMMU publications that qualified for subsidy in 2012, 7.5% had a SoTL focus. The number of SoTL-related subsidy-generating publications decreased slightly from 42 in 2010 and 44 in 2011 to 38 in 2012. Breaking this into the various subsidy-earning categories, 5.7% of the published articles, 40% of the book chapters and 7% of the published conference proceedings that gained subsidy at NMMU in 2012 had a SoTL focus.

HEADS staff members engage in facilitating capacity-building workshops (together with Research Capacity Development) for academics. In addition, HEADS staff are increasingly undertaking and disseminating research as they actively practice scholarship. A selection of HEADS outputs in 2013 is provided below. HEADS also held its first writing retreat in July 2013. 15 staff attended and Kim Hurter assisted with facilitating the retreat at Apron Strings. Two staff worked on their dissertation/thesis while the rest started to develop manuscripts.

Strategic Focus

To create and sustain a responsive environment conducive to fostering learning and student success at NMMU the following has been prioritized:

- Adopting a humanising pedagogical approach.
- Fostering active and collaborative engagement of students in learning, with technology enhanced and blended learning being a key strategy in this regard.
- Fostering holistic student development through both in-class and out-of-class formal and co-curricular learning activities, which contribute to academic success and the development of the desired graduate attributes in our students.
- Promoting the professionalization of teaching practice through the adoption of a scholarly approach to teaching and learning.

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 2013.

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.
- To promote a broad conceptualization of research, scholarship and innovation.

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 the NMMU 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 research themes

The following thirteen institutional research themes were formally approved 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 identification of potential areas for collaborative research in order to drive research at NMMU in a strategic manner as well as 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 characterization, new materials and processes
- Strategic energy technologies
- Sustainable human settlements
- Coastal marine and shallow water ecosystems
- Humanizing pedagogies
- Democratization, conflict and poverty
- Biodiversity conservation and restoration
- Health and wellbeing
- Earth stewardship science

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.

During 2013 there was a slight increase in the number of research entities that were registered; from 28 in 2012 to 30 in 2013. By the end of 2013 there were three Institutes, eight Centres and 19 Units. The entities fulfilled their mandates successfully during 2013 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 first five-year review of research entity Institutes and Centres were held during 2013. The composition of the review panels for the research entities was made up of experts from NMMU, industry and academia. All reviewed research entities received favourable reports with regards to them having fulfilled their mandates.

The following research entities were reviewed, InnoVenton: Institute for Chemical Technology; Friction Processing Research Institute; Institute for Information and Communication Technology Advancement; and Centre for African Conservation Ecology.

Technology Stations

NMMU has two Technology Stations funded by the Technology Innovation Agency: eNtsa, previously the Automotive Components Technology Station, headed by Prof Danie Hattingh, and the Downstream Chemicals Technology Station, headed by Dr Gary 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.

NRF evaluation and rating of researchers

NMMU recognizes the rating of researchers as an important benchmark of research excellence in South Africa. The number of NRF rated researchers was 75 in 2013 compared to 72 in 2012, ensuring that NMMU retained its place among the top ten South African universities in terms of NRF ratings. The following eight staff members were successfully rated for the first time: Profs C Arnolds, S Burgess, D Pottas, A Govindjee, T Gibbon and J van Niekerk as well as Drs M du Plessis and J Steyn-Kotze. NMMU has programmes in place to increase the number of A and B-rated researchers, currently two and six respectively. In addition there are specific interventions to increase the number of black (currently 13) and female (24) rated researchers.

Research chairs

NMMU had the following research chairs at the end of 2013:

- Chair in Nanophotonics allocated to Prof Reinhardt Botha of the Physics Department 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 Werner Olivier.
- Chair in HIV/Aids Education funded by the Faculty of Education. The incumbent is Prof Naydene de Lange.
- GMSA Chair of Mechatronics in the Faculty of Engineering, the Built Environment and Information Technology (EBEIT). The incumbent is Prof Igor Gorlach.
- VWSA-DAAD International Chair in Automotive Engineering in EBEIT is headed by Prof Udo Bekker.
- Chair for Education in Human Settlements: Prof JJ (Kobus) van Wyk.

During 2012, NMMU was awarded four chairs under DST/NRF's SA Research Chairs Initiative (SARChI). At the beginning of 2013, four chair holders were identified and appointed viz:

- Law of the Sea and Development in Africa (Prof Patrick Vrancken)
- Shallow Water Ecosystems (Prof Renzo Perissinotto)
- Microfluidic bio/chemical processing (Prof Paul Watts)
- Earth Systems science (Prof David Bell)

Internal Research Funding

The internal NMMU research budget (excluding student bursaries, scholarships and the Khulisa/Phulisa staff development programme) increased from R19 275 161 in 2012 to R29 428 432 in 2013. This increase is mainly due to the creation of new strategic programs and the expansion of existing initiatives.

The main internal funding categories are: research incentives, top-up of NRF grants, payment of page fees, scholarships and bursaries, Research Development Fund (RDF), Teaching Replacement Grant (TRG), Research Themes Grants (RTG), and the Transformation and Equity Research Grant (TERG).

Postdoctoral Fellowships

During 2013 the NMMU hosted a total of 29 Postdoctoral Fellowships. The funders of the fellowships were NMMU Council, NRF, Claude Leon Foundation, CSIR, SASOL, MRC and SANPARKS.

NMMU Masters and Doctoral bursaries

During 2013 a total of R10 210 626 was disbursed to Masters and Doctoral students as bursaries and scholarships sponsored by external funders. This amount was augmented by internal scholarships and bursaries of R10 070 900 funded jointly by the NMMU Trust and the NMMU Council.

Research Capacity Development Initiatives

In addition to its annual research workshop programme the NMMU initiated a Doctoral Proposal Development Programme in partnership with SANTRUST. The programme accommodated 20 staff members who were able to

develop and refine their doctoral proposals with inputs from local and international academics. Parallel to the candidate programme the respective doctoral supervisors attended two supervision workshops.

A further twenty-six NMMU staff members also participated in the Nuffic-funded Strengthening Doctoral Supervision Programme.

DHET research output units

The research output unit 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 2012 there was a decrease in the number of publication units, from 351.44 in 2011 to 311.53. Master's and doctorate output units should a marginal increase from 387.90 to 393 units. The monetary value of the subsidy associated with this output source increased by 21.8% from R78m in 2012 (based on 2010 outputs) to R95m in 2013 (based on 2011 outputs).

External Funding

There has been a 22.8% increase in the amount of research contracts (for money) entered into between NMMU and external funders, from 35 in 2012 to 43 in 2013. Other contracts entered into such as MOUs, non-disclosure agreements, overarching research agreements, and the like, also increased by 84.6% from 26 in 2012 to 48 in 2013. These include two contracts that were renewed with Sasol and Eskom.

National Research Foundation (NRF)

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.

Other funding

The table below provides a list of the contracts entered into during the course of 2013. As evident from the table, the five largest external funding sources are the Technology Innovation Agency (R14 755 400), South African National Energy Development Institute (SANEDI) (R3 280 000), Water Research Commission (R2 890 000), CSIR (R2 296 170) and Eskom (R1 718 250). Other significant funders of grants and contracts are listed below.

Table 10 Summary of the research contracts entered into between NMMU and external stakeholders

External Source	Client type	Amount
Technology Innovation Agency	Govt Funding Agency	R 14 755 400
SA National Energy Development Institute	Govt Funding Agency	R 3 280 000
Water Research Commission	Science Council	R 2 890 000
CSIR	Science Council	R 2 296 170
Eskom	Parastatal	R 1 718 250
ETDP Seta	Parastatal	R 1 700 000
FS Dept of Education	Govt Provincial	R 1 623 000
Medical Research Council	Science Council	R 1 605 039
Bank Seta	Parastatal	R 850 000
International Lead Zinc Research Organization	International	R 625 920
Element 6	SA Pvt Company	R 600 000
EC Dept of Human Settlements	Govt Provincial	R 440 050
SANParks	Parastatal	R 370 000
Enerweb	SA Pvt Company	R 360 000
Coega Development Corporation	Parastatal	R 284 487

Oceana Park Conservation Fund	International	R 280 600
Solar Peace of Mind Solutions	SA Pvt Company	R 234 729
Sasol	SA Pvt Company	R 131 720
Forest Fire Association	SA Pvt Company	R 113 000
Anchor Environmental	SA Pvt Company	R 72 000
Aurecon SA	SA Pvt Company	R 35 000

Memoranda of Understanding (MOUs) entered into during 2013

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:

- Nelson Mandela Bay Municipality
- Eastern Cape Parks and Tourism Agency
- Department of Agriculture, Forestry and Fisheries
- Giant Flag Trust
- Good Year SA
- SA National Energy Development Institute
- Institute for Commercial Forestry Research
- Enertis Solar
- Petroleum Agency of SA
- Sable Accelerator
- SAEON and SAIAB
- REDISA
- Technology Innovation Agency
- Endangered Wildlife Trust.

Intellectual Property and the Commercialisation of Research

There was a slight decrease in disclosures in 2013 (27 down to 22), but this was after a large increase the previous year from 14 and an attempt to increase the quality of disclosures in 2013. Of these, 11 (50%) have become managed projects and six are still pending further information. Six provisional patent applications were filed and two Patent Cooperation Treaty applications were filed.

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 based in Gauteng, continues to make progress locally and in Europe. The commercialisation of a novel rubber chemical through Rubber Nano Products (Pty) Ltd is challenging but sales are increasing locally, in Europe and in the East.

The commercial feasibility of a 1 ha demonstration plant for the novel algae to energy technology was started in 2013 and will be continued in 2014. The novel welding technology, currently funded by the Technology Innovation Agency, will be commercialised during 2014.

Contribution by NMMU to Provincial Innovation

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.

The NMMU has also approved the establishment of an incubator in Port Elizabeth which will support the establishment of high potential businesses from the NMMU and elsewhere in the city. Funding is being sourced from the Industrial Development Corporation and private sector partners to complement the NMMU's contribution.

Institutional Policy and Guidelines Development

The NMMU Research Awards Policy was amended to inter alia make provision for the following new institutional awards: Two Research Excellence Awards and a Professional Support Staff/Academic-related staff Research Excellence Award.

The NMMU RTI Committee approved a new Guideline for the management of individual research accounts. Senate approved in August a revised Policy on the division of DHET research output subsidy generated through research publications. It makes provision for the payment of 27% of the Rand value of a publication unit to the research accounts of individual researchers, 10% to Faculty RTI Committees and 3% top RCD to fund postgraduate student projects and conference attendance by students.

At its August 2013 meeting Senate approved the revised Policy on Masters and Doctoral Degrees. The Policy creates an institutional framework for matters pertaining to masters and doctoral degree studies at NMMU. A number of the revisions are a direct response to areas emanating from the CHE's Institutional Audit. Two significant changes are: the initiation of Faculty Postgraduate Studies Committees to oversee postgraduate matters in a more streamlined than in the past; and the examination process for doctoral studies.

The NMMU's Intellectual Property Policy was approved at Senate in August. This policy had been amended to ensure approval by the National Intellectual Property Management Office, and changes in the NMMU's commercialisation structures.

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.

In recognition of excellence in Research, the following staff were presented with awards in September 2013:

NMMU Researcher of the Year 2013 – Prof J. Adams

Research Excellence Awards - Prof Shelley Farrington; Prof Naydene de Lange

FACULTY	Faculty Researcher of the Year	Faculty Emerging Researcher of the year
ARTS	Dr W. Isaacs-Martin	Dr E. Draai
BES	Dr S. Farrington	Dr J. Krüger
Education	Prof N. de Lange	Dr N. Mayaba
EBEIT	Prof J. Smallwood	-
Health Sciences	Prof M. Watson	Prof E. Ricks
Law	Prof A. Govindjee	-
Science	Prof J. Adams	Dr G. Dealtry

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 awards in September 2013:

Mr J. Edwards: in the field of Music.

Ms A. Wentzel: in the field of Art & Design.

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 awards in September 2013:

Continued Innovation Excellence: Prof Ben Zeelie (for his work in the algae to energy area from which a number of patents have been filed)

Outstanding Innovation Achievement: Dr Russell Phillips (for his work in the area of wind energy for which a number of patents have been filed).

Engagement

During 2013 the university continued to make great strides in achieving its Vision 2020 engagement strategic goals and objectives. In addition to existing Engagement related policies, an Engagement Innovation and Advancement fund was approved with the specific aim of the fund being the provision of financial support to Engagement projects that are of strategic value to the NMMU. A range of engagement-related policies have contributed towards embedding and integrating engagement into the core functions of the university as well as the recognition and reward of engagement.

Engagement – Institutional Advances

A new portfolio of Manager: Engagement Information and Development was created within the Centre for Academic Engagement and Collaboration with the responsibility of providing administrative and professional support to staff engagement projects and activities.

The NMMU Engagement Management Information System was operationalized through the registration of 82 projects on the system during 2013. This centralized 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 where all external collaboration and projects can be recorded and reported on. The system focuses on collecting information as 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
- 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 the 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 Students Governance and Development.

Engagement Excellence Awards

The NMMU recognized and rewarded staff who excelled in integrating engagement into their teaching and learning and research activities. The NMMU Engagement Excellence Awards criteria places emphasis on a scholarly approach to engagement and in 2013 the awards were presented in the following categories:

- NMMU Engagement Excellence Award – Prof Paul Webb (Faculty of Education)
- NMMU Engagement Excellence Team Award – Entsa (Faculty of Engineering)
- NMMU Emerging Engagement Award –Dr Ronel Nel (Faculty of Science)

2013 Engagement Highlights

There were numerous new engagement activities in 2013 with the majority of these activities being driven by the centralized and faculty based research and engagement entities. There were numerous new engagement activities in 2013 with the majority of these activities being driven by the centralized and faculty based research and engagement entities. This section provides some of the highlights of the university's engagement activities in the four engagement categories forming part of the NMMU Engagement Conceptual Framework of community interaction, service and outreach; engagement through professional/discipline based service provision; engagement through teaching and learning and engagement through research and scholarship activities.

A number of partnerships and Memoranda of Understanding with external stakeholders were initiated at institutional level linked to capacity building, training and development and research opportunities. Included amongst these was the signing of the MOU with the Nelson Mandela Bay Municipality which formalised the many projects already in place between the two institutions. Progress was made in formalising partnerships with the Safety and Security, Transport, Local Government and the Accounting and Finance Sector Education and Training Authorities.

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; research and scholarship) as further details are provided in the Teaching and Learning, Research and Innovation section of this report.

Within the engagement category, community interaction service and outreach the following highlights are reported on:

- A wide range of opportunities for public intellectual engagement and debate were created through public and guest lectures and conferences hosted by the NMMU. CANRAD hosted the first international Neville Alexander Commemorative Conference that drew presenters from the USA, Germany, the UK, Namibia and 10 universities nationally. Keynotes by Dr Pallo Jordan, Prof Lungisile Ntsebeza, Dr Kim Porteus, Brian Ramadiro and Prof Eugene Cairncross drew great debate on areas as diverse as 'the National Question; The Land Question; Education; Language Identity & Culture and Ethics'.
- The Herald/NMMU Community Dialogues 2013 strongly promoted a reading culture in Nelson Mandela Bay through various book launches in the Metro. Authors who participated included Rev Frank Chikane, Tony Leon, Prof Alan Wieder, Prof's Fred Hendricks, Lungisile Ntsebeza & Kirk Helliker and Adv Vusi Pikoli.
- The number of outreach programmes to high schools in the Metro and surrounding towns has grown exponentially over the past 5 years. An annual audit is undertaken of these programmes and projects which are mainly initiated by the Science, Education, Engineering and the Business and Economic Sciences Faculties are targeted at grade 11 and 12 learners and educators.
- An extensive range of projects supported by corporate partners were launched in 2013 in addition to the ongoing ones. The Govan Mbeki Mathematics Unit in the Science Faculty received a Gold Award for its Math's and Science Incubator School Programmes from the Impumelelo Social Innovations Centre. The award was handed over by Mr Derek Hanekom, Minister of Science and Technology.
- The programmes run by department of mechanical engineering in high schools included the High School Engineering Intervention programme, Siemens Cyber Junkyard Competition, Green Technology Workshops, Engineering Awareness week, FET Colleges Intervention programme, the Automotive Industry Development/Merseta engineering development programme and the Rural FET College Work Integrated Learning Project for lecturers from 5 rural FET Colleges.
- Increased levels of service were provided to the general public via the following: Psychology Clinic, Biokinetics Centre, Law Clinic, Refugee Rights Unit, Street Law Unit, Canrad, the Community Development Unit, Cipset and the NMMU Department of Arts and Culture. The Sport Bureau and the Human Movement Sciences launched a range of initiatives aimed at participation in sport by the broader community.

- 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 '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. The long term community outreach projects included ZAMA South Africa, Eastern Province Children Home, Maranatha Street Worker Trust, Human Dignity Centre, Sophakama, Heatherbank Farm School, and Aurora Centre for the Physically Disabled and Cheshire Homes for the Physically Disabled. A total of 6076 hours were contributed by student volunteers to the above projects in 2013 and as part of the Beyond the Classroom Programme 217 students committed to a minimum of 20 hours community service which totalled to 4 340 hours.
- A total of 121 LLB students from the Faculty of Law offered an extensive range of law and human rights related presentations to 38 826 participants in the Eastern Cape Province which included high school learners, community organisations and the Department of Correctional services. The topics covered in these presentations included the child justice system, drug and substance abuse, introduction to law, on-line privacy and defamation, domestic violence, child abuse, xenophobia and cyber bullying.

Engagement through Professional/Discipline Based Service Provision

The research and engagement entities of the NMMU serve as enabling structures for engaging and providing expertise and services to the various communities served by the university. The majority of the engaged teaching and learning, professional service/discipline based provision and research projects are initiated via these entities. The engagement activities linked to professional/discipline based services are increasing on an annual basis with a number of scholarly outputs being generated via these activities. These activities include consulting, expert testimony, specialised testing and analysis, research based policy recommendations, industry projects, problem analysis and solving, technology transfer, partnering on socio-economic projects and evaluation and impact studies.

The research entities were extensively involved in the research and scholarship engagement category through externally sourced applied and contract research projects. The main partners were the automotive industry, Eskom, local and provincial government, the energy, petroleum, finance, health and the natural environment sectors of the economy. Further details of these activities are provided in the research and innovation section of the report.

Engagement through Teaching and Learning

The NMMU increased its wide range of short learning and customized skills training programmes targeted at the needs of business and industry. The current total of registered short learning programmes offered by the NMMU is 580. The majority of these short learning programmes are offered by the Leadership Academy situated in the NMMU Business School, InnoVenton situated in the Science Faculty, the Institute for Law in Action situated in the Faculty of Law.

A number of new formal and non-formal programmes were developed during 2013 as a result of extensive consultations and in response to the needs of external stakeholders. The new formal programmes that were developed and offered for the first time 2013 include amongst others the following:

- Diploma in Chemical Process Technology – The NMMU, through its institute InnoVenton, was the first university to offer this programme in South Africa.
- Pharmacy Technical Assistant Higher Certificate (one year) and the Pharmacy Technician (two year) - The NMMU is the first University in South Africa to offer this much needed qualification for pharmacy support personnel.

- Emergency Medical Care Practitioner (four year) – This qualification was developed as a result of extensive consultation and collaboration with the Eastern Cape Health Department who have allocated considerable funding for the development of the degree.
- Forest Fire Management Certificate (one year) - The course was developed by the Forestry Department on the George Campus after consultation with the South African Forestry
- BCom Degree in Hospitality Management - The course caters for the rapidly growing needs in the hospitality and tourism industry.
- The Business and Economic Sciences Faculty will introduce six new programmes to meet the changing needs of the business world. The programmes are the Diploma in Accountancy, Higher Certificate in Business Studies, Post Graduate Diploma in Accountancy, Higher Certificate in Accountancy and the Advanced Diploma in Economics.
- The new four year Human Settlements degree was developed with the backing of the Human Settlements Ministry. The new discipline brings together the likes of administration, economics, sociology, local government law, house design and services, statistics and construction management to ensure an integrated approach to the establishment of sustainable human settlements.
- The Faculty of Law developed the Higher Certificate in Criminal Justice and Post Graduate Diploma in Criminal Justice Practice. These programmes will be offered for the first time in 2014.

Student Experiential Learning Opportunities

On-campus experiential learning opportunities funded by the ETDP and Merseta were provided to NMMU undergraduates. These students were mainly placed in professional support services units and research and engagement entities. Projects worked on 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 Seta in partnership with the Graduate Placement Unit sponsored 80 Accountancy and Auditing students and as well as unemployed graduates to undergo a 5 month Work Readiness programme.

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

Engagement through Research and Scholarship

The NMMU's approach to Engagement is that it should be underpinned by scholarship and integrated into the teaching and learning and research functions of the university. The engagement activities of staff occur along a continuum in the form of integrated bundles of activity forming part of a research-teaching-service and outreach nexus, resulting in teaching, research and service activities feeding into one another.

Two institutional engagement research projects were initiated in 2013. The Engineering Faculty participated in a HSRC project 'A study of labour market interactive capabilities, structures and mechanisms in diverse post-school education and training settings'. The study looked at the partnerships between the faculty and the automotive industry and its influence on the mechanical engineering, industrial engineering and mechatronics curriculum.

The Centre for Higher Education Transformation (CHET) in collaboration with the Centre for Academic Engagement and Collaboration undertook a study on 'The Interconnectedness of Engagement Projects at the NMMU'. The aim of the study was to determine how academics are negotiating the tension between engaging with those external to the academy and strengthening the core functions of the university. A total of 80 engagement projects from five faculties were included in the study with the majority of these projects residing in faculty-based research and engagement entities. The CHET research project provided details on the NMMU's current engagement typology which reflects this nexus. The NMMU engagement typology indicates that 77% of the 80 engagement projects forming part of the study had a professional/discipline based service provision component

and 66% of the projects had a research and teaching and learning component and 20% of the projects had a component of all four categories.

The number of outputs generated in 2013 from the scholarship of engagement increased as a result of engagement gaining more prominence as the third core function of the university. 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 and Innovation Agency (TIA), Volkswagen International Chair of Automotive Engineering, Advanced Mechatronic Training Centre, General Motors Chair of Mechatronics), 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).

Engagement Entity Reviews

In terms of the NMMU Policy on the Establishment of Review Entities, all entities are reviewed every five years in order to ensure that they are achieving the aims and objectives for which they were originally established as well as to evaluate their outputs over a five year period. Two Engagement entities were reviewed in 2013; they were the Institute for Law in Action and the Advanced Mechatronic Training Centre.

