“THE MEDIocre TEACHER TELLS. THE GOOD TEACHER EXPLAINS. THE SUPERIOR TEACHER DEMONSTRATES. THE GREAT TEACHER INSPIRES.”

- William Arthur Ward
FROM THE EDITOR’S DESK

Elsie Potgieter

The Report 2012 - 2013 reflects the activities, successes and challenges of the College of Cape Town. The report reflects on the achievements, growth and development of the College over the last two years. The tables in the report provide comparative figures for the period 2007-2013.

The College of Cape Town is a complex institution delivering a diversity of services and programmes to the students, communities and industries of the Western Cape.

The vision of the College is to be the preferred provider of Education and Training, driven by a mission that confirms the commitment to be an institution of excellence that develops the potential of students through quality Education and Training in response to the skills development needs of the country as reflected in the Academic Services report and the report provided by the Linkages and Partnership Unit. The College values: respect, honesty, transparency, caring, teamwork, commitment, empowerment, equal opportunities for all and embracing change underpin the activities driven to reach the strategic objectives.

In this report we say goodbye to Mr Jannie Isaacs, the first CEO of the College of Cape Town, and the Council and thank them for their dedication and commitment to our College.

The College proudly announces the appointment of Mr Louis van Niekerk as the Principal and that the new Council will be appointed in 2014.

The Report 2012 - 2013 reflects the achievements of the College’s staff and students and want to thank everyone for their hard work and dedication.

Vision

The College of Cape Town will be the preferred provider of Education and Training.

Mission

College of Cape Town is committed to be an institution of excellence that develops the potential of clients through quality Education and Training in response to the skills development needs of the country.

Strategic Objectives

Growing Academic Excellence
Expand Student Support
Develop Leadership, Governance and Organisational Performance
Develop an Enabling Environment
Drive Transformation
Build Partnerships

Values

Respect, Honesty, Transparency, Caring, Teamwork, Commitment, Empowerment, Equal opportunities for all and Embracing change.
“INFORMATION IS THE CURRENCY OF DEMOCRACY.”
- Ralph Nader
CONTENTS

Message from the Principal & CEO 07

Tribute to the former CEO: Jannie Isaacs 08

Tribute to the Council 10

Academic Services 12-19
  • Reflection 2012 12
  • Reflection 2013 13

Quality Management 20

Innovation and Development 22-35
  • International Exchange Programmes 2012 and 2013 22
  • Academic Support Assistant Project – SESD III Funding 22
  • Middle Management Development Programme 23
  • Linkages and Partnerships 24
  • Student Support Services 28
  • Corporate Communications and Marketing 31
  • Integrated Learning 34

Corporate Services 36-44
  • Physical Resources 37
  • Human Resource Management 39
  • IT Support 41
  • Student Administration 44

Finances 45-47
Looking ahead, the major focus will be on and expanding academic excellence followed by continuing to steadily grow the student numbers with a bigger emphasis on growing the non-funded programmes.

Louis van Niekerk
2013 was indeed a challenging year for the College of Cape Town. Firstly, the Principal and CEO of the College, Mr. Jannie Isaacs retired at the end of March 2013. His departure left a huge void in many areas. He was the first Principal of the College of Cape Town and was at the helm for the past 9 years. Under his leadership the College grew not only in numbers but also in stature as a highly respected College not only in South Africa but also internationally.

A further challenge was the end of the term of office of the College Council under the chairmanship of Mr Mangaliso Mdlalo on 31 December 2013. I would like to express our sincerest thanks and appreciation to every Member of Council that served the College with an inherent passion for its staff and students.

During the past year the College continued to grow at a steady pace. The balance between funded and non-funded programmes was maintained although the growth in the non-funded programmes somewhat higher than the funded programmes. This growth is also reflected in the 2013 financial performance. The academic performance of our students are also improving year on year. The establishment of the academic support unit and the dedication of the academic- and support staff of the College of Cape Town is showing in the continues improved academic performance of our students. The growth in student numbers and the continuous improvement of our academic performance has forced us to introduce an additional graduation session for the class of 2013, thus having four graduation sessions.