Public Lectures and Seminars

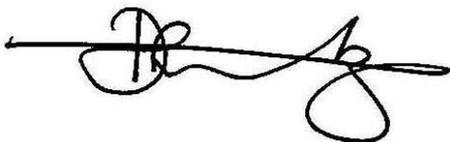
The Centre for Non-Racialism and Democracy (CANRAD) hosted the following seminars and public lectures were during 2013, in collaboration with internal and/or external partners:

Event	Keynote speaker	Date
• Enlivening Vision 2020 : A University in Dialogue on its African Identity	Proff's Bame Nsameng and Andre Keet	26 February, 2013
• CANRAD Public lecture Series :Racial inequality in Education : Causes and Consequences	Prof Pedro Noguera	6 February, 2013
• CANRAD Public lecture Series: Is Israel an Apartheid state?	Ahmed Kathrada	11 March, 2013
• CANRAD Seminar Series : Race ,Class and Schooling outcomes : lessons from abroad	Prof Pedro Noguera	14 March, 2013
• The Herald NMMU Dialogue Series :Education in the EC : Despair or Hope		6 April, 2013
• CANRAD Seminar Series: Is Sport Transformation Building social cohesion or exposing fault lines?	Mark Fredericks	16 April, 2013
• THIN ICE : The inside story into climatic science	Proff's Maarten De Wit ,Guy Midgley	22-26 April, 2013
• CANRAD Seminar Series : Races and Racialized Groups :Perspectives from US ,RSA and Brazil	Prof Lawrence "Larry" Blum	15 May, 2013
• Africa Week Lecture : "Remembering Chinua Achebe : Reflections on Achebe's contribution to Africa's literary historiography	Prof James Ogude	22 May, 2013
• The Herald NMMU Dialogue Series (Education Dialogue) : Education in the EC : "Listening to voices that matter"	Basic education pupils	22 May, 2013
• Africa Week lecture : Call and Response :	Prof Amy Kirschke	23 May, 2013

“Black power Murals and an African Heritage”		
• Beyers Naude Memorial Lecture Series : “Critical Consciousness :The Relevance of Beyers Naude Ideals Today”	Prof Barney Pityana	31 May, 2013
• The Herald NMMU Dialogue Series : Education in the EC : “The Role of Teachers”	Teacher Unions	18 June, 2013
• Dr Neville Alexander Commemorative Conference : “The life and Times of Neville Alexander”	Dr Pallo Jordan ,Adjunct Prof Enver Motala , Mr Lybon Mabasa etc.	5-8 July, 2013
• The Herald NMMU Book launch Series : Book launch “Ruth First and Joe Slovo in the War against Apartheid”	Prof Alan Wieder and Mr Fieldmore Mapetho	18 July, 2013
• CANRAD Seminar Series : Differing paths towards a Socialist Democracy in RSA : Analysing the approaches of Ruth First & Joe Slovo (SACP) and Richard Dudley (NEUM)	Prof Alan Wieder	19 July, 2013
• The Herald NMMU Community Dialogue - Education in the EC: Connecting Communities	School Governing Bodies (SGB)	23 July, 2013
• CANRAD Seminar Series : Developmental Politics : Comparative experiences in Democracy between RSA and Burundi	Marie Louise Strom	13 August 2013
• Building a caring Society-A play on domestic violence	Monde Wani	23 August, 2013
• Beyers Naude Awards Ceremony and “Monologues in the first gear” Expressions within Vol 2” Poetry Book launch	Poetry Book Contributors	29 August, 2013
• Non-Racialism in Sport and Society : Athletics archiving in the Metro		1 September 2013
• Steve Biko Memorial lecture & Youth Conversations 2013	Pandelani Nefolovhodwe and Youth Activist’s	10 & 12 September 2013
• CANRAD Seminar Series : How factionalism in the NMBM affects Democratic Practice.	Joleen Steyn kotze & Mpumezo Ralo	9 October 2013
• Beyers Naude Memorial lecture 2013 : “Finite disappointments but infinite hope”	Father Peter-John Pearson	29 October 2013
• The Herald NMMU Community Dialogue Series 2013 : Book Launch series : ‘Beyond black poverty and white wealth , Can land reform create a more equal society ?: Assessing the impact of the 1913 Land Act today’	Proff’s Fred Hendricks ,Lungisile Ntsebeza and Kirk Helliiker	31 October 3013
• Happiness Guru : Learning is the key to happiness	His Holiness Swami Ahnubhavananda	08 November 2013

Other events include:

- “Politics-Administration Dichotomy” was hosted on 14 March 2013 with Dr S. Yang as the guest speaker.
- “Promoting critical consciousness: Decolonising Colonial Knowledge Legacies in the Academy” colloquium was held on 27-28 March 2013.
- The Ambassador of Iraq, Dr Hisham Al-Alawi, presented a lecture entitled “Democratic Transition and Post Conflict Reconstruction and Development in Iraq’ on 10 April 2013.
- NMMU, the Nelson Mandela Bay Business Chamber and the Nelson Mandela Health and Wellness Forum jointly hosted a Lecture was presented by Prof Tim Noakes on 12 April 2013, entitled ‘Should you be eating so much carbohydrates?’.
- The German/South African Research Lecture Series on Energy Sciences were hosted at NMMU. The theme of this series was Energy Efficiencies and Renewable Energies, which was held on 23 April 2013.
- ‘Voices that curl the straight edges of history’ presented with Pumla Dineo Gqola as guest speaker on 9 May 2013.
- ‘Education as a Public Good and the Role of Educators as Intellectuals’ was presented by Prof Carol Anne Spreen and Prof Salim Vally on 9 July 2013.
- “Women and the South African Legal Profession” was held on 5 August 2013 with Judge Dambuza, a High Court Judge, being the guest speaker.
- A lecture entitled ‘Innovation Eco-System’ was presented by Dr Andile Ngcaba on 15 August 2013.
- ‘Gaga Feminism: Sex, Gender and the End of Normal’ held on 12 August 2013, with guest speaker Prof Judith/Jack Halberstam.
- ‘The Art and Craft of Publishing in International A-Listed Journals’ was presented by Prof Pramodita Sharma from The School of Business Administration, University of Vermont, USA, on 10 September 2013.
- A lecture entitled ‘Entrepreneurial Family Firms: Growing the family Businesses Across Generations.’ was presented by Prof Pramodita Sharma from The School of Business Administration, University of Vermont, USA, on 12 September 2013.
- ‘Institutionalising the Scholarship of Teaching and Learning in South African Higher Education Institutions: What does it mean to be a scholar?’ was the title of the lecture presented by Dr M. Moeng on 18 October 2013.
- NMMU in association with The Reading Association of South Africa hosted Prof John Guthrie, Professor of Literacy Emeritus, who presented a lecture entitled ‘An Engagement Model Of Reading Development’ on 29 October 2013.



Prof DI Swartz
Chairperson: Senate

4. 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, two of which were quorate. The report will be structured to reflect the functions associated with the IF.

To address issues relating to gender equity and equality, it was recommended to Council to look into the development of a policy review framework that will foreground various principles that forms the basis of V2020, including gender equity and equality, thus facilitating the integration of these principles into all institutional policies.

NMMU Employment Equity Plan (2012-2017) was tabled at IF, and several recommendations were made, including clearly defining and differentiating between designated groups and under-represented groups across the occupational categories; explicit indications of budgetary provisions for the equity interventions being implemented within the institution; and integrating the various strategies identified in the EE with the institutional Talent Management Strategy.

IF formed part of the recruitment and selection process of the following senior management positions:

- Executive Dean of the Faculty of Engineering, the Built Environment and Information Technology; and
- George Campus Principal.

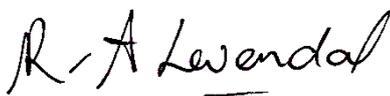
NMMU improved status to a level four contributor in 2013. However, IF expressed concern about the proposed revisions of the Codes of Good Practice (COGP) and recommended to Council that the proposed revisions be taken up at HESA level for a sectoral response, as the current revised COGP does not have an adjusted scorecard for specialised enterprises.

The IF is represented on all senior appointment panels. The appointment process of the Executive Dean of Engineering, Built Environment and Information Technology is on-going.

IF gave input into the Code of Ethical Behaviour and these inputs were incorporated into the final document that was approved by Council.

The second Institutional Climate Survey was conducted at the beginning of 2013 to gauge staff's perceptions about their working environment. Despite a low response rate, the findings show that leadership at all levels need to reflect the values in their conduct. Generally, staff experienced good collegial relationships, however participants also indicated incidents of discrimination based on ethnicity/race, gender and culture. The implementation of the recommendations made in the report will be communicated to staff on an on-going basis. In addition, spaces are created to provide staff and students with opportunities to interact on challenges relating to institutional culture, diversity, inclusion and social cohesion. One such initiative is the 'DEEPENING THE CONVERSATIONS': Institutional Culture Enlivening PROCESS – Living the Values and V2020. A core group of internal champions are being trained to promote the strategic intent of V2020 and advance the principles of a living systems approach in their immediate work spaces.

Despite the revision of the Language policy not being finalised, there are various initiatives that 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. The Teaching and Learning Committee (TLC) resolved that the policy recommendations that have budgetary implications be tabled at MANCO for a resolution. In addition, the TLC resolved that public interaction spaces be created for addressing concerns and enable views to be aired regarding the Language Policy, before recommending it to Senate for approval.



R-A Levendal
IF Chairperson

5. Report of the Vice-Chancellor

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. The roadmap to 2020 consists of three three-year institutional planning cycles, with the first cycle occurring from 2012-2014. 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.

For the first time DHET has requested a six-year projection of enrolments, and the 2014 – 2019 enrolment plan was approved by Council and submitted. In addition to the size and shape parameters, faculties are engaged in the process of recurriculation as part of the HEQSF process. A crucial consideration in this regard is to retain our distinctiveness as a comprehensive university by ensuring that we remain true to our mission of offering “a diverse range of quality educational offerings” spanning from Certificate to Doctoral levels across various fields of study. The academic plans of faculties will need to reflect the differentiated PQM. In addition academics would need to be innovative in our curriculum design to enable articulation pathways for learners to promote student mobility and progression, including accommodating learners from the Further Education and Training (FET) and adult education colleges. These students have the potential to succeed in cognate vocationally-oriented qualifications offered at NMMU. The 2013 financial year saw significant increases in the newly created Academic Reserve Fund which contributed an additional R6.1m to support new programme implementation in Business, Science and Health Sciences, additional to the R9.7m allocated from the Strategic Reserve budget. These innovations in the existing system are important in directing growth in very specific strategic growth areas. In addition to the above, two developments that will impact radically on the future size and shape of NMMU are the expansion of the Maritime and Marine Sciences capability and the intended establishment of a Medical School.

The total number of contact student numbers increased by 1.9% from 24 871 in 2012 to 25 344 in 2013, while the first-time entering student numbers showed a 3.03% increase 5 019 in 2012 to 5 171 in 2013. Significant increases in enrolments of 28%, 16% and 14% occurred in the faculties of Health Sciences, Business and Economic Sciences and Science, respectively. A total of 1 389 students registered in extended programmes in 2013, in programmes such as BCom, BCur, LLB, Diploma in Electrical Engineering, BSc, Diploma in Human Resource Management, BPharm and the Diploma in Public Management. Generally, postgraduate enrolments decreased by 1.24% from 3 714 in 2012 to 3 668 in 2013, due to a significant decline of 14.12 % in Honours students. However, enrolments at Masters and Doctoral level, increased by 3.22% and 3.66%, respectively. International students constituted 6.6% of the total student body, with an increase in the number of master’s and doctoral students from 17.7% to 19.8%.

The combined success rate for contact and distance students for coursework modules increased from 77.6% in 2012 to 78.1% in 2013. At undergraduate level, the success rate of degree students was at 79.6% while that of diplomas and certificates were at 74.9%. At postgraduate level, the success rate of contact honours students increased from 80.8% to 82.7%, and master’s students from 75% to 80%. Postgraduate diploma and certificate success rates decreased from 92.8% to 87.1%.

The second Apex priority for 2012-2014 is the creation of a *supportive and affirmative institutional culture*. As previously reported, an on-going university-wide project, the En-living Project, is aimed at changing attitudes, behaviours and the quality of relationships in line with our core values. This project was initiated just over 18 months ago, and is actively geared to deliberately encourage staff to reflect on their behaviours and practices and to assess whether these are in alignment with our Values and to deepen or move closer towards enacting these values.

The third Apex priority, *financial sustainability*, requires sophisticated modelling and scenario building capabilities based on a set of core assumptions and criteria to provide a more robust, dynamic and reliable financial management model and management tool with which to direct the sustainable management and development of our corporate resources over the long-term. This capability will hopefully be established in 2014 that will enable the overall standardisation of the pricing of modules/programmes across all faculties within the institution. This process is planned to occur over three phases, with Phase I having been completed in 2011 where price adjustments were effected to bring modules/programmes on a par across the institution. Phase II will involve an external parity process, where pricing of modules/programmes will be compared to other higher education institutions. Phase III will involve assessing the viability of modules/programmes, referred to above, using an Integrated Planning Model where the affordability model, academic planning model and the size and shape of the NMMU will be included in the assessment process.

On-going refinement of the governance monitoring, evaluation and reporting framework enables integrated reporting by MANCO on implementation of the objectives associated with various strategic priorities, thereby assisting Council to monitor implementation and outcomes associated with V2020. In addition to the abovementioned framework, a Transformation Matrix has been developed and approved by MANCO to assist reporting relating to very specific dimensions of Transformation, as reflected in the NMMU Conceptual Framework of Transformation.

Academic Excellence

Improving academic excellence, through teaching, research and engagement, is fundamental to the success and sustainability of the university. The academic project is being strengthened and supported through multiple initiatives. An important cog in this process is the Directors of Schools (DoS's) and Heads of Department (HoDs), who are appointed on a three year basis. The new cycle started at the beginning of the year. These colleagues have a crucial role to play in leading and shaping the academic project, and their participation in and support for Vision 2020 goals is absolutely indispensable to its overall success. Recognising this, we have created a structured forum involving senior management with all heads of academic departments and schools, held at least twice a year, to focus on strategic issues and finding better ways of supporting each other. This is additional to the formal structures existing within and across Faculties to drive the academic project.

Teaching and Learning

Academic excellence hinges, at least in part, on the university having a team of competent, motivated and dexterous teaching staff corps able to translate the knowledge generated in teaching, research and engagement, and able to inspire the learning process in the lecture room context and more broadly, the entire educational experience of students. However, the staff : student ratios present challenges to lecturers as it limits their capacity to deal with individual learning problems. Our latest analysis shows that the NMMU student: staff ratio is getting worse, 25.7 in 2008 compared to 30.8 in 2011, as our student growth outstrips our academic staff provision. Work led by the DVC: Academic has started on a strategy to improve the ratio's taking into account a variety of creative solutions and addressing more urgent cases first.

Teaching development at NMMU places a strong emphasis on adopting a humanising pedagogical approach, engaging students in active and collaborative learning, the creative use of technology to enhance teaching and learning in and outside the lecture room, and adopting a scholarly approach to teaching practice. Currently teaching takes place in approximately 250 venues across the NMMU's six campuses. Teaching space varies from old style traditional classroom/theatre-style venues to seminar rooms to laboratories to ultra-modern venues hosting state of the art digital audio visual technology. All new lecture space is being kitted out with appropriate presentation facilities. In addition plans are afoot to roll out lecture audiovisual recording/streaming facilities to selected venues as part of a pilot project to expand blended learning. The age of some of the existing teaching infrastructure is such that an appropriate replacement plan will need to be developed and funded.

For blended learning to be implemented in a pedagogically-focused way, a wide range of support needs to be provided. In this regard, NMMU continues to enhance the access that students have to computers and to assist

them to configure their mobile and computing devices to access Learn@nmmu. Furthermore, the roll-out of WiFi in lecture venues and the acquisition of a Tricaster (a portable unit with powerful editing software for *inter alia* professionally recording and streaming lectures) has enhanced the use of technology-mediated learning at NMMU. Encouraging progress continues to be made to empower academics to use a blend of face-to-face and e-learning, and to increase the extent to which the learning management system is accessed. For example, from January 2011 to May 2013, the number of modules on Learn@nmmu grew by from 17% to 33%. The capacity development opportunities related to blended learning form part of the Scholarship of Teaching and Learning Certificate (SoTLC), while a number of consultation and information-sharing sessions are also held on request. In addition, academics can consult the Blended Learning Gateway for information and “how to” videos.

To enable the development of innovations in scholarly teaching and teaching development, a modest Teaching Development and Innovation Fund has been set aside for the first time in 2013. The aim is to provide seed funding for innovative teaching and learning projects and to find ways of evaluating some non-traditional teaching and learning outputs to determine if they meet the stringent criteria of scholarship. The following projects received funding:

Table 11 Teaching and Learning Innovation Projects receiving funding

NAME	FACULTY	TITLE
Adam, Kathija	Education	‘So much reform ... so little change’ (Payne, 2008)
Ayliff, Diana	Arts	Researching the Xhosa-English Language Bridge
Kritzinger, Hester	Library and Information Services	The integration of information literacy skills training into undergraduate curricula
Kwatsha, Linda	Arts	Multilingual teaching and learning practices at NMMU
Leppan, Ronald	EBEIT	First LEGO League Eastern Cape (FLLEC)
Lombard, Hannelie	EBEIT	Teaching and learning practices to support and develop literacies and discourse knowledge of Mechanical Engineering modules
Marks, Anthony	EBEIT	Establishing Standardised Minimum Criteria for e-Assessment on the Learn@NMMU Online Platform
Padayachee, Pragashni	Science	Supporting mathematics students in a Blended Learning framework
Walter, Cheryl	Health Sciences	PasSPORT to Health (Promoting Physical Activity and School SPORT at Disadvantaged Schools)

is outstanding work being done in developing capacity for multilingual practices in the classroom. The implementation of NMMU’s Language Policy and issues pertaining to multilingualism will contribute towards enhancing student success. NMMU was allocated a DHET Infrastructure and Efficiency grant of R3.2m over the next three years to develop isiXhosa as an academic language.

Enhancing student access and success is one of the key pillars of the Transformation agenda. Due to its leadership role in the PSET landscape, NMMU has been identified by the DHET as a potential pilot site for offering certain Level 5 Higher Certificates in partnership with neighbouring FET colleges. This is in keeping with the Minister’s call for a more integrated post-school education and training (PSET) sector where universities, FET colleges, SETAs and industry collaborate more closely to ensure that the doors of education are open to all, especially the burgeoning numbers of youth and adults who are not in education, employment or training (NEETs). However, the notion of universities, such as NMMU, offering Higher Certificates in collaboration with Vocational and Continuing Education and Training (VCET) colleges will require special systemic arrangements (e.g. subsidy and earmarked funding, quality assurance, enrolment planning) to cater for and incentivise such a partnership approach.

Further highlights regarding teaching and learning can be read within the Academic Excellence: Teaching and Learning Section of the Senate Report.

Research and Engagement

Academic excellence is underpinned by teaching staff who are also active researchers. Thus developing our research capacity remains a critical part of V2020. The growth and development of research capacity and outputs continues on an upward trend, with the increasing number (75) of NRF-rated researchers ensuring that NMMU retained its place among the top 10 South African universities in terms of NRF ratings. Various initiatives are in place to increase the number of A and B-rated researchers, and increase the number of black and female rated researchers. Some of the initiatives aimed at increasing the research capacity of emerging researchers include the Early Career Academics programme; the Next Generation Initiative which saw the appointment of 4 candidates aligned to succession planning in scarce skills areas; the Research Capacity Development Workshops, on topics such as research project management, research career development, research supervision, and research methodology; writing Retreats to increase research outputs especially amongst emerging researchers (staff and postgraduate students); and a new Doctoral dissemination series during which Doctoral graduates were provided with the opportunity to present their research results to the university community. Following the presentations, the graduates participated in a Writing Retreat facilitated by an experienced presenter to give valuable guidance in respect to manuscripts developed for submission to DHET accredited journals. In addition, opportunities are also provided to participate in prestigious scholarships such as Mandela Rhodes Foundation; Abe Bailey and Erasmus Mundi.

There has been a steady increase in the number of Masters and Doctoral graduates over the past several years. In order to maintain these levels of postgraduate qualifications, it is important to continue to motivate and support staff to be actively publishing in accredited journals, which in turn will contribute positively to the annual research output figures. Research outputs are further boosted through the acquisition of state of the art research equipment. The following applications to the NRF National Equipment Programme were successful:

Table 12 Successful Applications to the NRF National Equipment Programme

Researchers	NRF Grant	NMMU Top-up	Total
Prof Khaled Abou El-Hossein (Precision 3D Optical Profiler & various lenses)	R3 599 000	R1 799 500	R5 398 500
Prof JR Botha (Scanning Probe Microscope)	R4 978 000	R2 489 000	R7 467 000
Total	R8 577 000	R4 288 500	R12 865 500

A top-performing university needs to be characterised as socially responsive. During 2013 the university made significant strides in achieving its V2020 strategic goals and objectives with regard to engagement. The NMMU Policy for Engagement and the Policy for the Establishment, Operation and Review of Engagement Entities have been developed and provide the basis for embedding and integrating engagement into the core functions of the university, as well as the recognition and reward system for engagement. An in-house engagement management information system was developed and tested and has been implemented in 2013.

An Engagement Advancement Fund has been established to provide for the funding of engagement projects that are of strategic value to the NMMU and that are not currently funded via research or teaching funds. A research project was undertaken to determine the impact of NMMU engagement projects/activities on research and teaching and learning and scholarly outputs. A total of 87 key projects from the faculties of Arts, EBEIT, Science, Education and Health formed part of the study. The findings will significantly shape the future institutional approach to engagement and ensure that engagement is undertaken to solve vexing issues confronting communities and society at large.

Further highlights regarding research and engagement can be read within the Academic Excellence: Research and Engagement Section of the Senate Report.

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 to drive this objective, including an institution-wide 'culture change' process, Institutional Culture ENlivening Process, which allows for change at different levels: personal change; group/team change; organization-wide change. 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 celebration of Diversity Month in August 2013 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. A brief summary of events provides the following: 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]; other arts & culture events [2]. For the first time a comprehensive Diversity Month programme was held in George on 30-31 August 2013.

Our Student Affairs department provide 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.

Vibrant Student Life

Arts and Culture

The department of Arts and Culture has been involved in the following projects.

- Poetry book is comprised of poems submitted by students and staff. This will be an annual Arts and Culture department production.
- Student Debate on culture at the Melody residence which focused on the diverse ways in which culture is experienced in SA. The students debated how they related to issues of cultural hegemony and cultural integration in SA. The debate evening formed part of a broader project which is linked to a book publication scheduled for a November launch.
- Student Drama production (Bus stop), presented by the drama society focused on ways in which student lives intersect each other as well as the dreams and challenges facing these students .
- Merit awards evening was held at the south End Museum. Student societies received Merit awards for work completed, in their societies, throughout the year.
- The annual Isisusa Jazz concert was held at the PE Opera house. Performers at the concert included: Feya Faku (the trumpet maestro originally from PE) The NMMU big band , under the baton of John Edwards the Jazz lecturer at NMMU, as well as several local jazz bands including Creswell October , a jazz guitarist who had studied at NMMU.
- The department formed part of the organising team of the annual VC cultural evening. Poets and the jazz band were items selected by the department. These performed with Dr John Kani, the celebrated playwright and actor.
- The Department of arts and culture has been instrumental in establishing the Visual Art Collection Committee which is responsible for the art collection at NMMU. The committee has been tasked to coordinate the first public art project at NMMU. Arts and Culture, in collaboration with VACC will project manage the selection and commissioning process of the project.
- Arts and Culture worked in collaboration with CANRAD, NMBM Red Location Museum and South End Museum on a Heritage and Healing project: A follow up workshop to the Heritage and Healing conference was held at the Missionvale campus. This workshop focused on ways in which heritage could be utilised to develop social cohesion and community integration.