The growth in student numbers has put pressure on our infrastructure and the need to expand has become inevitable. During 2013 a professional team was appointed to develop a macro campus development plan. It is foreseen that the plan will be implemented in phases depending on specific demands and costs.

Looking ahead, the major focus will be on and expanding academic excellence followed by continuing to steadily grow the student numbers with a bigger emphasis on growing the non-funded programmes.
TRIBUTE TO THE FORMER CEO
Jannie Isaacs

Jannie Isaacs retired from his post as CEO of the College of Cape Town on 31 March 2013 after a career in education spanning 40 years, 30 years of which he dedicated to vocational education and training.

During his career, Jannie fulfilled the roles of teacher and educator, lecturer, manager and head of a College. His career saw him being associated with a number of institutions ranging from a high school to former technical colleges such as Athlone, Protea and Cape College.

His management responsibilities started in 1988 when he was appointed as the Divisional Head at Protea College. In subsequent years he was promoted to the position of Deputy and Senior Deputy Principal at the same institution, a position he held until February 1997.

On 1 March 1997 he took over the reigns as the rector of the Cape College, one of the biggest and most progressive colleges in the Western Cape – a position he held until the college was merged in September 2002. He was appointed as Chief Executive Officer of the College of Cape Town on 01 September 2003.

Jannie’s continued dedication to studying and improving his skills led to him obtaining a number of academic qualifications in education as well as an MBA, all of which prepared him for the range of responsibilities in his various management roles. He serves on the boards of a number of community and welfare organizations, has a keen interest in sport and is a regular road runner.

Jannie played a key role not only in the College and the FET sector, but in the life of every person that met him. Jannie’s influence is clearly visible in the steady growth and innovation in the College since the merger in 2002. Communication was key for him at all levels and across all platforms. He always made time for people: students, staff,
parents, visitors, officials – everyone.

At a farewell dinner to celebrate his retirement, Ms. Penny Vinjevold, Superintendent General of Education, praised Mr Isaacs as being "a man who really knows the FET sector. Always in times of tremendous change, he challenged thinking and decisions intellectually, academically and technically, but always with great dignity."

Praising his passion for life-long learning, Mr. Louis van Niekerk, CEO, said that "Jannie took up the challenge of reshaping South Africa through further education and training in the same manner in which he took on the merging of the colleges. The pride he took in his work and his passion for people made him a true asset to the College."

Through his dedication to his calling and the integrity of his being, Jannie continued to inspire not only the College of Cape Town but everyone in the sector to follow his example of always putting the students first.

Throughout his career he lived by that belief, and the impact and indelible mark of his love for education and lifelong learning will remain with us for a very long time to come. "He was the voice of reason, and the voice of experience. He offered a torch in a dark room to guide our direction", noted Mangaliso Mdlalo, former Chairperson of the College Council.

We wish Jannie all the very best for his retirement, and trust that the years ahead will be filled with much love, happiness and prosperity for him and his family. We will continue flying the flag of the College of Cape Town.

Council, Management and Staff
TRIBUTE TO THE COUNCIL

The Council members served their term of office. Due to the function shift of FET Colleges from a provincial competency to a national competency, the current Council’s term ended and the new Council will be appointed in 2014.

The College management, staff and students want to thank the Council Chairperson, Mr M Mdlalo, the Vice-Chairperson, Prof Figadji and the other members, for their dedication and the contribution they have made to the development of the Further Education and Training sector in South Africa and in particular their service to the College of Cape Town.

Their collective wisdom will be missed!