Student Housing

The provision of on-campus accommodation remains a challenge. However, new residences are being built to address the demand. Four national universities (UFS, UWC, CPUT and US) were visited to benchmark the Public Private Partnership financing models for the development of new residences. Rhodes University will also be visited for this purpose before the end of March 2014.

New residences include:

- **George Campus New Residence** – The refurbishments of the old residences is progressing well and two houses were attended to during the second semester of 2013 and will be completed by the end of the year. In 2014, the new residence will be occupied by first year students, 2 beds in a room.
- **PE Campus** – The building of the 312-beds residence at Sanlam Student village is nearing completion. It has been confirmed that 166 beds will be handed over to Student Housing on the 13th December 2013 and the difference of 146 beds will be handed over on the 28th February 2014.

To assist in the provision of accommodation, off-campus accommodation has been secured. Accreditation visits to those service providers that have applied for accreditation to provide accommodation to NMMU students in 2014 is nearing completion and service providers have been notified of the outcomes. The off-campus accommodation database will consist of approximately 16 large (10 or more than 10 beds) and 80 small (1-9 beds) accredited properties within Port Elizabeth. The properties with the capacity to accommodate a total of 2 200 students are spread between Summerstrand, Humewood, Central, Richmond Hill, Walmer up to Kwa-Magxaki. Applications providing a total of 150 beds were received for accreditation in George.

Student Governance and Development

Student Governance

SRC Elections

SRC elections were successfully conducted in alignment with the SRC constitution. The newly elected SRC will be formally sworn into office in a ceremony early in 2014.

1st Year Orientation

The SRC supported the 1st year orientation programme by organising the City Bus Tour for 1st year students, which ended with a picnic and games at the North Campus Sports Fields. A total number of 1350 students participated in the activities.

Student Development

SIFE / Enactus

Enactus, known before October 2012 as Students in Free Enterprise (SIFE), is an international non-profit organization that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing their skills to become socially responsible business leaders. Students are required to use business concepts to develop outreach projects that improve the quality of life and standard of living for people in need.

NMMU SIFE / Enactus participated in the national competition where teams presented the results of their projects, and were evaluated by business leaders serving as judges. The following are the positions that NMMU SIFE / Enactus achieved:

- 3rd place in our league at Nationals and in addition, according to the thematic awards, we won the following in our league:
- 3rd place - Triple Bottom Line Sustainability
- 2nd place - Capacity Building through Effective Empowerment
- 3rd place - Business Solutions for Community Development

Campus Radio Station

A proposal was submitted and approved by MANCO in 2013. A budget of R875 696 has been allocated for the infrastructure and the Radio Station manager has been appointed. The process of purchasing the equipment and setting up the radio station has started and it is envisaged that we will go live in end April /beginning of May 2014. The initial broadcast mode will be internet streaming while the process of applying for the broadcasting licence from ICASA is underway.

Financial Aid

The changing financial aid landscape, particularly NSFAS, brought much uncertainty and instability in the HE sector towards the end of 2013. NMMU is one of the Universities that are participating in the pilot to centralise the administration of Financial Aid. This pilot introduced a number of changes in the administration of loans and bursaries, and the transitional period augurs to be challenging, and will have to be managed carefully to ensure that student access processes are not negatively affected.

Sport Bureau

Following the successful Varsity Cup Rugby and the USC competitions for Athletics and Hockey (Women) NMMU Madibaz teams have continued with their exceptional performances:

The NMMU Madibaz Football team did exceptionally well in the inaugural Varsity Football Challenge losing in the final. Some of the outstanding achievements during the Tournament include:

- Ended the Round Robin in 4th position, after being at number 2 on the log for six weeks in succession
- Played in the Final against UP-TUKS away from home
- NMMU Madibaz was the only unbeaten team going into the final
- NMMU Madibaz only lost one game which was the final against UP-TUKS
- NMMU capped an impressive 7 Man of the Match Awards in 9 matches played
- NMMU Madibaz was the team that played the most matches away from home (7 out of 9 matches) due to the structural problems with the Stadium light masts
- Niven Kops won the prize for the best goal of the tournament the “Super Strike of the Tournament”

Varsity Netball commenced the weekend of 21 September 2013 with the NMMU team beating UJ and Maties (the largest defeat ever for Maties against another university team). The NMMU team finished 2nd in the Varsity Netball league, but lost in the semi-finals.

Other good results included NMMU winning the annual inter-varsity against the other Eastern Cape Universities for the 5th time in five years and the results of the NMMU and NMMU George teams at the various USSA tournaments were once again good.

Campus Health Services

The campus health services co-ordinates the Student nutrition projects. The nutrition packs are accessed by a large contingency of students awaiting NSFAS. NMMU in conjunction with Tiger Brands, provides nutrition packs which contain the following items: Tastic rice, maize meal, samp and beans, split peas, Morvite, cake flour, mix vegetables, baked beans, cooking oil, spaghetti, beef stock, salt, peanut butter, jam, packets of 2 minutes noodles. The vegetable gardens run at the North campus clinic by the agricultural department students and at the residences provided limited fresh vegetable such as spinach, cabbage, onions and beetroot. Dried soup was purchased from an organic farm in Alice and assisted us with ensuring a reasonably balanced diet.

The number of students assisted via this nutrition programmes during 2013 is reflected below:

Table 13 Summary of the total number of students assisted across all NMMU campuses.

Campus	1st Semester	2nd Semester
South	88	56
North	246	221
2nd Ave	134	184
Missionvale	127	103
George	20	8

Disability Unit

NMMU received DHET funding to enhance accessibility and projects submitted to the DHET are underway. The following projects were undertaken:

- Conducted information sharing sessions in all Faculties (Faculty Management Committees or Faculty Boards), regarding particularly, admission procedures for students who are disabled.
- Assistive devices arrived and were loaded with JAWS software. These are being paid by the NSFAS disability bursaries.
- Braille production equipment will be arriving for the production of materials for 6 blind students to be admitted to the institution.

Human Resources: Unlocking and Maximising Staff Potential

During the course of 2013, NMMU made a number of senior and middle-level appointments in key academic leadership and professional areas. The following appointments were effected:

Contract executive and senior management Fixed-Term Contracts (renewals):

- Prof D Swartz - Vice-Chancellor
- Prof V Lawack – Executive Dean: Law
- Mr L Mouton - Director: Leadership Academy

Contract executive management Fixed-Term Contracts (new):

- Prof Q Johnson - Campus Principal: George
- Dr O Franks - Executive Dean: Engineering, Built Environment and Information Technology

Distinguished professors:

- Prof G Kerley – Faculty of Science
- Prof H Janse van Vuuren - Faculty of Arts

Full professors:

- Prof C Fabricius - Professor: Mathematics and Applied Mathematics
- Prof R Perissinotto – Professor and DST/NRF Chair
- Prof N Saule - Professor: Language and Literature

Ad Personam promotions to full professors:

- Prof A Singleton – Accounting Sciences
- Prof V Kakembo – Geosciences
- Prof K Abou-el-Hossein – Mechatronics

Remuneration Management Process

Employee Value Proposition (EVP)

Development of a Total Reward Statement

As part of the EVP initiatives a Total Reward Statement was designed during 2013. The Statement reflects the total cost to the employer, inclusive of retirement fund contributions that do not reflect on an employee's monthly salary advice. This provides the employee with a balanced view of the rewards and benefits awarded to the individual and the value thereof. The automation of the Statement will be scoped in 2014, allowing employees access to real-time data.

A well-designed EVP initiative is essential to attracting and retaining key individuals.

Business Process Re-engineering

Automation of the Budget Process

The Budget Process, which is part of the online system for the payment of short-term contracts at NMMU, has been fully automated. This allows initiators access to real-time data in terms of available funding to make the necessary appointments. The automation significantly minimises the potential risk to the Institution, as line managers cannot proceed with appointments unless funding is available.

Salary/Wage Agreement

Multi-year Salary Agreement

During 2013, Management and Unions signed a two-year agreement for determining salary increases in years 2014 and 2015. The Agreement is based on the principles of the agreed-upon Salary Increase Distribution Formula (SIDF) and covers two components thereof, namely Cost-of-Living Adjustment (COLA) which is CPI-linked and Cost-of-Living Enhancer (COLE) which is to be replaced by performance-based pay. The formula has parameters that allow Management to engage with unions should the percentage outcome become unaffordable for the Institution. The purpose of the Multi-year Agreement is to create an environment conducive to further engagement by all stakeholders on other substantive matters, such as the Framework for the Recognition of Excellence and the Reward Model that will link pay to performance at NMMU.

Governance

Policy on the Management of Secondary Appointments

In order to systematize the utilisation of secondary contract work within NMMU, a Secondary Contract Policy was developed and implemented. Annual utilisation statistics are monitored and a consolidated report will be presented to MANCO from 2014.

HRMIS

NMMU three-year rolling headcount report

The table below depicts headcount statistics of permanent employees over a period of three years from 2011 to 2013, as recorded in December of each year.

The table below depicts a growth of 0.9% in employees between 2012 and 2013. Academic appointments increased by 1.2% between 2012 and 2013. There was an increase of 1.2% in academic appointments between 2011 and 2012 as well as 2012 and 2013. There was an increase of 3% in Professional, Administrative and Support Services appointments between 2011 and 2012 and a 0.7% increase between 2012 and 2013.

Table 14 Headcount statistics of permanent and fixed long-term contract employees

Permanent Employees	December 2011	December 2012	December 2013
Academic	534	542	548
Professional, Administrative and Support Services (PASS*)	982	965	953
Sub-total	1 516	1 507	1 501
Contract Employees (fixed long-term)			
Academic	39	38	39
Professional, Administrative and Support Services (PASS*)	75	124	144
Sub-total	114	162	183
TOTAL	1 630	1 669	1 684

The table below depicts a total number of 128 appointments for 2013, of which 71 (55%) were African/Coloured/Indian and 57 (45%) were White employees.

Table 15 Total Number of Appointments (Equity Permanent Employee Figures - New Employees)

Appointment Type	Appointment	Q1 2013 (Jan-Mar)		Q2 2013 (Apr-May)		Q3 2013 (Jun-Aug)		Q4 2013 (Sep-Dec)	
		A, C, I	W	A, C, I	W	A, C, I	W	A, C, I	W
PERMANENT	ACADEMIC	3	12	2	2	6	4	0	6
	PASS*	11	4	11	1	7	1	15	3
<i>Permanent Total</i>		14	16	13	3	13	5	15	9
		30		16		18		24	
LONG-TERM CONTRACT	ACADEMIC	2	2	0	1	1	2	1	1
	PASS*	8	7	1	2	1	4	3	4
<i>Long-Term Contract Total</i>		10	9	1	3	2	6	4	5
		19		4		8		9	
GRAND TOTAL		49		20		26		33	

The table below depicts 34 Long-Term Contract renewals for 2013, of which 17 (50%) were African/Coloured/Indian and 17 (50%) were White employees.

Table 16 Total Number of Appointments (Equity Permanent Employee Figures – Long-Term Contract renewals)

Appointment Type	Appointment	Q1 2013 (Jan-Mar)		Q2 2013 (Apr-May)		Q3 2013 (Jun-Aug)		Q4 2013 (Sep-Dec)	
		A, C, I	W	A, C, I	W	A, C, I	W	A, C, I	W
LONG-TERM CONTRACT	ACADEMIC	0	3	0	2	1	0	0	0
	PASS	6	8	5	1	3	3	2	0
<i>Long-Term Contract Total</i>		6	11	5	3	4	3	2	0
		17		8		7		2	

The table below depicts 39 employees who applied for and accepted an internal vacant position within NMMU, of which 28 (72%) were African/Coloured/Indian and 11 (28%) were White employees.

Table 17 Total Number of Appointments (Equity Permanent Employee Figures – Internal Appointments)

Appointment Type	Appointment	Q1 2013 (Jan-Mar)		Q2 2013 (Apr-May)		Q3 2013 (Jun-Aug)		Q4 2013 (Sep-Dec)	
		A, C, I	W						
PERMANENT	ACADEMIC	1	0	0	0	0	0	0	0
	PASS	4	2	7	3	7	1	9	5
<i>Permanent Total</i>		5	2	7	3	7	1	9	5
		7		10		8		14	

The table below depicts 101 employees who terminated service for 2013, of which 56 (55%) were African/Coloured/Indian and 45 (45%) were White employees. The turnover rate for all terminations of service (including retirement, death and dismissal) was 5.7% in 2013, with 3% attributable to resignations.

Table 18 Total Number of Terminations

Appointment Type	Appointment	Q1 2013 (Jan-Mar)		Q2 2013 (Apr-May)		Q3 2013 (Jun-Aug)		Q4 2013 (Sep-Dec)	
		A, C, I	W						
PERMANENT	ACADEMIC	2	4	1	0	3	3	0	10
	PASS	10	2	2	0	14	2	12	12
<i>Permanent Total</i>		12	6	3	0	17	5	12	22
		18		3		22		34	
LONG-TERM CONTRACT	ACADEMIC	0	2	0	0	1	1	1	2
	PASS	3	1	1	3	3	1	3	2
<i>Long-Term Contract Total</i>		3	3	1	3	4	2	4	4
		6		4		6		8	
GRAND TOTAL		24		7		28		42	

The table below depicts 28 employees who received Ad Personam Promotion, of which 9 (32%) were African/Coloured/Indian and 19 (68%) were White employees.

Table 19 Total Number of Ad Personam Promotions

Appointment Type	Appointment	Q1 2013 (Jan-Mar)		Q2 2013 (Apr-May)		Q3 2013 (Jun-Aug)		Q4 2013 (Sep-Dec)	
		A, C, I	W	A, C, I	W	A, C, I	W	A, C, I	W
PERMANENT	ACADEMIC	6	15	0	0	3	4	0	0
GRAND TOTAL		21		0		7		0	

The table below depicts NMMU as employing 32 people living with disabilities, as at December 2013. The national average for organisations is 1.7% and NMMU's target is 2% - the 32 employees represent 1.9% of the total employee complement.

Table 20 Total Number of Employees with Disabilities Equity Permanent Employee Figures (average over periods)

Appointment Type	Appointment	Q1 2013 (Jan-Mar)		Q2 2013 (Apr-May)		Q3 2013 (Jun-Aug)		Q4 2013 (Sep-Dec)	
		A, C, I	W						
PERMANENT	ACADEMIC	0	9	0	9	0	9	0	9
	PASS	8	14	7	14	7	14	7	14
<i>Permanent Total</i>		8	23	7	23	7	23	7	23
		31		30		30		30	
CONTRACT	ACADEMIC	0	0	0	0	0	0	0	0
	PASS	0	2	0	2	0	2	0	2
<i>Contract Total</i>		0	2	0	2	0	2	0	2
		2		2		2		2	
GRAND TOTAL		33		32		32		32	

HR-related innovations, new developments and Business Process Re-engineering (BPR) projects

- The development of a Workforce Planning model (named a Strategic Staffing Model) for the Faculty of Law as a pilot study was concluded. A report on the pilot process will be developed and replicated within another faculty in 2014, before roll-out to NMMU

- An HR Quality Assurance (QA) Framework and relevant action plans were developed, based on the NMMU QA Framework for strategic business processes of which the following three were identified for the initial phase: Short-Term Contracts (STCs); the Employee Relations Grievances and Disciplinarys; and Recruitment. Each process underwent a self-evaluation exercise and reviews with stakeholder reference groups will be held in 2014, with refinements to the processes as required
- Data analyses and interpretation of Short-Term Contracts (STCs) were a focus area in 2013, with regular analysis of submission statistics, in an effort to ensure timeous payment to non-permanent employees and to create awareness with, and provide support to, line managers
- BPR/ automation projects included:
 - Full implementation of the customized iEnabler Web Appointment system where selected Short-Term e-Contracts (e-STCs) are automatically uploaded to Integrated Tertiary Software (ITS)
 - A refinement of the Private Work e-Application process, based on the Institution's Private Work Policy
 - A refinement to the annual employee biographical e-audit which enables employee information to be verified and updated through an e-form where after data can be filtered for manual 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

Employee Wellness

The NMMU Wellness Programme was launched in September 2009 and although it initially provided clinical support, the programme has now matured to offer a more comprehensive preventative health and well-being service to employees and their immediate dependent families.

One of the main objectives for 2013 was to encourage employees to take responsibility for their own wellness needs. The statistics show that this has largely been achieved through specific focus on the Preventative Lifestyle Programme and access to Biokinetics services.

The overall utilisation rate of the Wellness@NMMU Programme was 59% in 2013. When compared to 2012 statistics, 2013 recorded an increase of 38%. The following table illustrates the comparison:

Table 21 Statistical comparison of NMMU Wellness Utilisation: 2012 versus 2013

	2012		2013		Increased Percentage from 2012 to 2013
	Participants	Percentage Utilisation (based on 1 600 employees)	Participants	Percentage Utilisation (based on 1 600 employees)	
Individual Services (Information and Advice; face-to-face)	76	5%	201	13%	8%
Preventative Lifestyle Programme	0	0%	91	30%	100%
Group Activities	257	16%	506	32%	16%
On-Line Survey	81	5%	141	9%	4%
TOTAL	333	21%	938	59%	38%

The utilisation of Individual Services has increased by 8%. The Preventative Lifestyle Programme, in collaboration with BESTMED and other stakeholders, was introduced in 2013. Group Activities shows an increase from 16% utilisation to 32%.

Employee Relations

Framework for Recognition of Excellence (FRE): Agreement

In 2013, Management and Unions signed the Excellence Development System (EDS) Agreement, in order to settle the formal dispute lodged by the Unions pertaining to the discontinuation of the Notch System. The objective of the agreement was to ensure that Unions abandon the formal dispute and to pave way for the implementation of the FRE agreement.

The FRE is a performance management system linked to pay; which will be implemented on 1 May 2016. Its main objective is to empower employees to take ownership of their work through an interactive process to improve individual and team performance within the institution.

Human Resources Development

Between January and December 2013, the University invested an amount of R2 114 478.00 in various capacity-building programmes for academic and PASS employees. For this period, a total of 393 academics (43%) and 512 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 812 academics (44%) and 1 027 PASS employees (56%) for a total of 1 839 employees.

The first semester of 2014 will see the launch of the Leadership Effectiveness Advancement Programme (LEAP) and the second group for the Future Leaders Programme (FLP).

Organisational Development

Framework for the Recognition of Excellence (FRE): implementation

The institution-wide pilot of FRE, the performance management system of NMMU, commences in 2014 with submission of Work-plan Agreements due by March 2014. On-going training will be provided to employees and managers to assist with the implementation of FRE.

Integrated Talent Management Strategy and Talent Analytic Data and Support

Significant progress has been made in developing an information management system that provides relevant data required for medium- and long-term workforce planning and employee development initiatives as identified in the Integrated Talent Management Strategy.

The following Talent Analytic data is available to line managers:

- Workforce profiling data; position profiling; position requirements
- Skills audit data
- Age analyses
- Performance indicators and trends

Improving Quality of Operations, Infrastructure and Support Services

Infrastructure Projects

The Infrastructure Projects Department is responsible for planning, designing and implementing new infrastructure projects. The following is a brief summary of the key projects being designed, planned and/or implemented:

- 2nd Ave Library upgrade will be completed in April 2014.
- New Human Movement Sciences (HMS) building was completed in July 2013 and the Dietetics Kitchen and tartan track was completed in November 2013.
- The contractor for the George Campus Waste Water Treatment Works (WWTW) project has been appointed, and the servitudes are being finalised.

- The 312-bed Summerstrand residence will be completed in April 2014, with 166 beds being handed over in January 2014, and the balance by April.
- Strike action delayed the completion of the new Business School, which will now be completed in March 2014.
- A 200-seater lecture hall on 2nd Ave Campus will be completed in June 2014, to ease the challenge of overcrowding in lecture venues.
- The construction tender for Alumni House will be advertised in March 2014.
- A new Transportation Hub (taxi rank) is being planned and consultations with the Municipality around this project are on-going and the rezoning process is in progress.
- George gym: The construction tender will be advertised in March 2014.
- A reverse osmosis plant is being planned for the Missionvale Campus, and consultants have been appointed.
- All projects relating to DHET-funded disability projects are underway and will be completed by August 2014.
- A new Education Building is being planned for Missionvale and all relevant consultants have been appointed, with the design process underway.
- A new Science Building is being planned for South Campus and all relevant consultants have been appointed, with the design process underway.
- A new bitumen laboratory is being planned for North campus, with construction to commence in 2014.
- An extension to the Innoventon building is being planned and all consultants have been appointed.

Technical Services

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

- High mast Light poles x 4, (South Campus, Sports) declared unsafe due to corrosion, have been refurbished in time for the scheduled activities planned for 2014. After lowering the masts it was discovered that some of the metal studs in the concrete were fractured. The one base was removed and a new one cast. Value R4.5m.
- Concrete Refurbishment: Work on Main Building is now completed. Some minor snags are receiving attention.
- Residence Upgrade: New Heat pumps have been installed in Residences in George and at PE Residences. New enclosures for the heat pumps have been constructed to house the heat pumps and the storage tanks.
- Residence Upgrade: Complete refurbishment of residences in George. 2 Houses at Akkerdraai were completely refurbished after it was discovered that the timber walls were extremely rotten. Works were completed in mid-January. An opportunity was seized to add one additional bedroom on all units.
- Gas reticulation Refurbishment on North Campus A Block is complete with some snags being attended to currently. Total value of the project is R1.5m.
- Safety Risk: Re-glazing and Painting windows of 2nd Ave windows Block X & Y will be starting by March 2014.
- The process to acquire a new Computerised Maintenance Management System was initiated, and the review process will be completed by July 2014. Along with the installation of a new maintenance management system we will also embark on the re-alignment of job functionality of the Artisans who execute the maintenance requests.
- Medium Voltage Electrical Reticulation refurbishment: Medium Voltage supply to the NMMU from the Metro is out-dated. Budget has been set aside to deal with the urgent repairs and to further plan how to fund this repair in the near future.
- Missionvale Medicinal Garden project: Plans submitted to the Metro have been approved for the Green, 'off the grid' ablution facility. Construction phase will be starting in 2014.

Support Services

Catering Cleaning and Commercial Services

- A commercialisation and services survey was completed (for both students and staff) in the last quarter of 2013, and the findings of the survey and recommendations will assist in improving services being provided to staff and students.
- During the December Vacation period 7 conference/sporting groups were hosted with a total of 7 412 bed nights.

- Facilities Rental and Vacation Accommodation generated 3rd stream income of just over R2.7 million as at the end of December 2013.
- Cleaning Services operational statistics for 2013 were as follows: 30 Recycling stations were installed; 1 840 online requests were attended to of which 501 were furniture/office moves; 546 involved specialised cleaning activities; 291 were venue set-ups; and 502 were re-cycling/waste removal.
- A new Catering Service Provider will be procured in 2014 to provide a function and Café service to the new business school.
- A new Catering Service Provider will be procured to provide a service to the North Campus, including a Fast Food / Cafeteria service and seated Coffee Shop service.