EXTERNAL MEMBERS

Mr M. Mdlalo
Chairperson
Dip. Management Acc;
Dip. Business Management
Executive Management
Business School

Prof. B. Figaji
Vice-Chairperson
BSc (UWC), BSc Eng (UCT),
Med (Harvard USA), DTE
(UNISA), Pr Eng

Ms. D. Stemela
BEcon Hon (UWC)

Mr. G. Hardisty
B Com (UCT), CA (SA)
Business School

Ms. L. Mack
MDP (Management Development Programme)
Certificate, Gordon’s Bay
Institute of Business Science
(GIBS); FAIS RES Milpark
Business School

Mr. A. Gierdien
MDP (Management) BCom,
Dr: Econ (UNISA); Theology
Certificate

Mr. G. Hardisty
B Com (UCT), CA (SA)
Business School

Mrs. R. Alexander
MBA (UCT)
INTERNAL MEMBERS

Mr. I. Mbengo
B.Ed; HDE; BA

Mr. G. Thomas
HDE (Cape Technikon);
N4 Certificate in Electrical
(heavy current); Dip. Labour
Law (NMMU) and Certificate
in Partnership Development
(US)

Mrs. E. Potgieter
HOD (RAU); BCom (UNISA);
BCom Hon (UNISA)

Mr. E. Peters
BCom Hon, HOD

Mr. Y. Mayalo
SRC Representative 2013

Mrs. S. Grobbelaar
HDE (PE)

Mr. J. Isaacs
HOD (Tech); HNCT (CPUT);
BA, B.Ed (UWC); Hon-B,
MBA (US)

Mr. L. Mpitsha
SRC Representative 2013

Mr. L. van Niekerk
NC: T, Teacher’s Diploma
(Tech); BEd (UP) Honours
(B&A); MBA (US)
REFLECTION: 2012

INTRODUCTION

From an academic performance perspective, 2012 was a most successful year. With the repeal of the phasing out of Report 191 programmes and the increase of available National Student Financial Aid Scheme (NSFAS) bursaries, an increase in enrolments in funded programmes was evident.

The College exceeded many of the academic targets. The successes achieved can largely be attributed to the Academic year starting off in a very stable environment, the early identification of ‘at risk’ subjects and the concomitant implementation of an academic improvement plan. Whilst in the Engineering programmes, Mathematics remains the single biggest ‘at risk’ subject, exam results improved significantly with two of our students winning top prizes for Mathematics at the Western Cape Education Department’s Annual FET College Awards.

The Western Cape Education Department (WCED) needs to be commended for providing funding to the amount of R1 million rand per college to assist with improving academic performance.

Some of our biggest challenges remain student attendance and punctuality, securing work placement opportunities for all students and sustaining student funding over the long term. The College council, management and staff remain as committed as ever to find solutions to these challenges.

This report provides an overview of how the College performed with reference to the enrolment and academic performance since the inception of the National Certificate (Vocational) commonly known as the NC(V) in 2007 as well as the performance of the NATED 191 over the same period. This section will report on some of the 2012 highlights in the various academic departments:

ACADEMIC HIGHLIGHTS OF 2012

• The College of Cape Town received
the following awards for achievement in Mathematics in the 2012 National Examinations at the Annual Western Cape Provincial FET Awards:

- Levahn Klaase for Mathematics NC(V) Level 4; and
- Louis Fourie for the best results in Report 191 Engineering and Mathematics and the Award for Excellent Overall Achievement in a college

- On 12 December 2012 at the opening of UNISA’s upgraded Bellville campus, a ceremonial signing of a Memorandum of Understanding (MoU) between UNISA and CCT took place. Through the MoU the CCT offers the UNISA B.Ed. Foundation Phase in Early Childhood Development (ECD).

- Through a Swedish partner funding initiative, twelve ECD students and three lecturers visited the Platengymnasiet College in Sweden.

- A performance rating of above 90% was achieved for retention as well as certification in both the CISCO and Microsoft programs.

- The College of Cape Town, False Bay College and Haugaland Skole (Norway) collaborated to host a highly successful inaugural ICT conference. The aim of the conference focuses on showcasing various ICT curriculum related initiatives, as well as to share knowledge and best practice.

- Nine students and two lecturers of the Hospitality and Tourism Departments visited Germany on an Academic and cultural exchange programme.

- The Academic Manager for Services and two senior staff members visited Koning Willem 1 College in the Netherlands.

- The College was accredited by the Mining Qualifications Authority (MQA) as the second Goldsmith’s Trade Test Centre in the country.