Protection Services

- A detailed Crime/Security Risk Assessment was undertaken by Protea Coin, the incumbent Security Service Provider, in conjunction with Protection Services during the period November 2013 to January 2014. The Risk Assessment and costings will be implemented against the University Crime Prevention Plan that was approved by MANCO during 2013.
- A crime statistic and profiling service, with access to a national database has been installed by Protea Coin as a value-added service.

Postal Services

The final operational statistics for 2013 are presented below:

• Incoming parcels	2 227
• Outgoing parcels	605
• Incoming registered mail	2 199
• Outgoing registered mail	2 019
• Incoming SA Post Office Mail	63 853
• Outgoing SA Post Office Mail	283 911
• Outgoing international mail	7 503
• Incoming speed and courier parcels	11 480
• Outgoing speed and courier parcels	8 874
• By hand items delivered	25 636
• Faxes sent	6 364

The institution has appointed 7 Courier companies to ensure a range of service providers that are able to provide specialised services such as international shipments and the transportation of live samples.

Safety, Health and Environment Unit

- An exercise to re-position Occupational Health Services from Health Services to report within Support Services is currently underway.

Reprographic Services

The final operational statistics for 2013 are presented below:

- An income of R 778 647 was generated for 2013
- Print and Copy volumes as at the end December 2013 was 20.22 million images.
- A total turnover of R 5 925 974 was recorded as at the end of December 2013.

Student Shuttle Service

- The Director: Support Services was invited to serve on a HEQC peer review panel at the University of Johannesburg.
- A 22-seater bus is undergoing conversion to provide accessible transport to disabled students.

- The expected assistance from the Metro through the use of the Integrated Public Transport System buses has not materialised as the Metro has not been able to make acceptable arrangements with the local Taxi Operators.

ICT Services

- A Student Device Initiative was launched on 7 October 2013 at the South Campus Sports Centre. A total of 488 devices were issued to students participating in the pilot phase. Students applied for entry and successful candidates were selected by the Student Device Steering Committee. These criteria included students who did not own computing devices and were not in their final year. The event was extremely successful with 388 devices distributed within 40 minutes. Feedback from both students and staff were extremely positive with students expressing heartfelt thanks to NMMU.
- ICT has developed and launched an App (mobile application) for the NMMU. The application puts key university information “in the pocket” of both students and staff. This application is distributed via mobile application stores, making it easily available for anyone who wishes to “follow” the university on their device. The design of the application is twofold as it provides both general information to anonymous users as well as personalised tools for valid NMMU staff and students. The campus map and routing component of the app has also been significantly enhanced with lots of campus information now graphically visible.
- The application enables students and staff to access key information of the NMMU with any mobile device. This application is distributed via standard mobile app stores, and therefore makes it easily accessible for anyone who wishes to “follow” the university on their mobile device. The design of the app provides two portals, one for general information to any user and another more personalised tool for use by NMMU staff and students.
- The learning management system (Moodle) has been enhanced to provide optimal viewing experience for users across a wide range of devices including mobile devices. Students now have the ability to access course notes and participate in class discussions from mobile devices.
- The web content management system has been upgraded, providing new features and improved ease of use to staff and students maintaining web sites.
- A project is underway to improve the display of the web-based prospectus curriculum information, as well as providing the ability for visitors and prospective students to create their own online quotations.
- ICT Services has successfully replaced its locally hosted helpdesk system with a “cloud/web hosted” version of the Microsoft Customer Relationship Manager (CRM) service. The NMMU Call Centre and the Business School has followed with the adaptation of the same service for their respective requirements. It is envisaged that the standardization on a common platform offers economies of scale and easier integration across these systems.
- A 5-year ICT infrastructure replacement plan and technology roadmap in support of Vision 2020 has been completed and widely circulated. The plan focuses on key infrastructure strategy and technology roadmaps from 2014-2018.
- Phase 2 of the online application process is completed. The main advantage over phase 1 is that all applicants, including seniors and postgraduates, can now apply online.
- The Network speed between North and South Campus has been increased to facilitate improved disaster recovery and faster connectivity between North and South Campuses. This improved service allows consolidation of certain services in the data centres thus reducing the carbon footprint while improving ICT’s reactivity to supply bulk data.
- The Wireless Networks Residence project is completed. All residences now offer students wireless access to the NMMU and internet resources. Initial statistics show a 500% increase in devices connecting to these networks.
- The Wi-Fi project at the George Campus is nearing completion.
- The Student Registration process was very successful from an ICT perspective with record numbers of students registering online, and the least number of incidents at the registration venues to date.
- The NMMU became the first university in South Africa to launch the Microsoft Student Advantage Program. This program offers all valid NMMU students a free copy of the Microsoft Office 2013 package for the duration of their studies; a benefit which equates to R566 per student or R15.2m for the institution.
- ICT Services has successfully replaced its locally hosted helpdesk system with a “cloud/web hosted” version of the Microsoft CRM service. The NMMU Call Centre and the Business School has followed with the adaptation of

the same service for their respective requirements. It is envisaged that the standardization on a common platform offers economies of scale and easier integration across these systems.

- A development project is underway in collaboration with the Examinations Department which will streamline the assessment process for Masters and Doctoral students. The system will improve the security, turnaround time of assessments and tracking of reports, appointment forms and claims. Courier savings of approximately R135000 P/A is envisaged.

Marketing and Corporate Relations (MCR)

- The 25% growth in student applications indicates a growing brand presence of NMMU in the market place and can be attributed, amongst other factors, to a focused approach in student recruitment, brand-building and effective communications.
- In addition, Sport (Madibaz) and culture (eg NMMU Choir) have become big assets in brand building and the marketing.
- NMMU George campus has embarked on a focused engagement programme with key stakeholders – media, municipality, business, education, sports sectors and students. This has added great value to the institution in the Southern Cape, but also further afield in the Western Cape, and with niche programmes in KZN, Mpumalanga, Free State and SADC countries.
- “NMMUONTUBE” was launched and is being very well received in the social marketing sphere with the NMMU flash mob now standing at 244 000 views and increasing daily.
- With regard to social media 974 936 unique visitors paid 2 434 116 visits to the NMMU website and looked at 7 739 135 pages in 2013. 23% of all visits were via mobile devices.
- The Vision 2020 booklet and a “Reasons to be Proud” fold-out brochure were added to the NMMU stable of publications.
- The Contact Centre has become increasingly important in serving the broader stakeholder grouping of NMMU with a year on year increase in the number of calls.
- The success of MCR is further affirmed by the number of awards received, 15, at the annual MACE Excellence Awards Evening.

Registrar’s Division

Academic Administration

Academic Admission

The following improvements were implemented in 2013:

- The refurbishment of furniture in the M Block lecture venues on North Campus has been refurbish completed.
- In the second half of 2013, Academic Administration initiated consultations with a number of role-players including ICT, Protection Services and Integrated Media Services to investigate a system that could be used to monitor utilization of lecture venues. A proposal was subsequently submitted for Strategic funding to install multipurpose digital equipment in lecture halls that would be linked to the Central Timetabling Office, which can then be used to monitor utilization of venues. The equipment proposed would also be used for teaching purposes as well as reducing theft.
- Roll out of Celcat Timetabling Solution which replaced O! Timetable has progressed well and 2014 lecture timetables have been migrated to Celcat.
- NMMU is well recognized within Higher Education for its progressive and student-centred systems and processes. A number of our staff have been invited to serve on Peer Quality Review Panels at other universities including the Director of Academic Administration who was invited to chair Peer Quality Review Panels at 2 universities in 2013 (Tswane University of Technology and University of KwaZulu-Natal). This experience served the purpose of benchmarking processes at other universities and some of insights gained from this experience are in the process of being implemented at NMMU.
- Furthermore, due to the stability as well as quality of NMMU’s HEMIS student data submissions, SAQA approached NMMU to be used as a pilot site for the development of a SAQA Higher Education Data System for the

downloading of student data for the National Learner Record Database and to this effect a contract was signed between NMMU and SAQA for NMMU to provide test data to SAQA.

- Provisional exam results were published via email and SMS system approximately 4 days after the last day of exams. In the past, exam results were published two weeks after the last day of exams. This provided students who were eligible for re-exams with more time to prepare for re-exams.
- The change from a manual process of compiling an Invigilation Schedule to an automated process was facilitated via the development of an E-Invigilation scheduling system which was used during June and November 2013 examinations.
- Specifications have been completed and partial development for an automated system to track and control the processing of masters and doctoral research project submissions for assessment.
- Enhancements to the online admissions system were completed after further developments and testing had occurred.
- Development of an automated academic admission selection system has been completed. The system is currently being piloted.
- Automated system for the identification of students who have complied with the requirements for graduation has been developed and is currently being tested. This is currently a cumbersome manual process.
- Enhancement of the Web-based Prospectus has provided students with an interactive Web-based tool.
- Strategies were implemented to increase online applications and registrations. As a result of improved systems and processes, application for academic admission statistics continued to show an improvement. As at 30 October, 33 312 applications had been processed for 2014 and 6431 admission offers made as compared to 30 619 applications processed for 2013 and 5554 admission offers made by about the same time last year.
- Planning for 2014 Graduation Ceremonies is underway, where 6 295 qualifications will be awarded. A total of 15 graduation ceremonies will be conducted.

Governance Administration

Governance

- As part of a drive to increase the efficiency of the governance administration processes, the *Assessment of Council's Performance* process has been automated. The two questionnaires previously used have been combined into one electronic questionnaire with automated extracting and reporting capabilities. The assessment process is currently under way.
- The Department is currently working with the Registrar on reviewing the NMMU Statute, Institutional Rules and Rules of Council against the provisions of the Higher Education Act.

Committee Services and Records Management

- Successful election of an employee, other than academic employee, to the Institutional Forum was completed and Prof Heather Nel was elected for a period of three years with effect from 1 March 2014.
- An automated pending system was developed to timely alert committee secretaries of the imminent expiry of terms of office of committee members.
- An automated pending system was developed to alert policy owners of imminent policy review dates.
- The approval by MANCO of the Enterprise Content Management (ECM) Governance Policy Framework in December 2013, has necessitated an audit at the beginning of 2014 of the adherence of faculties and administrative departments to the provisions of the Archives and Records Management Policy regarding compulsory central electronic storage of all official NMMU business related records/documents in the central Electronic Records and Documents Management System (ERDMS) database.

Legal Services

Copyright Division

The Copyright Division implemented the copyright application form for electronic postings. This form is based on the print requisition and provides reasonable control of e-postings which assist with compliance by NMMU sites.

This division has promoted the use of open source with the consequence that it enhances the concept of knowledge economy and reduces copyright costs.

This division utilizes a budget of R760 000 per year for copyright licensing purposes and delicately balances transactional licensing and its costs with the far more expensive alternative, namely blanket licencing.

Student Discipline Division

The Student Discipline Division enhanced its awareness campaign in relation to “Academic Dishonesty Offences” by exceeding a target of eight (8) sessions per year, by conducting thirty two (32) sessions in 2013.

This division facilitated student disciplinary cases and prosecuted successfully one hundred and eighty (180) matters (180) in 2013. It is important to note that there have been no review referrals that have been lodged with the High Court against the University.

Comprehensive Legal Advisory Division

The Legal Advisory Division is developing a plan, in consultation with the Law Faculty and the Legal Clinic, to provide learning opportunities via the Legal Office to final year LLB students. This will improve the quality of experiential learning through increased exposure to legal commercial practice.

This division renders a comprehensive Intellectual Property (IP) Advisory Service on a weekly basis to ensure compliance with IP Legislation and Commercial precepts. This has reduced litigation and commercial risk, there has been no litigation for the past three (3) years.

This division successfully developed a legal framework to support rezoning. The rezoning plan will be serving before the Nelson Mandela Bay Municipality Council in March 2014.

This division completed a due diligence exercise on all contracts submitted for vetting and approval to mitigate any risk. It is important to note that there has been no litigation based upon contracts as a result.

George Campus

George Student Governance and Development

Training of House Committees, Peer Helpers, How2Buddies, the Student Council and the Nelson Mandela Champion Within facilitators were conducted.

George Infrastructure Projects

The Infrastructure Projects (IP) Department is responsible for designing, planning and implementing new infrastructure projects. A number of new and on-going infrastructure projects will feature in the IS agenda during 2014 and beyond. Below is a brief summary of projects and the progress thereof:

George gym: Tender has been advertised on Thursday 6/3/2014. Handover of site is envisaged to be May 2014 with finalisation of the project Nov 2014.

George Waste Water Treatment Works (WWTW) has been halted due to the neighbouring farm owners (Silver River Estates) claiming compensation to allow the NMMU to register a servitude across their land. Negotiations are underway but the possibility to re-route the line is still a real possibility due to the unreasonable compensation required by Silver River Estates. The contractor cannot proceed due to this unfortunate situation and he is claiming penalties as prescribed.

George Technical Services

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, Akkerdraai wooden houses have been refurbished and look wonderful.
- Heat pump installation at Kalander -, Outeniqua Ladies -, Sneezewood - and Kiepersol residences is 95% complete. The only outstanding item is the installation of gates to secure the heat pumps and the removal of the building rubble.
- The main kitchen at the dining hall was upgraded during the December recess. The project is finalised. Tierkop houses waterproofing and paint is scheduled to be done in two phases (three houses per phase) in the first semester Of 2014.

George Support Services

The Support Services Department is responsible for functions such as cleaning, protection, occupational health and safety, postal services and leasing of university property. Below we outline some highlights for the quarter under review, and work planned going forward:

George Catering, Cleaning and Commercial Services

The George Campus shuttle is currently managed with busses from Blunden Transport. The George Campus Shuttle sub-committee deals with the need of students and the service runs smoothly.

The George Integrated Public Transport Network (GIPTN) is still set to start with the service to the George Campus in July 2014.

Protection Services

No significant incidents were reported during the course of 2013.

Alumni

A single alumni governance structure was established in 2013 and an Executive Committee (Exco) elected at the AGM in May. The former NMMU Alumni Association and Convocation merged to form a new Association that will perform the standard convocation functions as well. The Alumni Exco also agreed on a new subcommittee structure for greater focus and co-option of more voluntary specialists in the various areas.

The Alumni Relations Office published four newsletters during the year and won an Association of Commonwealth Universities' PR Award in its newsletter category.

12 573 alumni records were updated during the year and the website were upgraded and it registered 46 262 page views. Close to 30 alumni, legacy and partner events were held during the year, which included involvement in major university events such as alumni awareness campaigns at graduation. Alumni chapter events took place in major cities in South Africa and London. Activities also included events to celebrate diversity and culture including an Organ concert in celebration of the 25th anniversary of the university organ.

Community outreach included partnerships with the Rotary Club and the Dept of Education. The Student Alumni Society also engaged in community outreach projects. Close to 400 alumni contacted the office with further study enquiries and about 380 alumni supported alumni projects in various ways. The alumni contributions made it possible for the Association to contribute nearly half a million rand towards the NMMU Endowment Fund, other university and alumni projects as well as support needy students.

Financial Sustainability

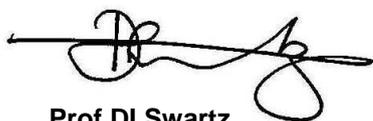
NMMU's finances are well managed on a year-to-year and 3-year rolling basis with healthy cash flows and revenue management. Further refinement is needed on the predictive longer term budgeting capabilities. This is however hampered by uncertainty around the outcomes of the new funding framework, increasing corporate overheads in excess of CPI, low economic growth forecasts and increasing funding required to attract scarce academic skills. The cost of changing school input into University/Tertiary material is also escalating and not funded by the subsidy system. The Financial Growth and Development Plan (FGDP) provides the framework for sustainability which will be implemented in the 2014 financial year. 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. 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. It should therefore be our long-term goal to raise additional revenue through third-stream income sources and increased donor and partnership engagement.

A 2014 balanced Budget was presented at Council for consideration and approved and NMMU are proud of having had unqualified Financial Statements since inception. Furthermore, our outstanding student fees are amongst the lowest in the Sector.

Conclusion

In the improvements, innovations and challenges shared in this report, the ultimate aim 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. The constant transitioning towards a better operational modality is imperative in an ever-changing higher education sector. The employees as well as the friends and benefactors of the NMMU continue to show their commitment towards achieving Vision 2020.

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

Prof DI Swartz
Vice-Chancellor

6. Report on Internal Administrative/Operative Structures and Controls

The University maintains systems of internal control that is designed to provide cost effective assurance that assets are safeguarded and that liabilities and working capital are effectively managed. Such systems are designed to provide reasonable assurance to NMMU and the Council 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 not only over financial matters, but also operational, compliance and sustainability issues. 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 there is suitable and timely independent review.

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.

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.

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 control systems that have been established are improved and adhered to.



KM Riga
Chairperson: Audit and Risk Committee



KD Pather
Senior Director: Audit and Risk Management

7. 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 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.

A common risk methodology and process has been implemented, driven by the Audit and Risk Management, 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 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 Audit and Risk Committee monitors the effectiveness of the NMMU's risk management process, and assists Council in this oversight function.



KM Riga
Chairperson: Audit and Risk Committee



Prof DI Swartz
Vice-Chancellor

8. 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 75 - 113 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.

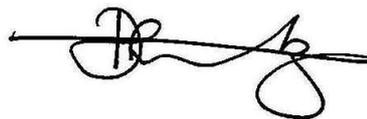
The Council believes that all representations made to the independent auditors during their audit were valid and appropriate.

Approval of the Consolidated Financial Statements

The consolidated financial statements on pages 75 - 113 were approved by the Council of the Nelson Mandela Metropolitan University on 20 June 2014 and signed on its behalf by:



Judge R Pillay
CHAIRMAN OF COUNCIL



Prof D Swartz
VICE-CHANCELLOR

FINANCIAL OVERVIEW OF THE 2013 FINANCIAL YEAR

Governance and Controls

The financial statements have been prepared in accordance with the Department of Education's 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 2013 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 and will be revised for the second cycle of 3 years. A Financial Risk Register is in place, revised and updated annually.

Budgeting Process

Management annually sets budget directives for the following year. The university's budget is based on a RAM (Resource Allocation Model) which can be summarised as follows:

- Estimated revenue streams (fees, subsidy, other)
- Top slice fixed/contracted overheads and strategic allocations
- Allocated earmarked funding i.e. residences, CAPEX, etc.
- Allocated salary commitments
- Remainder being the operational budget

Committees that are representative of all sectors allocate block funding based on various criteria to ensure inclusivity of stakeholders.

The following allocation committees are in place:

- Strategic Resource Allocation Committee
- Capital Resource Allocation Committee
- Academic RAM (Deans Forum)
- Individual Executive Management block allocation
- Deferred Maintenance Planning Committee

Each of these committees has their own set of processes, models and procedures to allocate funds based on motivations and models driven by Vision 2020, strategic plans and Council/management's performance objectives. Furthermore, the budget is supported by a three-year rolling budget and reserves plan to track future sustainability.

Higher Education Environment

With reference to the 2013 to 2014 budget of Government, Education is obviously an Apex priority as it is the second biggest allocation next to health and social protection. Although there was a significant increase in the Education budget, increased allocations for the revival of FET Colleges, NSFAS funding and additional budgets for the new Universities, will ultimately lead to smaller allocations, in real terms, to existing institutions.

The uncertainty around the implementation of the new funding framework, changes in academic funding categories and non-weighted funding 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 was used as a pilot site as to implement the new centralized NSFAS resourcing model which eventually will replace the current decentralized model. Various practical problems have been experienced. However there are concerns regarding the ability of the system to in future adequately finance the new model to its full extent.

The financial pressure of building more residences needs to be addressed. The Department of Higher Education supports NMMU by granting increased efficiency funding for new infrastructure and maintenance of existing residences. However, the future maintenance thereof and additional operational expenses needs to be carefully planned.

Overview of 2013 financial position

Despite various financial challenges during 2013, NMMU has maintained its financial position and improved its earmarked reserves as one of Council's performance objectives. For the 2013 financial year, NMMU recorded a consolidated surplus of R146m (2012 R163m) of which Council controlled operations amounted to R98m (2012 R95m). Of this an amount of R24m will be allocated to the Council's three earmarked reserves as per the performance objective. Residences are running at a surplus however off-campus accommodation currently has a negative impact on their bottom line. Both Consolidated and Council Controlled surpluses are favourably impacted by the current actuarial revaluations of the retirement medical and pension funds.

Although State subsidy for operational purposes has increased by 5.7%, fees have increased with 10% which is a concern to NMMU who has become more and more reliant on fees from a poor community and shortfalls in NSFAS funding. The actual fee increase was only 7%, while the remainder was due to an increase in student numbers. A Pricing Model and Fee Philosophy has been developed to revisit non-viable modules/subjects and to entertain reasonable and sustainable fee increases in the future.

NMMU invested R74m of its own funds through bursaries in its student community.

NMMU again were highly successful in managing its student debtors with the outstanding student debts for 2013, after registration, below the estimated 7%. This is significantly lower than other comparable education institutions.

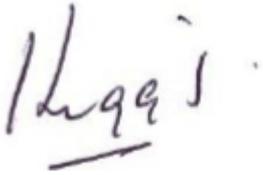
The positive reversal in post-retirement benefits amounted to R47.8m which indicates the unpredictability of the volatile changes in this expenditure category. Management will investigate practical and acceptable solutions to resolve this ever increasing liability.

NMMU's liquidity position is sound as indicated by the increase in cash and short term investments of R30m to R972m. It needs to be noted that Efficiency Infrastructure Funding commitments need to be funded from 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. Cash flow for 2013 has improved with R18m.

Important indicators	2013	2012	2011
State support (State subsidy/total income)	42%	42%	43.2%
Own funding (other income/total income)	58%	58%	56.8%
Staff cost: total expenses	53.8%	53.4%	56.4%
Outstanding fees/fees raised [after registration]	7% [2.9%]	6.6% [2.3%]	7.0% [4.2%]
Short Term Liquidity (current assets/current liabilities)	10.2%	13.4%	12.6%

The institution has concerns around the availability of sufficient reserves for the significant capital expenditure required for additional residences. 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 positions reflected in the financials will enable NMMU to fund part of the CAPEX requirements to which it is committed. However, 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 is extended 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 Scheepers
Executive Director: Finance



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

REPORT ON THE CONSOLIDATED FINANCIAL STATEMENTS

Introduction

We have audited the group consolidated annual financial statements of the Nelson Mandela Metropolitan University and its subsidiaries as set out on pages 72 - 107 which comprise the consolidated statement of financial position as at 31 December 2013, 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, 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 2013, 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.

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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 LEGAL AND 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 relevant to performance against predetermined objectives, compliance with laws and regulations and internal control, but not for the purpose of expressing an opinion.

Predetermined objectives

We performed procedures to obtain evidence about the reliability of the information in the Council's Statement on Corporate Governance as set out on page 8 of the annual report.

The reported performance against predetermined objectives was evaluated against the overall criterion of reliability. The reliability of the information in respect of the selected objectives is assessed to determine whether it adequately reflects the facts (i.e. whether it is valid, accurate and complete).

There were no material findings on the Council's Statement on Corporate Governance concerning the reliability of the information.

Compliance with laws and regulations

We performed procedures to obtain evidence that the University has complied with applicable laws and regulations 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.

OTHER REPORTS

Agreed-upon procedures engagements

As required by the funding agreements from the Department of Higher Education and Training, agreed upon procedure engagements were conducted during the year under review with respect to the following grants and submissions to the Department of Higher Education and Training:

- Infrastructure Grant
- Efficiency Funding Grant
- Clinical Training Grant
- Financial Data Submission
- Research Articles Submission
- Student Statistics Submission

PricewaterhouseCoopers Inc.

PricewaterhouseCoopers Inc

Director: A Rathan
Registered auditor
20 June 2014

NELSON MANDELA METROPOLITAN UNIVERSITY
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
at 31 December 2013

	Notes	2013 R'000	2012 R'000
ASSETS			
Non-current assets		1 373 334	1 191 804
Property, plant and equipment	2	1 186 838	1 026 840
Investments	3	186 496	164 964
Current assets		1 016 210	1 014 084
Inventories	4	3 285	3 038
Trade and other receivables	6	40 762	68 575
Short-term investments	5.1	899 000	888 000
Cash and cash equivalents	5.2	73 163	54 471
Total assets		<u>2 389 544</u>	<u>2 205 888</u>
EQUITY AND LIABILITIES			
Equity funds		1 780 419	1 628 379
Property plant and equipment		965 853	800 528
Restricted use funds		282 801	265 803
Student Residence Funds		9 003	12 470
Other		273 798	253 333
Unrestricted use funds – Education and General		531 765	562 048
Deferred income	7	362 863	309 203
Non-current liabilities		146 879	192 725
Interest-bearing borrowings	8	8 599	9 808
Retirement benefit obligations	9	63 126	111 021
Accumulated leave liability	10	70 547	66 012
Long service award accrual	12	4 607	5 884
Current liabilities		99 383	75 581
Accounts payable and accrued liabilities	11	98 174	74 483
Current portion of borrowings	8	1 209	1 098
Total equity and liabilities		<u>2 389 544</u>	<u>2 205 888</u>

**NELSON MANDELA METROPOLITAN UNIVERSITY
CONSOLIDATED STATEMENT OF COMPREHENSIVE INCOME
for the year ended 31 December 2013**

	2013				2012	
Notes	Council controlled unrestricted R'000	Specifically funded activities restricted R'000	NMMU Trust restricted R'000	SUB-TOTAL R'000	Student & staff accommodation unrestricted R'000	TOTAL R'000
TOTAL INCOME	1 498 805	104 488	50 303	1 653 596	66 067	1 719 663
RECURRENT ITEMS	1 498 851	104 516	33 213	1 636 580	66 068	1 702 648
State appropriations	715 118	-	-	715 118	20	715 138
Tuition and other fee income	454 298	-	-	454 298	63 256	517 554
Income from contracts for research	-	66 178	-	66 178	-	66 178
Sales of goods and services	37 673	1 880	-	39 553	2 748	42 301
Private gifts and grants	236 796	34 013	28 527	299 336	44	299 380
Finance income	54 966	2 445	4 686	62 097	-	62 097
NON-RECURRENT ITEMS	(46)	(28)	17 090	17 016	(1)	17 015
Profit on disposal of PPE	(46)	(28)	-	(74)	(1)	(75)
Realised profits on investments	-	-	17 090	17 090	-	17 090
Property revaluation	-	-	-	-	-	1 000
TOTAL EXPENDITURE	1 448 099	121 173	8 533	1 577 805	62 711	1 640 516
RECURRENT ITEMS	1 438 249	116 761	8 533	1 563 543	62 394	1 625 937
Personnel	849 205	24 361	-	873 566	9 115	882 681
Academic professional	417 717	10 808	-	428 525	-	428 525
Other personnel	426 954	13 553	-	440 507	9 115	449 622
Accumulated leave accrual	5 811	-	-	5 811	-	5 811
Long service award accrual	(1 277)	-	-	(1 277)	-	(1 277)
Other current operating expenses	515 172	89 457	8 533	613 162	52 227	665 389
Depreciation	73 862	2 943	-	76 805	173	76 978
Finance costs	589 034	92 400	8 533	689 967	52 400	742 367
NON-RECURRENT ITEMS	10	-	-	10	879	889
Capital expenditure expensed	9 850	4 412	-	14 262	317	14 579
NET SURPLUS	50 706	(16 685)	41 770	75 791	3 356	79 147
OTHER COMPREHENSIVE INCOME	15 145	-	-	15 145	-	15 145
Retirement healthcare obligation	32 750	-	-	32 750	-	32 750
Provision for pension fund deficit	-	-	-	-	-	-
Revaluation of investments to market value at year end	-	-	36 805	36 805	-	36 805
Realisation of previous investment revaluation	47 895	-	(17 307)	(17 307)	-	(17 307)
	-	-	19 498	67 392	-	67 392
TOTAL COMPREHENSIVE INCOME FOR THE YEAR	98 601	(16 685)	61 268	143 183	3 356	146 540

NELSON MANDELA METROPOLITAN UNIVERSITY

CONSOLIDATED STATEMENT OF CHANGES IN FUNDS

For the year ended 31 December 2013

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 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	74 898
Funds utilised	-	-	-	-	-	-	-	(76 978)	(76 978)
Transfers – debit	(26 207)	(1 676)	(27 883)	-	(39 416)	(39 416)	(8 281)	(6 354)	(74 898)
Balance at 31 December 2013	296 089	235 676	531 765	87 935	185 863	273 798	9 003	965 853	1 780 419
Balance at 1 January 2012	355 527	178 375	533 902	60 163	139 817	199 980	18 140	700 594	1 452 616
Net surplus	109 420	39 395	148 815	20 415	22 883	43 298	(697)	-	191 416
Other comprehensive income	(53 129)	-	(53 129)	-	24 657	24 657	-	-	(28 472)
Other additions	(95 556)	164	(95 392)	-	-	-	-	177 096	81 704
Transfers – credit	76 252	3 390	79 642	8 744	-	8 744	65	3 542	91 993
Funds utilised	-	-	-	-	-	-	-	(68 886)	(68 886)
Transfers – debit	(42 275)	(9 515)	(51 790)	-	(23 347)	(23 347)	(5 038)	(11 818)	(91 993)
Balance at 31 December 2012	350 239	211 809	562 048	89 322	164 011	253 333	12 470	800 528	1 628 379

NELSON MANDELA METROPOLITAN UNIVERSITY

CONSOLIDATED STATEMENT OF CASH FLOWS
for the year ended 31 December 2013

	Notes	2013 R'000	2012 R'000
Cash flow from operating activities			
Cash generated by operations	22	197 776	175 823
Interest received	15	57 413	54 995
Net cash inflow from operating activities		<u>255 189</u>	<u>230 818</u>
Cash flow from investing activities			
Interest received	15	2 213	2 016
Dividends received	15	2 471	2 733
Purchase of property, plant and equipment (net of donations in kind)		(243 249)	(182 581)
Increase in short-term investments		(11 000)	(44 000)
Net decrease in investment portfolio at cost		15 055	13 844
Net cash outflow from investing activities		<u>(234 510)</u>	<u>(207 988)</u>
Cash flow from financing activities			
Finance costs		(889)	(978)
Decrease in interest-bearing borrowings	8	(1 098)	(1 227)
Net cash outflow from financing activities		<u>(1 987)</u>	<u>(2 205)</u>
Increase in cash and cash equivalents			
Cash and cash equivalents at beginning of year		54 471	33 846
Cash and cash equivalents at end of year	5	<u>73 163</u>	<u>54 471</u>

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013

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 2014 or later periods. These standards have not been early adopted.

IFRS 9 – Financial Instruments

This new standard is the first phase of a three phase project to replace IAS 39 Financial Instruments: Recognition and Measurement. Phase one deals with the classification and measurement of financial assets. The following are changes from the classification and measurement rules of IAS 39:

- Financial assets will be categorised as those subsequently measured at fair value or at amortised cost
- Financial assets at amortised cost are those financial assets where the business model for managing the assets is to hold the assets to collect contractual cash flows
- (where the contractual cash flows represent payments of principal and interest only). All other financial assets are to be subsequently measured at fair value.
- Under certain circumstances, financial assets may be designated as at fair value

1. Accounting policies (continued)

1.1 Basis of preparation (continued)

- For hybrid contracts, where the host contract is within the scope of IFRS 9, then the whole instrument is classified in accordance with IFRS 9, without separation of the embedded derivative. In other circumstances, the provisions of IAS 39 still apply.
- Voluntary reclassification of financial assets is prohibited. Financial assets shall be reclassified if the entity changes its business model for the management of financial assets. In such circumstances, reclassification takes place prospectively from the beginning of the first reporting period after the date of change of the business model.
- Investments in equity instruments may be measured at fair value through other comprehensive income. When such an election is made, it may not subsequently be revoked, and gains or losses accumulated in equity are not recycled to profit or loss on derecognition of the investment. The election may be made per individual investment.
- IFRS 9 does not allow for investments in equity instruments to be measured at cost under any circumstances.
- The classification categories for financial liabilities remain unchanged. However, where a financial liability is designated as at fair value through profit or loss, the change in fair value attributable to changes in the liabilities credit risk shall be presented in other comprehensive income. This excludes situations where such presentation will create or enlarge an accounting mismatch, in which case, the full fair value adjustment shall be recognised in profit or loss.

The effective date of the standard is for years beginning on or after 1 January 2015.

Offsetting Financial Assets and Financial Liabilities (Amendments to IAS 32)

Clarification of certain aspects concerning the requirements for offsetting financial assets and financial liabilities.

The effective date of the standard is four years beginning on or after 1 January 2014.

IAS 24, 'Related party disclosures'

The standard is amended to include, as a related party, an entity that provides key management personnel services to the reporting entity or to the parent of the reporting entity ('the management entity').

The effective date of the standard is for years beginning on or after 1 July 2014.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

1. Accounting policies (continued)

1.2 Consolidation

Subsidiaries are all entities (including special purpose entities) over which the University has the power to govern the financial and operating policies generally accompanying a shareholding of more than one half of the voting rights. De-facto control may arise in circumstances where the size of the University's voting rights relative to the size and dispersion of holdings of other shareholders give the University the power to govern the financial and operating policies, 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.

1.3.2 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

1. Accounting policies (continued)

1.3 Revenue recognition (continued)

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.

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. Accounting policies (continued)

1.5 Reserve Funds (continued)

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 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.

1. Accounting policies (continued)

1.8 Financial assets (continued)

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.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

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 R5 000 are not capitalised, but are expensed in the year of acquisition.

1. Accounting policies (continued)

1.11 Property, plant and equipment (continued)

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

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

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

1. Accounting policies (continued)

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 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.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

1. Accounting policies (continued)

1.19 Provisions (continued)

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.

1.20.2 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.

1. Accounting policies (continued)

1.20 Employee benefits (continued)

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.

1.20.4 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 2013 (continued)

2. Property, plant and equipment

	Land and buildings R'000	Furniture, equipment and vehicles R'000	Library R'000	Total R'000
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>
Year ended 31 December 2012				
Opening net book amount	654 568	265 234	-	919 802
Additions	159 429	12 518	13 844	185 791
Disposals	(396)	(204)	-	(600)
Depreciation charge	(15 350)	(48 959)	(13 844)	(78 153)
Closing net book value	<u>798 251</u>	<u>228 589</u>	<u>-</u>	<u>1 026 840</u>
At 31 December 2012				
Cost	974 416	422 496	160 710	1 557 622
Accumulated depreciation	(176 165)	(193 907)	(160 710)	(530 782)
Net book value	<u>798 251</u>	<u>228 589</u>	<u>-</u>	<u>1 026 840</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:

	2013 R'000	2012 R'000
Total depreciation charge	86 408	78 153
Less: Release from deferred income	(9 430)	(9 267)
Statement of comprehensive income	<u>76 978</u>	<u>68 886</u>

Included in the closing net book value of land and buildings above is Capital Work in Progress of R285.8 million (2012: R222.2 million) relating to assets under construction at year end. No depreciation charge has been levied against these assets as they have not yet been brought into use at year end.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

2. Property, plant and equipment (continued)

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 (2012 : R26.5 million).

	2013	2012
	R'000	R'000
3. Investments		
Shares – listed	114 382	111 328
Gilts and bonds	7 428	7 625
International asset swaps	47 423	33 724
Money market deposits	8 610	8 195
Cash on call	8 653	4 092
	<u>186 496</u>	<u>164 964</u>
At cost:		
Shares – listed	47 724	50 666
Gilts and bonds	7 470	7 470
International asset swaps	27 872	27 872
Money market deposits	8 610	8 195
Cash on call	8 653	4 092
	<u>100 329</u>	<u>98 295</u>
Movement during the year:		
Opening Balance	164 964	146 551
Unrealised gain in fair value	27 443	28 558
Realised gain in fair value	17 090	4 687
Distributions	(23 001)	(14 832)
Closing balance	<u>186 496</u>	<u>164 964</u>

These investments comprise a managed portfolio owned by the NMMU Trust with a fair value of R186.5 million (2012 : R165.0 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 and UK pounds.

IFRS 7 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)

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

3. Investments (continued)

- Inputs, for fair value measurements from the asset or liability that are not based on observable market data (that is, unobservable inputs) (LEVEL 3)

The following table presents the University's assets that are measured at fair value at 31 December 2013.

	Level 1 R'000	Level 2 R'000	Level 3 R'000	Total balance R'000
Assets				
Available-for-sale financial assets				
- Listed shares	114 382	-	-	114 382
- International asset swaps	-	47 423	-	47 423
- Gilts and bonds	-	7 428	-	7 428
- Fixed deposits	8 610	-	-	8 610
- Cash on call	8 653	-	-	8 653
Total assets	<u>131 645</u>	<u>54 851</u>	<u>-</u>	<u>186 496</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. The fair value of investments disclosed under level 2 is determined by portfolio managers based on current market indicators.

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 2013 (continued)

	2013	2012
	R'000	R'000
4. Inventories		
Consumables	2 817	2 652
Goods for resale	468	386
	<u>3 285</u>	<u>3 038</u>

	2013	2012
	R'000	R'000
5. Short-term investments and cash and cash equivalents		

5.1 Short-term investments

Short-term investments	<u>899 000</u>	<u>888 000</u>
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The average effective interest rate on short-term bank deposits was 5.31% (2012: 5.65%).

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 Moody rating scale is as follows:

	2013	2012
	R'000	R'000
A1	90 000	356 000
Aa2	-	532 000
A3	659 000	-
Aa3	150 000	-
	<u>899 000</u>	<u>888 000</u>

5.2 Cash at bank and in hand

Cash at bank and in hand	<u>73 163</u>	<u>54 471</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>73 163</u>	<u>54 471</u>
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NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

6. Trade and other receivables	R'000	R'000
Student debtors – debits	52 986	41 433
Student debtors – credits	<u>(27 719)</u>	<u>(19 622)</u>
Net student debtors	25 267	21 811
Less: Provisions	<u>(21 714)</u>	<u>(13 548)</u>
	3 553	8 263
Net external debtors	23 145	38 151
Interest receivable	6 671	6 999
Other receivables	<u>7 393</u>	<u>15 162</u>
	<u><u>40 762</u></u>	<u><u>68 575</u></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:

	2013	2012
	R'000	R'000
Student debtors considered to be fully performing	23 040	17 546
Student debtors not considered to be fully performing	29 946	23 887
Students last registered in current year	16 651	12 587
Students last registered in prior year	7 181	6 534
Students last registered two or more years ago	6 114	4 766
	<u>52 986</u>	<u>41 433</u>

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

6. Trade and receivables (continued)

The movement in the impairment provision was as follows:

	2013	2012
	R'000	R'000
Opening balance at 1 January	13 548	11 756
Additional impairment	11 635	5 112
Receivables written off during the year	(3 469)	(3 320)
Closing balance at 31 December	<u>21 714</u>	<u>13 548</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.

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:

	2013	2012
	R'000	R'000
Opening balance at 1 January	1 610	3 118
Reduced impairment	(1 356)	(1 443)
Receivables written off during the year	-	(65)
Closing balance at 31 December	<u>254</u>	<u>1 610</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.

NELSON MANDELA METROPOLITAN UNIVERSITY

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013
(continued)**

7. Deferred income	2013 R'000	2012 R'000
As at 1 January	309 203	319 987
Net increase/(decrease) in deferred income	53 660	(10 784)
Government grants received	65 172	-
Realised in comprehensive income	(2 082)	(1 517)
Release relating to depreciation	(9 430)	(9 267)
As at 31 December	<u>362 863</u>	<u>309 203</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:

	2013 R'000	2012 R'000
Capital project spending	334 567	313 731
Transfer/offset against depreciation	(31 015)	(21 585)
	<u>303 552</u>	<u>292 146</u>
Unspent grant funds	59 311	17 057
	<u>362 863</u>	<u>309 203</u>

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

	2013	2012
	R'000	R'000
8. Interest-bearing borrowings		
Current portion of long-term loans		
Bank borrowings	1 137	1 033
Government loans	72	65
	<u>1 209</u>	<u>1 098</u>
Non-current		
Bank borrowings	2 566	3 771
Rubious Mountain: Minority shareholder's loan	5 827	5 827
Government loans	206	210
	<u>8 599</u>	<u>9 808</u>
Total borrowings	<u><u>9 808</u></u>	<u><u>10 906</u></u>
Total borrowings:		
- at fixed rates	<u>9 808</u>	<u>10 906</u>
Interest rates:		
- bank borrowings	9.30%	9.83%
Maturity of interest-bearing borrowings (excluding finance lease liabilities):		
Between 1 and 2 years	8 297	8 134
Between 2 and 5 years	1 413	2 661
Over 5 years	98	111
	<u>9 808</u>	<u>10 906</u>

	2013	2012
	R'000	R'000
9. Retirement benefit obligations		
Post-retirement medical benefits	41 840	56 986
Present value of medical benefit liability	347 687	338 753
Fair value of plan asset	(305 847)	(281 767)
Pension scheme liabilities	21 286	54 035
	<u>63 126</u>	<u>111 021</u>

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

NELSON MANDELA METROPOLITAN UNIVERSITY

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013
(continued)**

9. Retirement benefit obligations (continued)

9.1 Post-retirement medical benefits (continued)

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 2013.

	2013	2012
	R'000	R'000
Present value of medical benefit obligations	<u>347 687</u>	<u>338 753</u>
Movement in the liability recognised in the statement of financial position:		
Contractual liability as at the beginning of the year	338 753	281 768
Movement liability debited/(credited) to statement of comprehensive income	8 934	56 985
Service cost	8 758	7 591
Interest cost	25 848	23 512
Benefit payments	(12 127)	(10 550)
Actuarial (gain)/loss	(13 545)	36 432
Contractual liability as at year end	<u>347 687</u>	<u>338 753</u>
Plan asset as at beginning of the year	281 767	251 621
Movement in asset credited to statement of comprehensive income	24 080	30 146
Expected return on plan asset	21 885	22 647
Contributions paid – pensioners	(12 127)	(10 550)
Actuarial gain	6 529	11 137
Contributions received	7 793	6 912
Plan asset as at year end	<u>305 847</u>	<u>281 767</u>

Membership data

NELSON MANDELA METROPOLITAN UNIVERSITY

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013
(continued)**

9. Retirement benefit obligations (continued)

9.1 Post-retirement medical benefits (continued)

Active members (in service)	592	624
Continuation members	415	398

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

Discount rate	8.81%	7.77%
Health care cost inflation	7.94%	7.38%
Net discount rate	0.81%	0.36%
Continuation of membership	95%	95%
Expected return on assets	8.81%	7.77%

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

Mortality rate:

The standard mortality tables used to perform the valuations for both 2013 and 2012 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	395 372	14%
Healthcare inflation	1% decrease	307 922	(11%)
Discount rate	1% increase	307 129	(12%)
Discount rate	1% decrease	397 271	14%
Post-retirement mortality	1 year decrease	361 208	4%
Average retirement age	1 year decrease	358 871	3%
Continuation of membership at retirement	10% increase	331 458	(5%)

History of post-retirement medical obligation

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013
(continued)

9. Retirement benefit obligations (continued)

9.1 Post-retirement medical benefits (continued)

Present value of defined benefit obligation as at
31 December:

	Liability	Asset	Net Liability/ (Asset)
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
2009	217 527	217 568	(41)

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

	Liability	Asset	Total
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)
2009	9 458	2 608	12 066

9.2 Pension schemes

	NMMU Pension Fund R'000	National Tertiary Retirement Fund R'000	2013 R'000	2012 R'000
Balance at end of the year				
Present value of funded and unfunded obligations	(785 545)	(522 360)	(1 307 905)	(1 205 695)
Fair value of plan assets	831 199	501 074	1 332 273	1 174 742
Funded status	45 654	(21 286)	24 368	(30 953)
Surplus not recognised	(45 654)	-	(45 654)	(23 082)
Liability at reporting date	-	(21 286)	(21 286)	(54 035)

NELSON MANDELA METROPOLITAN UNIVERSITY

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013
(continued)**

9. Retirement benefit obligations (continued)

	2013	2012
9.2 Pension schemes (continued)	R'000	R'000
<i>Movement in defined benefit obligation</i>		
Beginning of the year	1 205 696	1 057 872
Current service cost	81 674	78 994
Interest cost	81 924	90 515
Member contributions	3 430	3 327
Actuarial gain	(37 190)	(488)
Benefits paid	(16 012)	(14 013)
Risk premium	(11 617)	(10 511)
End of the year	<u>1 307 905</u>	<u>1 205 696</u>
<i>Movement in fair value of plan assets</i>		
Balance at 1 January 2013	1 174 743	1 067 549
Expected return on assets	81 010	98 157
Employer and employee contributions	78 443	70 699
Benefits paid	(11 617)	(14 013)
Risk premium	(16 012)	(10 511)
Actuarial gain/(loss)	25 707	(37 138)
End of the year	<u>1 332 273</u>	<u>1 174 743</u>
<i>The amount recognised in the statement of comprehensive income</i>		
Current service costs	81 674	78 994
Interest costs	81 924	90 515
Expected return on plan assets	(81 010)	(98 157)
Net actuarial (gain)/loss	(62 897)	36 650
Contributions	(75 013)	(67 372)
	<u>(55 322)</u>	<u>40 630</u>
Net increase/(decrease) included in unrecognised surplus	22 572	(14 340)
	<u>(32 750)</u>	<u>26 290</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 2013 (continued)

9. Retirement benefit obligations (continued)

9.2 Pension schemes (continued)

The principal assumptions used for accounting purposes were as follows:

	2013 Both Funds	2012 Both Funds
General inflation rate	6.44%	6.13%
Discount rate	8.81%	7.77%
Expected return on investment	8.81%	7.77%
Salary inflation	7.94%	7.63%
Effective net discount rate after retirement	6.00%	6.00%

The estimated remaining worklife of the defined benefit members in the funds is 9.1 years.