- Jewellery designed and manufactured by Guguletu students was exhibited at the International Design Indaba in March 2012 at the Cape Town International Convention Centre.

- Jewellery students participated in the 2011 PlatAfrica Jewellery Design Awards function and their pieces were selected for a display in one of the leading galleries in Gauteng.

- Tom Rucker, a German Jewellery specialist shared his expertise in laser welding with students and staff.

- Adriaan Antonie, a Jewellery student, won the 1st prize at the National Ashanti Gold Design Competition.

- Xolani Dani a N6 student successfully launched his own clothing label called CONNATEWEAR.

- A solar PV (Photo Voltaic) training unit was donated to the College through a partnership between the College and two German based entities namely, Maxx-Solar and Energie GmgH & Co. KG, and DGS (Landesverband Thüringen der Deutschen Gesellschaft für Sonnenergie DGS e.V.)

- The ESKOM Foundation donated training equipment to the value of R1,9m to the College.

**REFLECTION: 2013**

**INTRODUCTION**

The year 2013 can certainly be described as the most challenging in the history of the College due to student protest.
regarding their dissatisfaction with the way in which the College interpreted and applied the guidelines of the National Student Financial Aid (NSFAS) in awarding of bursaries, more specifically the travelling and accommodation allocations. The protest deeply affected the smooth running of academic delivery at practically all the campuses, with some being affected more than others.

The challenges were largely overcome through joint efforts and a commitment by all involved to bring matters to normality and this included the efforts of staff, management, governance and student structures within the college. Once the situation stabilised, all staff and students worked very hard to ensure that the ‘lost’ academic time, was recovered and in particular to implement the academic improvement strategy.

The specific interventions implemented in 2013 such as introducing in the NC(V) programmes, remedial classes for English Language and Mathematics, again focusing on ‘subjects at risk’, academic staff training, the introduction of tutors to provide support in certain academic programmes, expanding on blended learning approaches and the introduction of the Academic Support Assistants Project, all contributed in improving academic performance.

Some of our biggest challenges remain poor student attendance and punctuality, securing work placement opportunities for all students and sustaining student funding over the long term.

This report provides an overview of how the College performed academically in NC(V), NATED 191 and in the Occupational programmes.

**OCCUPATIONAL**

The expansion on the unfunded Occupational programmes remained a strategic goal for the college. The Education and Training Department set the trend by increasing on its intake through offering learnerships for the WCED, the ETDP SETA, the Department Rural Development and Land Reform (DRDLR) second intake of National Rural Youth Service Corps (NARYSEC) students in the automotive, plumbing, fitting and turning and electrical programmes, and the first intake of 60 learners on the WCED Youth Development Programme for second chance learners.
ACADEMIC HIGHLIGHTS OF 2013

- The appointment of an Educational Psychologist as a Remedial lecturer is addressing the big need for learners who require academic support in terms of literacy levels. More than 400 learners across all campuses were tested using the Adult Dyslexic, GSAT (General Scholastic Aptitude Test), Mathematics Proficiency and Word Chains to identify learners who required support. The learners identified attend programmes facilitated by the remedial lecturer, staff in the English Department and tutors.

- Students and staff of the Early Childhood Development (ECD) programme proudly showcased a very successful musical production, namely, ‘Into Isuntu’. The props were made by our own Art Department. The show will also be staged in 2014 at the ArtScape Theatre.

- The Education and Training Development Practitioners Sector Education and Training Authority (ETDP SETA) provided bursaries to 52 students studying for the B.Ed. Degree.

- Deon Halls, Academic Manager for ICT was nominated to serve on the Curriculum Review Committee of Cape Peninsula University for Technology for Information Technology and Multimedia subjects.

- Anthony Mwebaze an academic ICT staff member, won the annual MTN Hackathon held at the Cape Town International Convention Centre. He demonstrated a mobile front end that communicates with a water quality capturing platform through the cloud. The proposed system could be used to monitor water purification needs from water plants or reservoirs to domestic water points.

- The ICT department secured a R100 000 donation from CISCO California for equipment.

- One of the top ICT students, Alrodean Fransman was appointed by Amazon, South Africa as a trainee Developer for their Kindle™ range.

- Hairdressing students participated in the CANSA Shavathon at 10 different shopping malls across the Cape.

- Kirstie Phillips, a Hairdressing Level 2 full time student was nominated to be the senior GHD Squad stylist in the Western Cape Province.

- Arthur Zwide one of our Hospitality students, a CATHSSETA bursary recipient, was offered an opportunity to be a motivational speaker at the various CATHSSETA roadshows.

- The Wynberg Campus hosted a very successful Skills Competition and Fashion Extravaganza. The primary purpose of this event was essentially to provide students with an opportunity to showcase their talent in preparation for the Western Cape Hair and Beauty Fantasia Competition.

- The Wynberg Campus was selected by the National Artisan Moderation Body (NAMB) to be the Hairdressing Trade Test Centre for Cape Town.

- As part of Mandela Day, staff and students made donations in cash and kind which were given to various community outreach projects as well as to disadvantaged schools, old age homes and orphanages, etc.

- Two final year Hospitality students were offered six month internships with renowned Chef Luke Dale Roberts, owner of The Test Kitchen and the Pot Luck Club.

- The model of the hybrid system as practiced at Koning Willem 1 College in the Netherlands was shared at an event hosted by the College. Key role players from the DHET, Umalusi, CATHSSETA and the Department of Tourism attended and all committed to pursue the integration of the hybrid model into the Hospitality curriculum.

- Ms Cherie Prinsloo, Senior Lecturer for Tourism presented a paper, “Thinking beyond the box: GET DOWN TO THE T! The impact of global changes in the Tourism industry on FET Colleges”, at the 4th annual TESA (Tourism Educators of South Africa) Student Conference.

- A Jewellery student was nominated for the PlatAfrica Awards.
• Uwe Koetter Jewellers showcased the work of four College of Cape Town students’ entries to the PLatAfrica competition, during the festive season.

NEW DEVELOPMENTS

Programmes

• Two new NC(V) programmes, namely Primary Health and Transport and Logistics were introduced at Level 2 under the Education and Training and Business Studies Departments, respectively.

Lecturer and management development

• The College continued providing many of the educator staff with continuous professional development opportunities in amongst others: developing subject matter expertise particularly in NC(V) subjects, providing bursaries to staff completing their teacher qualifications, running a management development programme for all programme, functional and academic managers as well as offering a special customised programme for Mathematics lecturers which was funded by the ETDP Seta.

• The College also approved a Lecturer Work Placement policy in order to facilitate the periodic placement of identified educators in appropriate workplaces in business and industry in order to remain abreast of current practices and technologies in their subject fields. The programme will be rolled out in 2014.

Academic Support

• An Academic Support structure with its main focus on improved management, coordination, providing an improved, effective and more efficient service to support educators in the class in terms of pedagogy, and to support students was approved. This structure aims specifically to increase our footprint in e-learning methodologies, remedial teaching in Mathematics and Language and tutoring.

International and national initiatives and partnerships

• Four Academic Managers and the Corporate Communications and Marketing Manager attended the WorldSkills 2013 competition in Leipzig. The purpose is to expose staff to an event of such magnitude in terms of organization, and to witness and experience skills competitions at an international level. The College will embed skills competitions as part of practice in future.

• To embed skills competitions in the college, selected hospitality and haircare students from Kendall College in the United Kingdom and College of Cape Town will compete in competitions hosted in the UK and South Africa. Teams from both colleges will go through a mentoring and learning programme which will expose 12 students from each college to the rigor of training at the highest possible level of excellence. The competitions form part of the preparation to participate in the 2015 World Skills in Brazil.

• Subsequent to a visit in 2012 to Koning Willem 1 College (KW1C) in the Netherlands by senior management responsible for the Hospitality, an agreement was reached to extend the scope of the existing partnership. This makes provision for the inclusion of work placement opportunities for hospitality students in both countries.