Mortality rate:

The standard mortality tables utilised to perform the valuation for 2012 and 2013 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	1 306	(0.12%)
Discount rate	1% decrease	1 310	0.14%
Salary inflation	1% increase	1 322	1.11%
Salary inflation	1% decrease	1 299	(0.68%)
Investment return	1% increase	1 299	(0.69%)
Investment return	1% decrease	1 322	1.05%
Post-retirement mortality table	1 year decrease	1 318	0.80%

	2013 R	2012 R	2011 R
<i>3 year summary as at 31 December</i>			
Fair value of plan assets	1 332 273	1 174 742	1 067 548
Present value of defined benefit obligation	<u>(1 307 905)</u>	<u>(1 205 695)</u>	<u>(1 057 871)</u>
Surplus	24 368	(30 953)	9 677
Experience adjustment gain/(loss) on plan assets	25 707	(37 138)	(86 088)
Experience adjustment gain on plan liabilities	37 190	488	80 666

Expected contributions to the defined benefit pension fund for the year ended 31 December 2014 are R94.1 million (2013 : R94.5 million).

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

	2013	2012
	R'000	R'000
10. Accumulated leave liability		
Opening balance	66 012	61 733
Additional provisions	5 811	5 576
Utilised during year	(1 276)	(1 297)
Closing balance	<u>70 547</u>	<u>66 012</u>
Current portion of liability	2 562	1 804
Non-current portion of liability	67 985	64 208
Total accumulated leave liability	<u>70 547</u>	<u>66 012</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.

	2013	2012
	R'000	R'000
11. Accounts payable and accrued liabilities		
Student deposits and advance payments	19 998	18 562
Trade creditors	18 173	23 049
Accruals	10 336	2 825
Payroll related accruals	38 220	18 523
Other payables	11 447	11 524
	<u>98 174</u>	<u>74 483</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.

	2013	2012
	R'000	R'000
12. Long service award accrual		
Current portion of accrual	770	954
Non-current portion of accrual	3 837	4 930
Total long service award accrual	<u>4 607</u>	<u>5 884</u>

	2013	2012
	R'000	R'000
13. State appropriations		
Subsidy – operations	701 838	654 219
Subsidy – interest and redemption	77	278
Subsidy – foundation programme and ad hoc grants	11 141	20 273
Specific grant – upgrading of facilities	65 172	-
Total State appropriations received	<u>778 228</u>	<u>674 770</u>
Grants transferred to deferred income (note 7)	(63 090)	1 517
Recognised in income	<u>715 138</u>	<u>676 287</u>

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

14. Private gifts and grants	2013 R'000	2012 R'000
Received in cash	295 925	280 500
Received in kind	3 455	3 210
	<u>299 380</u>	<u>283 710</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.

15. Finance income	2013 R'000	2012 R'000
Interest received		
Interest income on short-term bank deposits	57 411	54 995
Interest income on available-for-sale financial assets	2 214	2 016
Dividends received	2 472	2 733
Total interest and dividends	<u>62 097</u>	<u>59 744</u>

16. Personnel costs	2013 R'000	2012 R'000
Academic professional	428 525	366 233
Other personnel	449 622	384 329
Leave pay accrual	5 811	4 279
Long service award accrual	(1 277)	350
	<u>882 681</u>	<u>755 191</u>
Provision for post-retirement medical costs	(15 145)	26 839
Provision for pension fund deficit	(32 750)	26 290
	<u>834 786</u>	<u>808 320</u>

Average number of persons employed by the University during the year

	2013	2012
Full time	1 692	1 581
Part time	867	889
	<u>2 559</u>	<u>2 470</u>

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

17. Other operating expenses	2013	2012
	R'000	R'000

The following items have been charged in arriving at operating profit:

Supplies and services	538 488	462 653
Audit fees	1 891	1 135
Statutory audit	1 004	785
Other services	887	350
Cost of services outsourced	48 959	43 759
Fixed property cost – rental	1 855	1 234
Bursaries	74 196	62 823
	665 389	571 604

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	6
Members of Council	30

Attendance fees and reimbursed expenses paid to Council and Committee Members amounted to R67 100 (2012 : R31 020) and R203 439 (2012 : R197 540) respectively.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

19. Financial instruments by category

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

	Category	2013 R'000	2012 R'000
Assets			
Non-current investments	Available for sale	186 496	164 964
Receivables and prepayments	Loans and receivables	40 762	68 575
Cash and cash equivalents	Loans and receivables	972 163	942 471
		<u>1 199 421</u>	<u>1 176 010</u>
Liabilities			
Interest-bearing borrowings	Other financial liabilities	9 808	10 906
Accounts payable and accrued liabilities	Other financial liabilities	59 954	55 960
		<u>69 762</u>	<u>66 866</u>

The appropriate accounting policies for these financial instruments have been applied according to the categories set out above.

The fair values of the financial instruments are approximately equal to their carrying values.

20. Financial risk management

Financial risk factors

The University's activities expose it to a variety of financial risks : market risk (including price risk, currency risk and interest rate risk), credit risk and liquidity risk. The University's overall risk management processes focus on the unpredictability of financial markets and seek to minimise potential adverse effects on the University's financial performance.

The 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.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

20. Financial risk management (continued)

Financial risk factors (continued)

(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 R2.4 million (2012: R1.7 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 2013, 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 (2012: R11 million) higher/lower. Due to the unpredictability of equity market returns, a general indicative percentage of 10% is used to highlight the changes in market value on equity investments.

(iii) Interest rate risk

The University is exposed to interest rate risk due to financial assets bearing variable interest rates. Interest rate risk is managed by ensuring that the University's assets are invested in accounts which earn the best possible interest rates.

The impact of a 1% increase/decrease in the interest rate with all other variables held constant on the comprehensive income of the University would be R10.8 million (2012: R9.7 million) increase/decrease.

20. Financial risk management (continued)

Financial risk factors (continued)

(b) Credit risk

Potential concentrations of credit risk consist mainly of short term cash, cash equivalent investments, trade receivables and other receivables. The University places cash and cash equivalents with reputable financial institutions.

Receivables comprise outstanding student fees, student loans and a number of customers, dispersed across different industries and geographical areas. The University is exposed to credit risk arising from student receivables relating to outstanding fees. This risk is mitigated by requiring students to pay an initial instalment in respect of tuition and accommodation fees at or prior to registration, the regular monitoring of outstanding fees and the institution of debt collection action in cases of long outstanding amounts. In addition, students with outstanding balances from previous years of study are only permitted to renew their registration after either the settling of the outstanding amount or the conclusion of a formal payment arrangement. The University no longer provides loan funding to students. The student loans outstanding at year-end have been appropriately assessed.

Where considered appropriate, credit evaluations are performed on the financial condition of customers other than students.

(c) Liquidity risk

Prudent liquidity risk management implies maintaining sufficient cash and marketable securities, the availability through an adequate amount of committed credit facilities and the ability to close out market positions. Council, through the Finance Committee, and management of the University monitor the University's liquidity on an ongoing basis, and excess cash is invested in accordance with the Investment Policy of the University.

The table below analyses the University's financial liabilities into relevant maturity groupings based on the remaining period at the statement of reporting date to the contractual maturity date. The amounts disclosed in the table are the contractual undiscounted cash flows.

NELSON MANDELA METROPOLITAN UNIVERSITY

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)

20. Financial risk management (continued)

Financial risk factors (continued)

	Within 1 year	Between 1 and 5 years	Later than 5 years
	R	R	R
At 31 December 2013			
Interest-bearing borrowings	7 036	2 674	98
Accounts payable and accrued liabilities	59 954	-	-
	<u>66 990</u>	<u>2 674</u>	<u>98</u>
At 31 December 2012			
Interest-bearing borrowings	8 134	2 661	111
Accounts payable and accrued liabilities	55 960	-	-
	<u>64 094</u>	<u>2 661</u>	<u>111</u>

(d) Capital risk management

The University's objectives when managing capital are to safeguard the ability of the University to continue as a going concern and meet its stated objectives. These objectives are met through careful consideration by the Council.

21. Capital Commitments	2013 R'000	2012 R'000
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Capital expenditure in respect of building maintenance and upgrades (including IOP/infrastructure projects) contracted for at reporting date

<u>71 760</u>	<u>244 717</u>
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Council, the EXCO of Council and the Finance and Facilities Committee of Council have approved further capital development projects to the value of R157 million (2012: R63.9 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).

NELSON MANDELA METROPOLITAN UNIVERSITY**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS – 31 December 2013 (continued)**

	2013	2012
22. Cash generated from operations	R'000	R'000
Reconciliation of net surplus to cash generated from operations:		
Net surplus before transfers	79 147	191 416
Adjusted for:		
Increase/(decrease) in deferred income	53 660	(10 784)
Donations in kind	(3 455)	(3 210)
Depreciation	86 408	78 153
Disposal of fixed assets	298	600
Interest received	(59 625)	(57 011)
Dividends received	(2 472)	(2 733)
Finance costs	889	978
Profit on sale of investments	(17 090)	(7 600)
Additions to property, plant and equipment	5 501	12 819
Employee benefit liability adjustments		
- increase in accumulated leave liability	8 854	5 576
- leave payments	(4 319)	(1 297)
- (decrease)/increase in long service award accrual	(1 277)	350
Working capital changes		
- increase in inventories	(247)	(199)
- decrease/(increase) in receivables and prepayments	27 813	(34 087)
- increase in accounts payable and accrued liabilities	23 691	2 852
Cash generated by operations	<u>197 776</u>	<u>175 823</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.

REPORT ON ASSESSMENT OF COUNCIL'S PERFORMANCE FOR 2013

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1. INTRODUCTION

2. ASSESSMENT PROCESS
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3. RESULTS
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 - 3.2 Meetings of Council
 - 3.3 Council Membership
 - 3.4 Relationship between Council and Vice-Chancellor (VC) of the University
 - 3.5 Achievement of Performance Objectives for 2013
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 - 3.8 General Assessment

CONSOLIDATED REPORT ON ASSESSMENT OF COUNCIL'S PERFORMANCE FOR 2013

INTRODUCTION

Council resolved in 2006 to implement an assessment process of the performance of Council. The first assessment took place at the end of November 2006. This report records the results of the assessment of Council for 2013.

ASSESSMENT PROCESS

The assessment process took place as follows:

1.1 Measuring instrument

Previously Council members had to complete two questionnaires to assess the performance of Council, namely –

Assessment of Council's Performance Questionnaire; and

Assessment of the Achievement of Council's Performance Objectives Questionnaire

During 2013 GC resolved that both questionnaires should be administered simultaneously. GC also refined the questionnaire used to assess the achievement of the performance objectives and developed standard report forms to be completed by the relevant MANCO members. Both the revised questionnaire and the report forms linked the performance objectives of Council to the strategic priorities of the University and made provision for the relevant MANCO members to report on the achievement of the specific performance indicators.

For the assessment of 2013's performance, the two questionnaires previously administered manually were converted into one electronic questionnaire, electronic processing of the data followed.

Population

All members who were members of Council in 2013 (25 in total) were included. The five members not included were: (Reasons for exclusion indicated in brackets)

The two SRC members on Council (they were not members in 2013)

Dr G Govender (new member – first meeting only on 12 Dec 2013)

Ms Z Tshetu (new member – first meeting only on 12 Dec 2013)

Mr R Jonas (no longer a Council member)

Administration of assessment questionnaire

The hyperlink to the electronic assessment instrument (questionnaire referred to above) was sent to each member of Council with a request that they should consult the reports by the relevant MANCO members, as well as the four reports submitted by the VC to Council during 2013, and thereafter complete the questionnaire and submit it by a specified date.

A shared drive from which Council members could access the reports mentioned above was created and they were provided with the hyperlink to this drive.

A reminder e-mail was sent to all members three days prior to the final date for submission and also on the morning of the closing date.

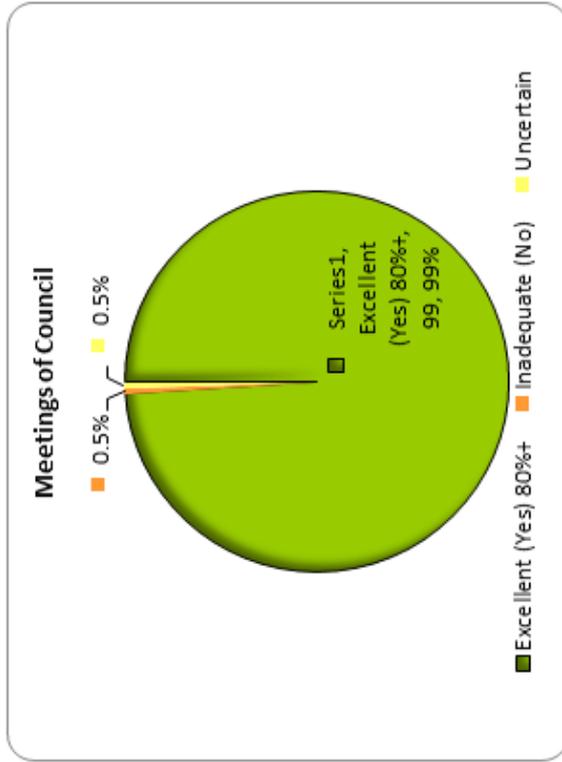
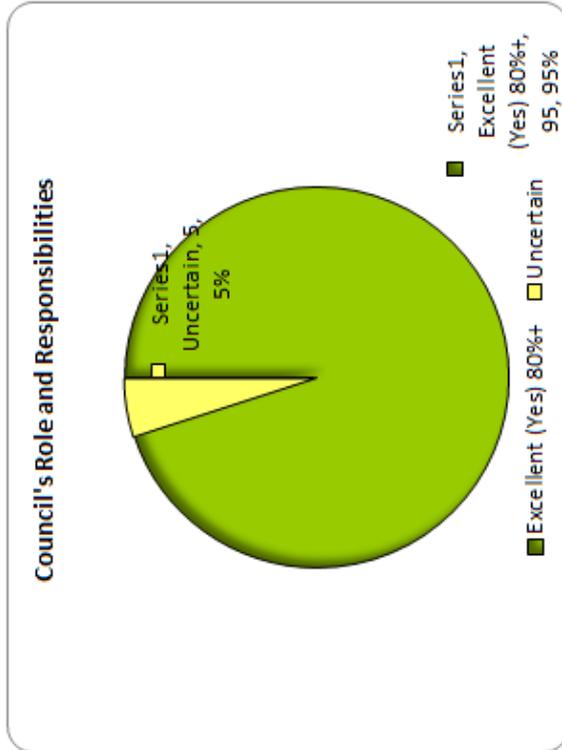
Response rate

A 76% response rate was achieved. This is an improvement on the assessment for 2012 when the response rate was 66%.

RESULTS

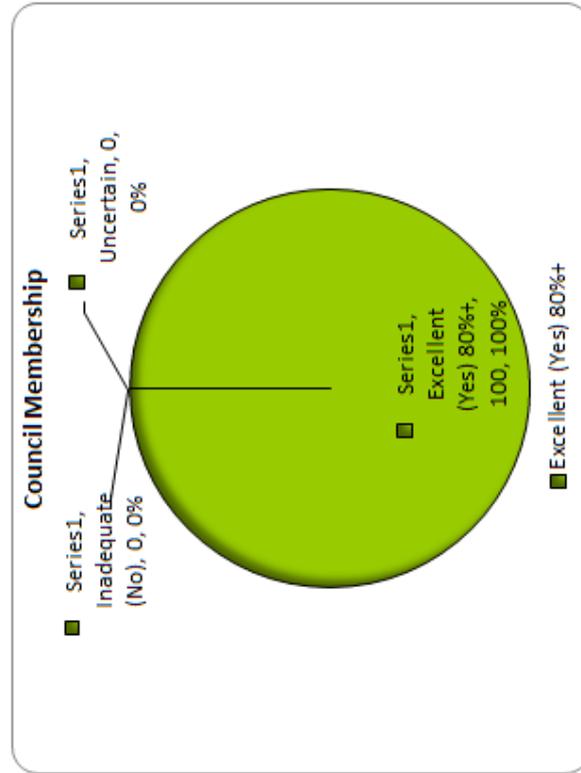
The results of Council's performance for 2013 are presented in the Tables and Pie Charts below.

COUNCIL'S ROLE AND RESPONSIBILITIES				
		Yes	No	Uncertain
1a	Has Council provided clear direction in respect of strategic matters on Institutional level?	19(100%)		
1b	Has Council monitored the implementation of strategic initiatives on institutional level?	19(100%)		
1c	Has Council ensured that the annual budget is adequately linked to the strategic vision of the University?	17(89%)		2(11%)
1d	Has Council defined its role and responsibilities clearly in the Rules of Council?	19(100%)		
1e	Has Council maintained high ethical standards in performing its role?	19(100%)		
1f	Has Council delegated its powers/functions, where appropriate, adequately to the other internal structures (e.g. MANCO, Senate)?	19(100%)		
1g	Has Council ensured that the University complies with statutory requirements in respect of matters serving at Council?	19(100%)		
1h	Has Council ensured that the key risk areas relevant to the business of the University are identified?	19(100%)		
1i	Has Council ensured that the key risk areas relevant to the business of the University are monitored on a continuous basis?	18(95%)		1(5%)
1j	Has Council ensured effective and efficient utilisation of the financial resources and assets of the University?	18(95%)		1(5%)
1k	Has Council monitored the transformation process of the University on a regular basis?	18(95%)	1(5%)	
1l	Has Council satisfied itself that the relevant management systems and policies are in place?	19(100%)		
1m	Has Council monitored the implementation of institutional policies approved by Council?	18(95%)		1(5%)
1n	Have the following permanent Committees of Council in general contributed positively to the governance role of Council?			
1n (i)	The Executive Committee (EXCO)	18(95%)		1(5%)
1n (ii)	The Audit and Risk Committee (ARC)	16(84%)		3(16%)
1n (iii)	The Finance and Facilities Committee (FFC)	18(95%)		1(5%)
1n (iv)	The Governance Committee (GC)	18(95%)		1(5%)
1n (v)	The Human Resources and Remuneration Committee (HRREM)	18(95%)		1(5%)
1n (vi)	The Higher Education Committee (HEC)	16(84%)		3(16%)
1n (vii)	The Nomination Committee (NC)	16(84%)		3(16%)

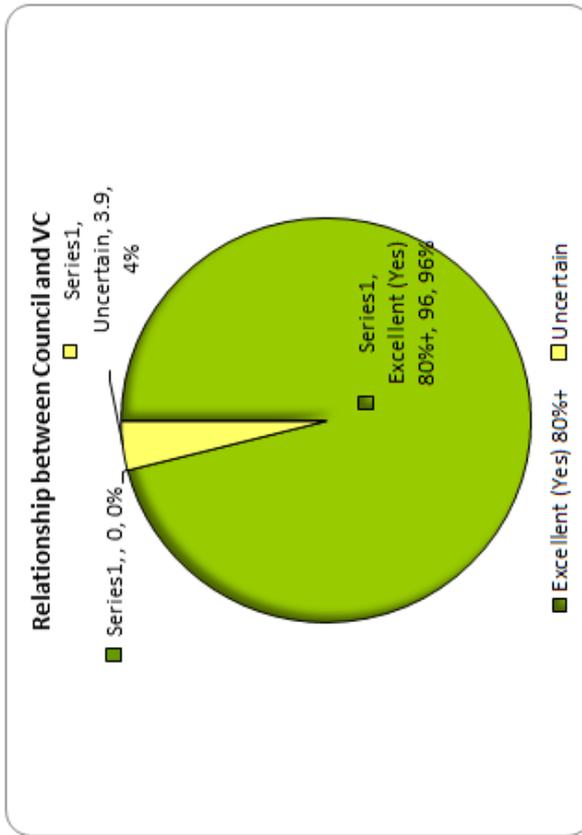


MEETINGS OF COUNCIL		Yes	No	Uncertain
2a	Has the number of scheduled meetings been sufficient?	19(100%)		
2b	Have members received agendas sufficiently in advance to enable proper preparation for meetings?	19(100%)		
2c	Has the quality of documentation provided to Council enabled it to make informed decisions?	19(100%)		
2d	Has Council been enabled to gain insight with regard to the overall state of the University?	19(100%)		
2e	Has time been devoted to discussion of institutional performance (e.g. research achievements, throughput rates and undergraduate pass rates of the University)?	18(95%)		1(5%)
2f	Have members in general participated actively in the deliberations?	18(95%)	1(5%)	
2g	Have the meetings in general been productive?	19(100%)		
2h	Have members been committed to collective decisions, irrespective of their personal views on such decisions?	19(100%)		
2i	Has the effective functioning of Council been ensured by ensuring that members were as fully informed as possible on issues which required decisions of Council?	19(100%)		
2j	Has the effective functioning of Council been ensured by directing meetings in a way which stimulates debates?	19(100%)		

COUNCIL MEMBERSHIP		Yes	No	Uncertain
3a	Is Council's composition sufficiently diverse to reflect the interests and perspectives of those communities served by the University?	19(100%)		
3b	Has Council clearly formalised the duties of its members in the Rules of Council?	19(100%)		
3c	Have new members been provided with adequate information about the Council (role of Council, duties of members, etc.)?	19(100%)		
3d	Have members been informed about amendments in respect of national policies/directives of strategic significance?	19(100%)		

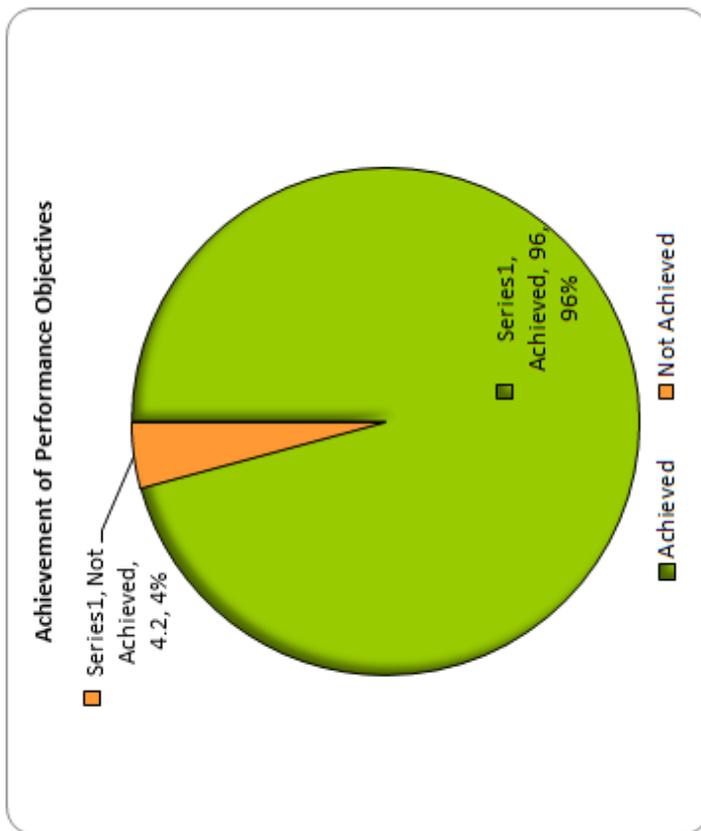


RELATIONSHIP BETWEEN COUNCIL AND VICE-CHANCELLOR (VC) OF THE UNIVERSITY				
		Yes	No	Uncertain
4a	Has there been a climate of mutual trust, respect and support between Council and the VC?	19(100%)		
4b	Has Council delegated to the VC the authority needed to manage and lead the University successfully?	19(100%)		
4c	Has there been a clear understanding of the respective roles of the Chairperson of Council and the VC?	19(100%)		
4d	At the beginning of 2013, did the Executive Committee of Council (EXCO), on behalf of the Council, formally assess the VC's performance for the previous year?	16(84%)		3(16%)