• KW1C also presented the concept of Hybrid learning in the Hospitality department at the 2nd North South VCET ICT Conference in September 2013 at Spier. The hybrid concept earned KW1C Hospitality Department the accolade of being the best hospitality school in the Netherlands for two years in succession.

• On the local front a customized Automotive Repair and Servicing programme was developed in conjunction with major companies in the Industry. The initiative was spearheaded by Imperial Motor Group Holdings. The first intake on the GTPP (Generic Trade Preparation Programme) was launched in September 2013. Students successfully exiting this programme after 2 trimesters at the college, are guaranteed placement as apprentices within the Imperial Group and the other major partnering companies. The programme is a national pilot programme being funded by the National Skills Fund (NSF) and is being supported and closely monitored by the National Artisan Development Unit within the DHET.
### NATIONAL CERTIFICATE VOCATIONAL (2007-2013)

<table>
<thead>
<tr>
<th>Year</th>
<th>Level</th>
<th>Total no. of subjects enrolled</th>
<th>Total no. of subjects written</th>
<th>Retention rate %</th>
<th>No. of subjects Passed</th>
<th>Pass % on subjects written</th>
<th>Number of students certificated</th>
<th>Certification rate %</th>
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<td>2</td>
<td>6 726</td>
<td>4 504</td>
<td>67%</td>
<td>2 265</td>
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<td>8 858</td>
<td>5 987</td>
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<td>3 722</td>
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<td><strong>Average Level 2 (2007 to 2013)</strong></td>
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<td>6 255</td>
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<td>2008</td>
<td>3</td>
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<td>3</td>
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<td>3 750</td>
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<td>2 159</td>
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<td>3</td>
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<td>913</td>
<td>91%</td>
<td>737</td>
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<td>2 587</td>
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<td>1 964</td>
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<td>2 525</td>
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<td>173</td>
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<td>1 750</td>
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<td>1 351</td>
<td>79%</td>
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<td>2-3</td>
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<td>2011</td>
<td>2-4</td>
<td>17 862</td>
<td>14 931</td>
<td>85%</td>
<td>10 862</td>
<td>72%</td>
<td>834</td>
<td>52%</td>
</tr>
<tr>
<td>2012</td>
<td>2-4</td>
<td>21 685</td>
<td>16 469</td>
<td>76%</td>
<td>12 683</td>
<td>77%</td>
<td>863</td>
<td>40%</td>
</tr>
<tr>
<td>2013</td>
<td>2-4</td>
<td>25 550</td>
<td>20 141</td>
<td>79%</td>
<td>15 685</td>
<td>78%</td>
<td>924</td>
<td>41%</td>
</tr>
</tbody>
</table>

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2013 CEO's Award Winner Levahn Claase  
Graduation Ceremony 2013
ACADEMIC MANAGEMENT

TEAMS

BUSINESS STUDIES
ACADEMIC MANAGER

Mr. A. Gafielien

PROGRAMME MANAGERS

Mrs. L. Groenewald
Mr. A. Bowler
Mrs. Z. Abrahams
Mr. N. Mzisa
Mr. T. Ndaba
Mrs. R. Gamieldien

EDUCATION & TRAINING
ACADEMIC MANAGER

Mrs. M. Marescia

PROGRAMME MANAGERS

Mrs. W. Smith
Mrs. W. de Villiers

ICT
ACADEMIC MANAGER

Mr. D. Halls

PROGRAMME MANAGER

Mr. A. Dietrich

ELECTRICAL ENGINEERING
ACADEMIC MANAGER

Mr. F. O’Connell

PROGRAMME MANAGERS

Mrs. D. Duncan
Mr. J. Kriel
FUNDAMENTALS
ACADEMIC MANAGER

Mr. P. Laubscher
PROGRAMME MANAGERS

Mrs. B. Duncan
Mrs. B. Liebenberg
Mrs. C. Santi
Mrs. M. Kropman

ART & DESIGN
ACADEMIC MANAGER

Mr. A. Mayaba

SERVICES
ACADEMIC MANAGER

Mrs. T. Reddy
PROGRAMME MANAGERS

Mrs. M. Anthony
Mrs. B. Maasdorp

BUILDING AND CIVIL ENGINEERING & MECHANICAL ENGINEERING
ACADEMIC MANAGER

Mr. P. Lawrence
PROGRAMME MANAGERS

Mr. N. Fataar
Mr. B. George
Mr. J.T. Abrahams
Mr. M. de Vries

Mr. H. Wickens

Mrs. B. Liebenberg
Mrs. M. Kropman
Mrs. C. Santi
Mrs. M. Anthony
Mrs. B. Duncan
Mrs. E. Oosthuizen
Mrs. B. Liebenberg
Mrs. M. Anthony
Mrs. B. Duncan
During the latter part of 2013 the department was assigned the risk management portfolio. Risk Management had been one of the first processes to have been defined when the Management System was drawn up, but was only partially implemented.

The ISO Technical Committee responsible for the ISO 9001 standard has decided that in the next version of the standard, scheduled for formal approval in 2015, the term “Risk Management” will replace “Preventive Action” throughout. While the new version is still being prepared, this particular decision was settled early in the drafting process and is likely to be carried through to the final, approved version.

The Risk Register of the College has been compiled with the assistance of the Internal Auditors, and with external assistance from SAICA, as part of the Support CFO initiative. Workshops are planned for 2014 to expand the number of operational risks identified and recorded in the register.

Internal audits are conducted on non-financial operations of the College by the department. In 2013, following careful monitoring of the January enrolment, a data audit was conducted on the information within the ITS administration system. A number of deficiencies were identified in the quality of the data and improvements to the enrolment process and the forms to be used were recommended.

As a result of the rationalisation of enrolment documentation it is projected that nearly half a million pages of printed forms will be eliminated each year.

With great interest now focused on the Post-school Education and Training...
Sector there has been a sharp increase in the number of requests to conduct research at the College. These requests are co-ordinated via the Quality and Risk Management office to ensure that there is minimal impact on academic delivery, and that the College ultimately gets the benefit of the research conclusions.

**SUPPORT TO EXTERNAL QUALITY ASSURANCE**

A large number of requests for data come to the College, some at remarkably short notice. Where necessary, the department assists with preparing the College response, which often requires careful interpretation of the intent, so that the most fitting information can be provided. We ensure that the necessary policies are made available.

Notable among the approvals supported during 2013 was the Merseta re-accreditation of Trade Test Centres at three campuses of the College for:

1. Refrigeration Mechanic (Commercial)
2. Refrigeration Mechanic (Industrial)
3. Electronics Equipment Mechanician
4. Domestic Radio and TV Mechanician
5. Electrician
6. Automotive Mechanic
7. Welder
8. Fitter
9. Turner
10. Fitter and Turner

The experience gained from this review is being put to work in our application for Trade Test Centre status in other learning fields under control of different SETAs. With new regulations enabling the QCTO to exert its authority over Trade Testing we expect greater uniformity between SETAs.

The College also obtained programme accreditation and extension of scope for 34 programmes during 2013. The work of accreditation and extension of scope is co-ordinated via the Linkages and Partnership Unit with input from the Academic Departments responsible for delivery and any policy and procedure shortfalls are rectified by the Quality Department. Quality also ensures that forms and templates meet the Management System and branding requirements.

**ISO 9001**

The SABS conducted their annual surveillance audit of the College and confirmed that our management systems comply fully with the international ISO 9001 standard. This is a standard that is completely independent of Umalusi, the DHET, the SETAs and the CHE, so it provides strong assurance to the Executive and Council, as well as to external parties, that our internal processes meet the acknowledged principles of quality, that we can demonstrate our continuous commitment to improvement and providing true facts.

### INTERNATIONAL EXCHANGE PROGRAMMES 2012 TO 2013

The College of Cape Town is very proud of the partnerships it has with various colleges in the United Kingdom, the Netherlands, Germany, Norway and Sweden. During 2012 and 2013 various staff and students took part in exchange programs internationally. The international North South TVET ICT Conference hosted at Spier in Stellenbosch in 2012 and 2013, was facilitated by the partnership between the College of Cape Town, False Bay College and the Haugeland College in Norway.