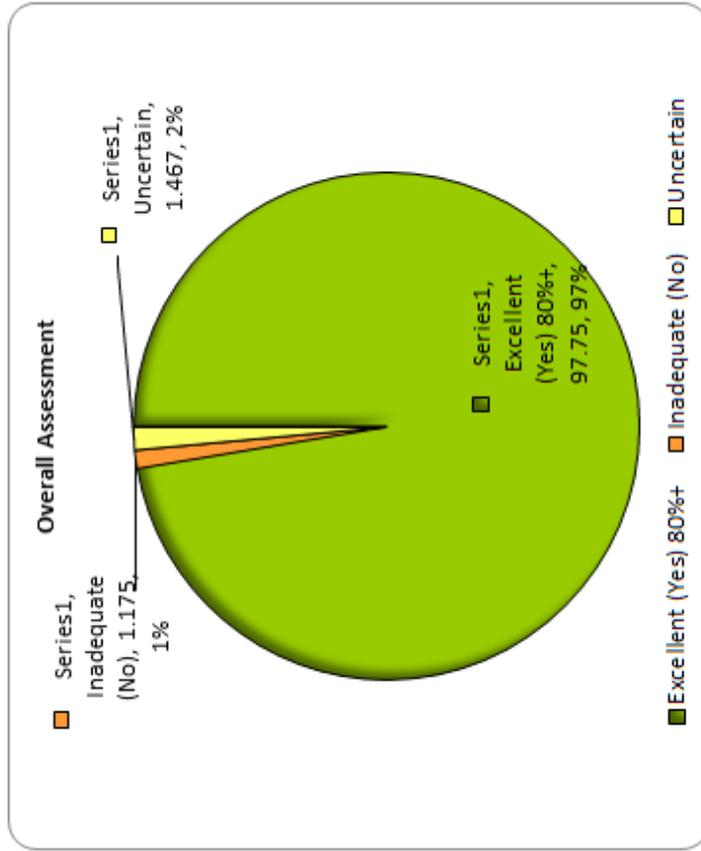


ACHIEVEMENT OF PERFORMANCE OBJECTIVES FOR 2013		Yes	No
	Strategic Plan: Vision 2020		
5a	Progress in the achievement of Vision 2020 APEX Priorities	19(100%)	
	Financial Viability		
5b (i)	Balanced Institutional budget generated for 2013	19(100%)	
5b (ii)	Provision for reserve accumulation of between 5-10%	19(100%)	
	Academic Excellence		
5c (i)	Improvement of Average Student Throughput Rates in line with National Benchmarks.	17(89%)	2(11%)
5c (ii)	Improvement of Research Output in line with National Benchmarks.	17(89%)	2(11%)
	Improving quality of student life		
5d	Development of a vibrant Culture of Living and Learning on all campuses.	18(95%)	1(5%)
	Improving quality of staff life		
5e	Improvement in the total value proposition for all employees. (e.g. competitive conditions of service and a conducive work environment for all employees)	16(84%)	3(16%)
	Operations and infrastructure		
5f	Efficient operational systems and provision of adequate infrastructure to support academic programmes.	19(100%)	
	Effective and efficient management of Council		
5g (i)	Efficient and effective management and execution of Council matters.(Refer to your responses in Sections 1-4)	19(100%)	
5g (ii)	Efficient and effective management and execution of Council Committee business processes. (refer to your response in Section 1 question 16)	19(100%)	

ACHIEVEMENT OF PERFORMANCE OBJECTIVES



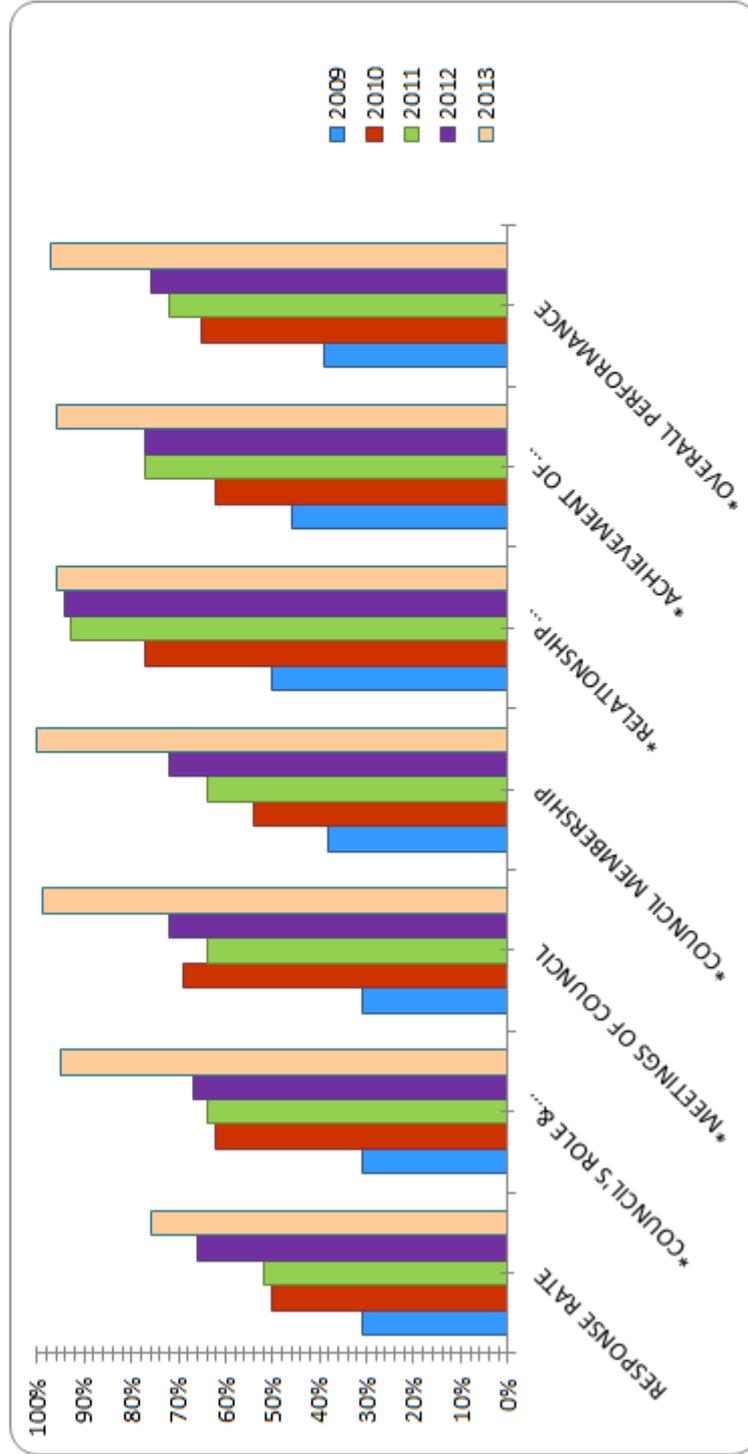
OVERALL ASSESSMENT



COMPARATIVE ANALYSIS

YEAR	RESPONSE RATE	*COUNCIL'S ROLE & RESPONSIBILITIES	*MEETINGS OF COUNCIL	*COUNCIL MEMBERSHIP	*RELATIONSHIP BETWEEN COUNCIL & VC	*ACHIEVEMENT OF PERFORMANCE OBJECTIVES	*OVERALL PERFORMANCE
2009	31%	31%	31%	38%	50%	46%	39%
2010	50%	62%	69%	54%	77%	62%	65%
2011	52%	64%	64%	64%	93%	77%	72%
2012	66%	67%	72%	72%	94%	77%	76%
2013	76%	95%	99%	100%	96%	96%	97%

*% of members who scored performance as Excellent



GENERAL ASSESSMENT

(Note that these are individual comments)

What do you regard as the **SHORTCOMINGS** of Council's performance that need attention?

Council has to monitor progress in relation to transformation at the University. This includes equity, transformation of the curriculum as well as student profiles for specific programmes.

Greater participation of all members in meetings needed.

Debate is sometimes long winded and not to the point. Time management should be controlled in order that due recognition be given to all agenda items

Councillors should be more aggressive towards new developments, such as for example, (a) marine studies and medical faculty.

(e) It is of concern that the 2013 performance objectives for the VC had not been finalised by June¹, even if there would not be a major difference year on year. Secondly, Council's performance objectives for 2013 are very vague, except for the financial and academic objectives. As in the case for the financial and academic objectives where there are specific parameters provided, Council needs to be more specific about the indicators they will be using to measure quality of student and staff life; operations and infrastructure.

Better understanding of higher education policy shifts and challenges arising thereto needed. Finding the right balance between wanting to do new things (growth in new directions) and making sure existing things are done better (consolidation).

Council performs well as it stands, however at times council members need to remain more strategic than operational in their discussions.

More women in Council leadership positions

I believe that our council is doing well in all aspects

There are quiet members who do not participate in discussions during the Council meetings.

Still want to challenge the council members to rally behind university especially when it comes to functions and sport events and more visibility with University functions

¹ The Vice-Chancellor (VC) was on Special Leave for the period 1 April – 31 July 2013.

What do you regard as the STRENGTHS of Council that should be built on?
Diversity; vigorous oversight
Operating effectively
Use more of the Councillors' knowledge for future development.
The effective operation of the sub-committees of Council.
Council has a vibrant, responsible and representative membership. The leadership and secretariat support is to be commended. The Role of the Chair, Vice-Chair and Senior Management is exemplary. The comment by the Chair of the Portfolio Committee and the response of the Minister of Higher Education are testimony to this. Well Done.
Building on Council's strong external vision for the university and its impact on the stimulation of social and economic development.
Diverse backgrounds of members ensuring different experiences enrich Council debates.
Vision 2020 values
The commitment of Council to providing sound governance to the University.
Quality and diversity of membership , quality and in-depth debates
Interactive debates
Councillors are oozing with lot of experience and they are also highly committed to see University achieve its objectives. We are also sharing best practice amongst ourselves as we have an abundance of well talented individuals from different diverse institutions
Diversity, expertise, skill, experience, commitment, being motivated by the interests of the university as a whole
Well-run meetings; synergy between the VC and Chair of Council.

**APPENDIX 2:
COMPOSITION OF STUDENT BODY**

**PROFILE OF REGISTERED STUDENTS 2012 AND 2013
HEADCOUNT CONTACT SUBSIDY STUDENTS**

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

	UNDERGRADUATE						POSTGRADUATE						TOTAL	
	2012		2013		2013		2012		2013		2012	2013		
	First Time UG Student	All UG Students	First Time UG Student	All UG Students	All UG Students	All UG Students	All PG Students	All PG Students	All PG Students	All PG Students	PG 2012	PG 2013		
ARTS	369	1150	383	1179	286	266	1436	1445						
FEMALE	602	1873	615	1876	294	284	2167	2160						
All Genders	971	3023	998	3055	580	550	3603	3605						
BUSINESS AND ECONOMIC SCIENCES	835	3215	942	3484	698	710	3913	4194						
FEMALE	976	4044	1157	4387	605	640	4649	5027						
All Genders	1811	7259	2099	7871	1303	1350	8562	9221						
EDUCATION	78	473	81	440	121	110	594	550						
FEMALE	233	1314	229	1222	194	188	1508	1410						
All Genders	311	1787	310	1662	315	298	2102	1960						
ENGINEERING, BUILT ENVIRON & IT	612	2939	585	2919	176	195	3115	3114						
FEMALE	166	921	227	971	71	66	992	1037						
All Genders	778	3860	812	3890	247	261	4107	4151						
GEORGE CAMPUS	184	666	0	0	13	0	679	0						
FEMALE	136	445	0	0	5	0	450	0						
All Genders	320	1111	0	0	18	0	1129	0						
HEALTH SCIENCES	154	645	187	692	99	105	744	797						
FEMALE	327	1597	429	1798	335	386	1932	2184						
All Genders	481	2242	616	2490	434	491	2676	2981						
LAW	92	421	57	372	115	124	536	496						
FEMALE	93	478	59	417	56	63	534	480						
All Genders	185	899	116	789	171	187	1070	976						
SCIENCE	185	667	307	1170	206	246	873	1416						
FEMALE	161	605	206	868	144	166	749	1034						
All Genders	346	1272	513	2038	350	412	1622	2450						
ALL FACULTIES	2509	10176	2542	10256	1714	1756	11890	12012						
FEMALE	2694	11277	2922	11539	1704	1793	12981	13332						
TOTAL	5203	21453	5464	21795	3418	3549	24871	25344						

PROFILE OF REGISTERED STUDENTS 2012 AND 2013
 HEADCOUNT DISTANCE SUBSIDY STUDENTS

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

	UNDERGRADUATE						POSTGRADUATE			TOTAL	
	2012			2013			2012			2013	
	First Time UG Student	All UG Students	UG Student	First Time UG Student	All UG Students	UG Student	All PG Students	PG Students	All PG Students	2012	2013
BUSINESS AND ECONOMIC SCIENCES	MALE	0	0	0	0	0	5	0	0	5	0
	FEMALE	0	0	0	0	0	0	0	0	0	0
	All Genders	0	0	0	0	0	5	0	0	5	0
EDUCATION	MALE	1	99	1	66	111	47	210	113	210	113
	FEMALE	90	968	3	639	180	72	1148	711	1148	711
	All Genders	91	1067	4	705	291	119	1358	824	1358	824
SCIENCE	MALE	37	151	2	83	0	0	151	83	151	83
	FEMALE	67	249	2	153	0	0	249	153	249	153
	All Genders	104	400	4	236	0	0	400	236	400	236
ALL FACULTIES	MALE	38	250	3	149	116	47	366	196	366	196
	FEMALE	157	1217	5	792	180	72	1397	864	1397	864
	TOTAL	195	1467	8	941	296	119	1763	1060	1763	1060

PROFILE OF REGISTERED STUDENTS 2012 AND 2013
 HEADCOUNT NON-SUBSIDY STUDENTS

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

	UNDERGRADUATE						POSTGRADUATE			TOTAL		
	2012			2013			2012		2013		2012	2013
	First Time UG Student	All UG Students	UG Student	First Time UG Student	All UG Students	All PG Students	All PG Students					
BUSINESS AND ECONOMIC SCIENCES	MALE	0	2	0	2	0	0	0	0	2	2	
	FEMALE	0	3	2	5	0	0	0	0	3	5	
	All Genders	0	5	2	7	0	0	0	0	5	7	
ENGINEERING, BUILT ENVIRON & IT	MALE	0	0	0	0	0	0	0	0	0	0	
	FEMALE	1	1	0	0	0	0	0	0	1	0	
	All Genders	1	1	0	0	0	0	0	0	1	0	
ALL FACULTIES	MALE	0	2	0	2	0	0	0	0	2	2	
	FEMALE	1	4	2	5	0	0	0	0	4	5	
	TOTAL	1	6	2	7	0	0	0	0	6	7	

PROFILE OF REGISTERED STUDENTS 2012 AND 2013
HEADCOUNT ALL STUDENTS

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

	UNDERGRADUATE						POSTGRADUATE			TOTAL	
	2012			2013			2012		2013		
	First Time UG Student	All UG Students	UG	First Time Student	All UG Students	UG	All PG Students	PG Students	2012	2013	
ARTS	MALE	369	1150		383	1179	286	266	1436	1445	
	FEMALE	602	1873		615	1876	294	284	2167	2160	
	All Genders	971	3023		998	3055	580	550	3603	3605	
BUSINESS AND ECONOMIC SCIENCES	MALE	835	3217		942	3486	703	710	3920	4196	
	FEMALE	976	4047		1159	4392	605	640	4652	5032	
	All Genders	1811	7264		2101	7878	1308	1350	8572	9228	
EDUCATION	MALE	79	572		82	506	232	157	804	663	
	FEMALE	323	2282		232	1861	374	260	2656	2121	
	All Genders	402	2854		314	2367	606	417	3460	2784	
ENGINEERING, BUILT ENVIRON & IT	MALE	612	2939		585	2919	176	195	3115	3114	
	FEMALE	167	922		227	971	71	66	993	1037	
	All Genders	779	3861		812	3890	247	261	4108	4151	
GEORGE CAMPUS	MALE	184	666		0	0	13	0	679	0	
	FEMALE	136	445		0	0	5	0	450	0	
	All Genders	320	1111		0	0	18	0	1129	0	
HEALTH SCIENCES	MALE	154	645		187	692	99	105	744	797	
	FEMALE	327	1597		429	1798	335	386	1932	2184	
	All Genders	481	2242		616	2490	434	491	2676	2981	
LAW	MALE	92	421		57	372	115	124	536	496	
	FEMALE	93	478		59	417	56	63	534	480	
	All Genders	185	899		116	789	171	187	1070	976	
SCIENCE	MALE	222	818		309	1253	206	246	1024	1499	
	FEMALE	228	854		208	1021	144	166	998	1187	
	All Genders	450	1672		517	2274	350	412	2022	2686	
ALL FACULTIES	MALE	2547	10428		2545	10407	1830	1803	12258	12210	
	FEMALE	2852	12498		2929	12336	1884	1865	14382	14201	
	TOTAL	5399	22926		5474	22743	3714	3668	26640	26411	

PROFILE OF REGISTERED STUDENTS 2011 AND 2012
HEADCOUNT CONTACT SUBSIDY STUDENTS

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

	UNDERGRADUATE						POSTGRADUATE						TOTAL	
	2011			2012			2011			2012			2011	2012
	First Time UG Student	All Students	UG Students	First Time UG Student	All Students	UG Students	All Students	PG Students	All Students	PG Students	All Students	2011	2012	
ARTS	AFRICAN	454	1547		432	1519		325	330		1849	1872	1849	
	COLOURED	90	351		120	371		42	46		417	393	417	
	INDIAN	5	41		3	33		9	8		41	50	41	
	UNKNOWN	0	3		1	3		0	0		3	3	3	
	WHITE	390	1121		416	1102		210	193		1295	1331	1295	
TOTAL	939	3063		972	3028		586	577		3649	3649	3649		
BUSINESS AND ECONOMIC SCIENCES	AFRICAN	1224	4892		1289	5085		666	830		5915	5558	5915	
	COLOURED	262	1061		210	1028		138	135		1163	1199	1163	
	INDIAN	20	95		18	103		35	34		137	130	137	
	UNKNOWN	3	5		1	2		0	0		2	5	2	
	WHITE	327	1099		294	1044		282	304		1348	1381	1348	
TOTAL	1836	7152		1812	7262		1121	1303		8565	8273	8565		
EDUCATION	AFRICAN	53	504		63	530		148	128		658	652	658	
	COLOURED	98	552		97	557		105	95		652	657	652	
	INDIAN	0	5		1	6		12	12		18	17	18	
	UNKNOWN	0	2		0	1		0	0		1	2	1	
	WHITE	163	619		150	692		68	78		770	687	770	
TOTAL	314	1682		311	1786		333	313		2099	2015	2099		
ENGINEERING, BUILT ENVIRON & IT	AFRICAN	579	2419		475	2393		114	134		2527	2533	2527	
	COLOURED	115	447		102	441		8	8		449	455	449	
	INDIAN	10	67		8	63		5	6		69	72	69	
	WHITE	241	993		193	965		108	99		1064	1101	1064	
	TOTAL	945	3926		778	3862		235	247		4109	4161	4109	
GEORGE CAMPUS	AFRICAN	125	459		143	496		4	4		500	463	500	
	COLOURED	56	140		33	119		0	1		120	140	120	
	INDIAN	0	3		3	3		0	0		3	3	3	
	UNKNOWN	0	0		0	1		0	0		1	0	1	
	WHITE	147	504		141	492		7	13		505	511	505	
TOTAL	328	1106		320	1111		11	18		1129	1117	1129		

PROFILE OF REGISTERED STUDENTS 2011 AND 2012
 HEADCOUNT CONTACT SUBSIDY STUDENTS

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

	UNDERGRADUATE						POSTGRADUATE				TOTAL	
	2011			2012			2011		2012		2011	2012
	First Time UG Student	All Students	UG Students	First Time UG Student	All Students	UG Students	All Students	PG Students	All Students	PG Students	All Students	
HEALTH SCIENCES	AFRICAN	294	1139		285	1288	182		200		1321	1488
	COLOURED	86	433		66	410	80		78		513	488
	INDIAN	3	45		3	37	12		13		57	50
	UNKNOWN	0	1		0	2	0		0		1	2
	WHITE	163	522		129	507	153		145		675	652
	TOTAL	546	2140		483	2244	427		436		2567	2680
	AFRICAN	81	463		120	511	82		105		545	616
LAW	COLOURED	24	145		24	147	22		22		167	169
	INDIAN	2	18		4	16	4		2		22	18
	UNKNOWN	0	0		0	0	0		0		0	0
	WHITE	51	229		37	225	38		42		267	267
	TOTAL	158	855		185	899	146		171		1001	1070
	AFRICAN	223	813		205	794	128		153		941	947
	COLOURED	37	93		27	103	28		31		121	134
SCIENCE	INDIAN	4	11		5	14	15		8		26	22
	UNKNOWN	0	1		0	0	0		0		1	0
	WHITE	105	340		109	361	176		150		516	511
	TOTAL	369	1258		346	1272	347		342		1605	1614
	AFRICAN	3033	12236		3012	12616	1649		1884		13885	14500
	COLOURED	768	3222		679	3176	423		416		3645	3592
	INDIAN	44	285		45	275	92		83		377	358
ALL FACULTIES	UNKNOWN	3	12		2	9	0		0		12	9
	WHITE	1587	5427		1469	5388	1042		1024		6469	6412
	TOTAL	5435	21182		5207	21464	3206		3407		24388	24871

PROFILE OF REGISTERED STUDENTS 2011 AND 2012
 HEADCOUNT DISTANCE SUBSIDY STUDENTS

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

	UNDERGRADUATE						POSTGRADUATE				TOTAL	
	2011			2012			2011		2012		2011	2012
	First Time UG Student	All Students	UG	First Time UG Student	All Students	UG	All Students	All Students	PG Students			
BUSINESS AND ECONOMIC SCIENCES	AFRICAN	0	0	0	0	0	0	1	1	1	1	
	COLOURED	0	0	0	0	0	0	2	1	2	1	
	INDIAN	0	0	0	0	0	0	0	0	0	0	
	WHITE	0	0	0	0	0	0	1	3	1	3	
	TOTAL	0	0	0	0	0	0	4	5	4	5	
EDUCATION	AFRICAN	425	1363	69	1012	223	252	1586	1264	1586	1264	
	COLOURED	17	22	22	46	17	19	39	65	39	65	
	INDIAN	0	0	0	0	7	2	7	2	7	2	
	WHITE	2	9	0	8	17	19	26	27	26	27	
	TOTAL	444	1394	91	1066	264	292	1658	1358	1658	1358	
SCIENCE	AFRICAN	122	234	103	392	0	0	234	392	234	392	
	COLOURED	3	7	0	2	0	0	7	2	7	2	
	INDIAN	0	2	0	2	0	0	0	0	0	0	
	WHITE	2	5	1	4	0	0	5	4	5	4	
	TOTAL	127	248	104	400	0	0	248	400	248	400	
ALL FACULTIES	AFRICAN	547	1597	172	1404	224	253	1821	1657	1821	1657	
	COLOURED	20	29	22	48	19	20	48	68	48	68	
	INDIAN	0	2	0	2	7	2	9	4	9	4	
	WHITE	4	14	1	12	18	22	32	34	32	34	
	TOTAL	571	1642	195	1466	268	297	1910	1763	1910	1763	

PROFILE OF REGISTERED STUDENTS 2011 AND 2012
 HEADCOUNT NON-SUBSIDY STUDENTS

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

	UNDERGRADUATE						POSTGRADUATE			TOTAL		
	2011			2012			2011		2012		2011	2012
	First Time UG Student	All Students	UG Students	First Time UG Student	All Students	UG Students	All Students	PG Students	All Students	PG Students		
BUSINESS AND ECONOMIC SCIENCES	AFRICAN	0	1		0	2	0	0	0	0	1	2
	COLOURED	0	0		0	2	0	0	0	0	0	2
	INDIAN	0	0		0	0	0	0	0	0	0	0
	WHITE	0	0		0	1	0	0	0	0	0	1
	TOTAL	0	1		0	5	0	0	0	0	1	5
ENGINEERING, BUILT ENVIRON & IT	AFRICAN	11	12		1	1	0	0	0	0	12	1
	COLOURED	2	2		0	0	0	0	0	0	2	0
	INDIAN	0	0		0	0	0	0	0	0	0	0
	WHITE	8	8		0	0	0	0	0	0	8	0
	TOTAL	21	22		1	1	1	0	0	0	22	1
ALL FACULTIES	AFRICAN	11	13		1	3	0	0	0	0	13	3
	COLOURED	2	2		0	2	0	0	0	0	2	2
	INDIAN	0	0		0	0	0	0	0	0	0	0
	WHITE	8	8		0	1	0	0	0	0	8	1
	TOTAL	21	23		1	6	0	0	0	0	23	6

PROFILE OF REGISTERED STUDENTS 2011 AND 2012
HEADCOUNT ALL STUDENTS

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

	UNDERGRADUATE						POSTGRADUATE			TOTAL	
	2011		2012		2011		2012		2011	2012	
	First Time UG Student	All UG Students	First Time UG Student	All UG Students	All PG Students	All PG Students					
ARTS	AFRICAN	454	1547	432	1519	325	330	1872	1849		
	COLOURED	90	351	120	371	42	46	393	417		
	INDIAN	5	41	3	33	9	8	50	41		
	UNKNOWN	0	3	1	3	0	0	3	3		
	WHITE	390	1121	416	1102	210	193	1331	1295		
	TOTAL	939	3063	972	3028	586	577	3649	3605		
BUSINESS AND ECONOMIC SCIENCES	AFRICAN	1224	4893	1289	5087	667	831	5560	5918		
	COLOURED	262	1061	210	1030	140	136	1201	1166		
	INDIAN	20	95	18	103	35	34	130	137		
	UNKNOWN	3	5	1	2	0	0	5	2		
	WHITE	327	1099	294	1045	283	307	1382	1352		
	TOTAL	1836	7153	1812	7267	1125	1308	8278	8575		
EDUCATION	AFRICAN	478	1867	132	1542	371	380	2238	1922		
	COLOURED	115	574	119	603	122	114	696	717		
	INDIAN	0	5	1	6	19	14	24	20		
	UNKNOWN	0	2	0	1	0	0	2	1		
	WHITE	165	628	150	700	85	97	713	797		
	TOTAL	758	3076	402	2852	597	605	3673	3457		
ENGINEERING, BUILT ENVIRON & IT	AFRICAN	590	2431	476	2394	114	134	2545	2528		
	COLOURED	117	449	102	441	8	8	457	449		
	INDIAN	10	67	8	63	5	6	72	69		
	WHITE	249	1001	193	965	108	99	1109	1064		
	TOTAL	966	3948	779	3863	235	247	4183	4110		
	AFRICAN	125	459	143	496	4	4	463	500		
GEORGE CAMPUS	COLOURED	56	140	33	119	0	1	140	120		
	INDIAN	0	3	3	3	0	0	3	3		

	UNKNOWN	0	0	0	0	1	0	0	0	0	0	1
	WHITE	147	504	141	492	7	13	511	505			
	TOTAL	328	1106	320	1111	11	18	1117	1129			
HEALTH SCIENCES	AFRICAN	294	1139	285	1288	182	200	1321	1488			
	COLOURED	86	433	66	410	80	78	513	488			
	INDIAN	3	45	3	37	12	13	57	50			
	UNKNOWN	0	1	0	2	0	0	1	2			
	WHITE	163	522	129	507	153	145	675	652			
	TOTAL	546	2140	483	2244	427	436	2567	2680			
LAW	AFRICAN	81	463	120	511	82	105	545	616			
	COLOURED	24	145	24	147	22	22	167	169			
	INDIAN	2	18	4	16	4	2	22	18			
	UNKNOWN	0	0	0	0	0	0	0	0			
	WHITE	51	229	37	225	38	42	267	267			
	TOTAL	158	855	185	899	146	171	1001	1070			
SCIENCE	AFRICAN	345	1047	308	1186	128	153	1175	1339			
	COLOURED	40	100	27	105	28	31	128	136			
	INDIAN	4	13	5	16	15	8	28	24			
	UNKNOWN	0	1	0	0	0	0	1	0			
	WHITE	107	345	110	365	176	150	521	515			
	TOTAL	496	1506	450	1672	347	342	1853	2014			
ALL FACULTIES	AFRICAN	3591	13846	3185	14023	1873	2137	15719	16160			
	COLOURED	790	3253	701	3226	442	436	3695	3662			
	INDIAN	44	287	45	277	99	85	386	362			
	UNKNOWN	3	12	2	9	0	0	12	9			
	WHITE	1599	5449	1470	5401	1060	1046	6509	6447			
	TOTAL	6027	22847	5403	22936	3474	3704	26321	26640			

**APPENDIX 3:
NELSON MANDELA METROPOLITAN UNIVERSITY
DEGREES AND DIPLOMAS AWARDED: 2012**

1.	Degrees and Diplomas awarded: Contact tuition	
Undergraduate diplomas and certificates		
UB	ADVANCED CERTIFICATE IN EDUCATION: SCHOOL LEADERSHIP	6
UH	ADVANCED CERTIFICATE IN EDUCATION: SPECIAL NEEDS EDUCATION (REM)	19
AH	ADVANCED DIPLOMA IN ECONOMICS	22
V	DIPLOMA IN MUSIC EDUCATION	19
LB	DIPLOMA IN NURSING ADMINISTRATION	4
LE	DIPLOMA IN NURSING EDUCATION	32
MV	HIGHER CERTIFICATE IN BUSINESS STUDIES	16
FV	HIGHER CERTIFICATE IN IT IN USER SUPPORT SERVICES	53
ZB	HIGHER CERTIFICATE IN PHARMACY SUPPORT	59
DE	NATIONAL DIPLOMA IN ECONOMICS	41
2+	NATIONAL DIPLOMA: ACCOUNTING	12
M1	NATIONAL DIPLOMA: AGRICULTURAL MANAGEMENT	80
6U	NATIONAL DIPLOMA: ANALYTICAL CHEMISTRY	37
MA	NATIONAL DIPLOMA: ARCHITECTURAL TECHNOLOGY	26
7E	NATIONAL DIPLOMA: BIOMEDICAL TECHNOLOGY	27
7C	NATIONAL DIPLOMA: BUILDING	58
1	NATIONAL DIPLOMA: CERAMIC DESIGN	6
6+	NATIONAL DIPLOMA: COST AND MANAGEMENT ACCOUNTING	20
3B	NATIONAL DIPLOMA: ENGINEERING: CIVIL	55
3D	NATIONAL DIPLOMA: ENGINEERING: ELECTRICAL	86
2O	NATIONAL DIPLOMA: ENGINEERING: INDUSTRIAL	23
3A	NATIONAL DIPLOMA: ENGINEERING: MECHANICAL	45
V0	NATIONAL DIPLOMA: ENVIRONMENTAL HEALTH	42
AE	NATIONAL DIPLOMA: FASHION	16
8+	NATIONAL DIPLOMA: FINANCIAL INFORMATION SYSTEMS	11
Y4	NATIONAL DIPLOMA: FINE ART	21
4F	NATIONAL DIPLOMA: FORESTRY	60
2R	NATIONAL DIPLOMA: GAME RANCH MANAGEMENT	31
12	NATIONAL DIPLOMA: GRAPHIC DESIGN	13
V3	NATIONAL DIPLOMA: HUMAN RESOURCES MANAGEMENT	118
1K	NATIONAL DIPLOMA: INFORMATION TECHNOLOGY	229
9C	NATIONAL DIPLOMA: INTERIOR DESIGN	17
4+	NATIONAL DIPLOMA: INTERNAL AUDITING	36
7P	NATIONAL DIPLOMA: INVENTORY AND STORES MANAGEMENT	16
8D	NATIONAL DIPLOMA: JOURNALISM	16

40	NATIONAL DIPLOMA: LOGISTICS	78
XA	NATIONAL DIPLOMA: MANAGEMENT	2
BM	NATIONAL DIPLOMA: MANAGEMENT	141
L9	NATIONAL DIPLOMA: MARKETING	86
9U	NATIONAL DIPLOMA: NATURE CONSERVATION	35
9O	NATIONAL DIPLOMA: OFFICE MANAGEMENT AND TECHNOLOGY	1
FD	NATIONAL DIPLOMA: OPERATIONS MANAGEMENT	40
X8	NATIONAL DIPLOMA: PHOTOGRAPHY	11
FF	NATIONAL DIPLOMA: POLYMER TECHNOLOGY	13
2D	NATIONAL DIPLOMA: PUBLIC MANAGEMENT	60
1U	NATIONAL DIPLOMA: PUBLIC RELATIONS MANAGEMENT	27
P4	NATIONAL DIPLOMA: RADIOGRAPHY: DIAGNOSTIC	32
5O	NATIONAL DIPLOMA: SPORT MANAGEMENT	13
AD	NATIONAL DIPLOMA: TEXTILE DESIGN AND TECHNOLOGY	8
1N	NATIONAL DIPLOMA: TOURISM MANAGEMENT	9
N1	NATIONAL DIPLOMA: TOURISM MANAGEMENT	56
7U	NATIONAL DIPLOMA: WOOD TECHNOLOGY	6
VA	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION	55
	Subtotal	2045
Postgraduate diplomas and certificate		
EM	POSTGRADUATE CERTIFICATE IN EDUCATION	62
EK	DIPLOMA IN NEPHROLOGY NURSING SCIENCE	16
5V	POSTGRADUATE DIPLOMA IN LAW	4
6Y	POSTGRADUATE DIPLOMA IN HEALTH AND WELFARE MANAGEMENT	6
AN	POSTGRADUATE DIPLOMA IN BUSINESS ADMINISTRATION	8
DB	POSTGRADUATE DIPLOMA IN FINANCIAL PLANNING	28
DM	POSTGRADUATE DIPLOMA IN MARITIME STUDIES	3
DN	POSTGRADUATE DIPLOMA IN INTERNAL AUDITING	13
PX	POSTGRADUATE DIPLOMA IN ACCOUNTANCY	14
	Subtotal	154
First degrees, second bachelor's degrees and Btech degrees		
NV	BACCALAUREUS ADMINISTRACIONIS	35
R	BACCALAUREUS ARTIUM	207
LR	BACCALAUREUS ARTIUM IN PSYCHOLOGY	51
AP	BACCALAUREUS COMMERCII	454
4B	BACCALAUREUS COMMERCII (RATIONUM)	18
LK	BACCALAUREUS CURATIONIS	36
NL	BACCALAUREUS EDUCATIONIS	292
5Y	BACCALAUREUS LEGUM	107
T	BACCALAUREUS MUSICAE	6
U	BACCALAUREUS MUSICAE (EDUCATIONIS)	8

6F	BACCALAUREUS PHARMACIAE	75
LS	BACCALAUREUS PSYCHOLOGIAE (COUNSELLING)	14
FB	BACCALAUREUS PSYCHOLOGIAE (SPORT PSYCHOLOGY)	2
N0	BACCALAUREUS SCIENTIAE	93
4J	BACCALAUREUS SCIENTIAE IN CONSTRUCTION ECONOMICS	27
NE	BACCALAUREUS SCIENTIAE IN CONSTRUCTION STUDIES	26
PO	BACCALAUREUS SCIENTIAE INFORMATICAЕ SYSTEMS	5
AY	BACCALAUREUS TECHNOLOGIAE: AGRICULTURAL MANAGEMENT	55
W1	BACCALAUREUS TECHNOLOGIAE: ARCHITECTURAL TECHNOLOGY	14
X0	BACCALAUREUS TECHNOLOGIAE: BIOMEDICAL TECHNOLOGY	12
F2	BACCALAUREUS TECHNOLOGIAE: BUSINESS ADMINISTRATION	10
U4	BACCALAUREUS TECHNOLOGIAE: CHEMISTRY	10
X7	BACCALAUREUS TECHNOLOGIAE: CONSTRUCTION MANAGEMENT	38
9H	BACCALAUREUS TECHNOLOGIAE: COST AND MANAGEMENT ACCOUNTING	13
U1	BACCALAUREUS TECHNOLOGIAE: ENGINEERING: CIVIL	22
1T	BACCALAUREUS TECHNOLOGIAE: ENGINEERING: ELECTRICAL	20
T1	BACCALAUREUS TECHNOLOGIAE: ENGINEERING: INDUSTRIAL	20
T9	BACCALAUREUS TECHNOLOGIAE: ENGINEERING: MECHANICAL	14
U7	BACCALAUREUS TECHNOLOGIAE: ENVIRONMENTAL HEALTH	27
BJ	BACCALAUREUS TECHNOLOGIAE: FASHION	4
VJ	BACCALAUREUS TECHNOLOGIAE: FINANCIAL INFORMATION SYSTEMS	10
Y5	BACCALAUREUS TECHNOLOGIAE: FINE ART	14
8U	BACCALAUREUS TECHNOLOGIAE: FORESTRY	20
TL	BACCALAUREUS TECHNOLOGIAE: GAME RANCH MANAGEMENT	15
BQ	BACCALAUREUS TECHNOLOGIAE: GRAPHIC DESIGN	14
V4	BACCALAUREUS TECHNOLOGIAE: HUMAN RESOURCES MANAGEMENT	38
T8	BACCALAUREUS TECHNOLOGIAE: INFORMATION TECHNOLOGY	57
2Z	BACCALAUREUS TECHNOLOGIAE: INTERIOR DESIGN	12
FG	BACCALAUREUS TECHNOLOGIAE: INTERNAL AUDITING	39
6O	BACCALAUREUS TECHNOLOGIAE: LOGISTICS	26
4P	BACCALAUREUS TECHNOLOGIAE: MANAGEMENT	74
V2	BACCALAUREUS TECHNOLOGIAE: MARKETING	28
A1	BACCALAUREUS TECHNOLOGIAE: NATURE CONSERVATION	19

VR	BACCALAUREUS TECHNOLOGIAE: OPERATIONS MANAGEMENT	12
X9	BACCALAUREUS TECHNOLOGIAE: PHOTOGRAPHY	6
AI	BACCALAUREUS TECHNOLOGIAE: PUBLIC MANAGEMENT	31
V1	BACCALAUREUS TECHNOLOGIAE: PUBLIC RELATIONS MANAGEMENT	22
I8	BACCALAUREUS TECHNOLOGIAE: QUALITY	25
X6	BACCALAUREUS TECHNOLOGIAE: QUANTITY SURVEYING	31
W0	BACCALAUREUS TECHNOLOGIAE: RADIOGRAPHY : DIAGNOSTIC	7
BK	BACCALAUREUS TECHNOLOGIAE: TEXTILE DESIGN AND TECHNOLOGY	1
BI	BACCALAUREUS TECHNOLOGIAE: TOURISM MANAGEMENT	16
IE	BACCALAUREUS TECHNOLOGIAE: WOOD TECHNOLOGY	3
RB	BACHELOR OF ARCHITECTURAL STUDIES	57
I0	BACHELOR OF ENGINEERING IN MECHATRONICS	25
LJ	BACHELOR OF HUMAN MOVEMENT SCIENCE	37
RA	BACHELOR OF SOCIAL WORK	89
	Subtotal	<u>2443</u>
Honours degrees		
O	BACCALAUREUS ARTIUM HONORES	80
LN	BACCALAUREUS ARTIUM HONORES (HUMAN MOVEMENT SCIENCE)	20
6J	BACCALAUREUS ARTIUM HONORES IN SOCIAL WORK	1
D	BACCALAUREUS COMMERCII HONORES	167
6I	BACCALAUREUS CURATIONIS HONORES	14
H	BACCALAUREUS EDUCATIONIS HONORES	60
2B	BACCALAUREUS SCIENTIAE HONORES	64
I	BACCALAUREUS SCIENTIAE HONORES IN CONSTRUCTION MANAGEMENT	12
E	BACCALAUREUS SCIENTIAE HONORES IN QUANTITY SURVEYING	26
OC	BACHELOR OF ARTS HONOURS IN CORPORATE COMMUNICATION	13
OB	BACHELOR OF ARTS HONOURS IN JOURNALISM	5
OA	BACHELOR OF ARTS HONOURS IN MEDIA STUDIES	5
	Subtotal	<u>467</u>
Master's degrees and MTech degrees		
5P	MAGISTER TECHNOLOGIAE: COST AND MANAGEMENT ACCOUNTING	2
C0	MAGISTER TECHNOLOGIAE: BIOMEDICAL TECHNOLOGY	4
E4	MAGISTER TECHNOLOGIAE: AGRICULTURE	4
I2	MAGISTER TECHNOLOGIAE: CONSTRUCTION MANAGEMENT	1
J1	MAGISTER TECHNOLOGIAE: NATURE CONSERVATION	3

JL	MAGISTER TECHNOLOGIAE: MARKETING	1
W3	MAGISTER TECHNOLOGIAE: ENGINEERING: MECHANICAL	2
W7	MAGISTER TECHNOLOGIAE: CHEMISTRY	2
WO	MAGISTER TECHNOLOGIAE: CHEMISTRY	1
X1	MAGISTER TECHNOLOGIAE: HUMAN RESOURCES MANAGEMENT	1
S6	MAGISTER TECHNOLOGIAE: ENGINEERING: ELECTRICAL	3
TH	MAGISTER TECHNOLOGIAE: BUSINESS ADMINISTRATION	2
V5	MAGISTER TECHNOLOGIAE: INFORMATION TECHNOLOGY	6
Y6	MAGISTER TECHNOLOGIAE: FINE ART	1
5G	MAGISTER LEGUM	2
ML	MAGISTER LEGUM	21
6V	MAGISTER CURATIONIS	1
W-	MAGISTER CURATIONIS	4
8A	MAGISTER PHILOSOPHIAE	11
8B	MAGISTER ARTIUM IN MEDIA STUDIES	8
8C	MAGISTER ARTIUM IN MEDIA STUDIES	1
6R	MAGISTER ARTIUM IN HEALTH AND WELFARE MANAGEMENT	7
T-	MAGISTER ARTIUM IN CLINICAL PSYCHOLOGY	11
U-	MAGISTER ARTIUM IN COUNSELLING PSYCHOLOGY	7
Y-	MAGISTER ARTIUM IN SOCIAL WORK	3
G-	MAGISTER ARTIUM	66
H-	MAGISTER ARTIUM	2
HK	MAGISTER ARTIUM	7
MZ	MAGISTER ARTIUM	4
NF	MAGISTER ARTIUM	22
9-	MAGISTER EDUCATIONIS	16
KR	MAGISTER EDUCATIONIS	2
C-	MAGISTER COMMERCII	3
HM	MAGISTER COMMERCII	5
O-	MAGISTER COMMERCII	12
F-	MAGISTER MUSICAE	3
FH	MAGISTER MUSICAE	1
J-	MAGISTER SCIENTIAE	37
Q-	MAGISTER SCIENTIAE IN CONSTRUCTION MANAGEMENT	1
S-	MAGISTER SCIENTIAE IN THE BUILT ENVIRONMENT	10
V-	MAGISTER PHARMACIAE	2
1Z	MASTER OF BUSINESS ADMINISTRATION	59
I-	MASTER OF PUBLIC ADMINISTRATION	22
IM	MASTER OF ENGINEERING IN MECHATRONICS	7
M-	MASTER OF ARCHITECTURE PROFESSIONAL	39
JA	MASTER OF SCIENCE IN NANOSCIENCE	1
	Subtotal	<u>430</u>

Doctor's degrees and DTech degrees		
6D	DOCTOR TECHNOLOGIAE: AGRICULTURE	1
1+	DOCTOR OF PHILOSOPHY IN ENGINEERING	3
HE	DOCTOR OF PHILOSOPHY IN NURSING	3
HC	DOCTOR OF BUSINESS ADMINISTRATION	6
2G	PHILOSOPHIAE DOCTOR	23
B+	PHILOSOPHIAE DOCTOR COMMERCII	7
C+	PHILOSOPHIAE DOCTOR EDUCATIONIS	9
D+	DOCTOR PHILOSOPHIAE	12
E+	DOCTOR LITTERARUM	1
J+	DOCTOR COMMERCII	2
N+	DOCTOR LEGUM	3
M+	PHILOSOPHIAE DOCTOR IN CONSTRUCTION MANAGEMENT	4
	Subtotal	<u>74</u>
TOTAL CONTACT TUITION		<u>5613</u>
2	Degrees and Diplomas awarded: Distance tuition	
Undergraduate diplomas and certificates		
UG	ADVANCED CERTIFICATE IN EDUCATION:LANGUAGE IN LEARNING & TEACHING	14
VA	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION	305
VB	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (INTERMEDIATE PHASE)	73
VC	NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (SENIOR PHASE)	52
	Subtotal	<u>444</u>
First degrees, second bachelor's degrees and Btech degrees		
NL	BACCALAUREUS EDUCATIONIS	4
AY	BACCALAUREUS TECHNOLOGIAE: AGRICULTURAL MANAGEMENT	151
	Subtotal	<u>155</u>
Honours degrees		
H	BACCALAUREUS EDUCATIONIS HONORES	83
	Subtotal	<u>83</u>
TOTAL DISTANCE TUITION		<u>682</u>
GRAND TOTAL ALL DEGREES AND DIPLOMAS AWARDED		6295

**APPENDIX 4:
LIST OF ABBREVIATIONS**

ACE	Advanced Certificate in Education
AIM	Academy of Indian Marketing
AP	Academic Planning
ARC	Audit and Risk Committee
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 system
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
FET	Further Education and Training
FHS	Faculty of Health Sciences
FLP	Future Leaders Programme
FMC	Faculty Management Committee
FTE's	Full-time equivalent
HE	Higher Education
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
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
MMS	Meal Management System
MOU	Memorandum of Understanding
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
WWTW	Waste Water Treatment Works