A Swedish delegation visited the College from 25 February to 9 March 2012. The itinerary for this group included visits to various campuses, educational presentations, the Jewish Centre, Company Gardens, the Barnyard Theatre, Grand West Ice Rink, Table Mountain, SA Museum, Red Bus Tour, Intaka Island Tour, Boulders, Cape Point, the Taal Monument in Paarl and Robben Island. In-service training at the Christine Revell Centre, SARDA, Ons Plek – a place of safety for abused women and children, Jan Kriel School, Alta du Toit School and a tour of Kayamandi. Twelve of our students and three lecturers visited the Platengymnasi et College in Sweden in 2013.

Mrs T Reddy, M Anthony and M Solomon visited the Koning Willem 1 College in the Netherlands from 22 April 2013 to 5 May 2013, to study best practices in the hybrid model of teaching in Hospitality Services.

A delegation of five staff members and four students from the Gondalen Videregade Skole visited the City, Gardens and Pinelands campuses during 2012. The focus of this visit was on Art and Design, Electrical, Student Support Services, Early Childhood Development and the Day Care Center.

The College hosted a group of students from the Evangelische Berufsschulabteil in Germany during February 2012 and a group of nine College of Cape Town students in Services and two lecturers visited Berlin during September 2012. During their stay in Berlin the students were involved in a cooking festival, a workshop on sustainability and globalization, sustainability field trips, a tourism project and industry training.

### ACADEMIC SUPPORT ASSISTANT PROJECT SUPPORTED BY SESD III FUNDING

The College recruited twenty-two students from various NCV, Nated and Occupational Programmes for the Academic Support Assistant (ASA) Project that started in 2013.
This project is aimed at developing a model to recruit FET College students as ASAs, train them in a Train-the-Trainer and the OD-ETDP Certificate (NQF Level 5) programs, employ them in a Learnership contract with the College as the employer, and then place them with a lecturer as a mentor, to assist the lecturer in the lecture room to provide academic support to students with specific learning needs. The first year of the project provided various successes in academic improvement. The 22 ASAs were declared competent in November 2013 and 13 of them were recruited as Lecturer Assistants and will complete the OD-EDTP Diploma (NQF Level 6) in 2014.

A second group of 23 ASAs were recruited for the OD-ETDP Certificate programme in 2014. The model will be developed over a two year period with the aim to create a pipeline where FET College students will be recruited and trained to become FET College lecturers in future. The project is funded by the SESD 3 funding from the Danish Embassy.

**MIDDLE MANAGEMENT DEVELOPMENT PROGRAMME (MMDP) – NSF FUNDING**

Investing in staff development is a key element of the College of Cape Town’s focus on continuous improvement of all its services. During 2012 the need was identified to provide a Leadership Development Programme to all Academic, Programme and Function Managers at the College.

The MMDP started in October 2012 when a total of 43 managers completed the Management Experiential Centre (pre-assessment) which is a scientifically based approach for the identification of managerial/leadership qualities important for success at a particular level of management. This process incorporates group and individual simulation exercises, which are used for the measuring of managerial competencies or performance areas on both the Strategic and Tactical levels.

The competencies measured included: innovation, energy, process skills, conceptual thinking, strategic thinking, financial management, risk management, global orientation, decision-making, business acumen, client focus, provision of guidance, managing diversity, interpersonal sensitivity, social responsibility, managing change, interpersonal influence and presentation skills. Individualised feedback was provided to each manager prior to the modular training that was scheduled at 1-3 days modular training per month.

The training modules included: personal leadership, the leadership foundation, manage a diverse workforce, leading teams to success, maximizing workplace relations, leading change, coaching for growth, high impact presentations, whole brain problem solving, my colleague – my client, business finance, risk management, global competitiveness and leading strategy into action.

The Neethling Brain Indicator (NBI) to determine thinking preferences and application at work and at home was integrated in the whole brain problem-solving and decision-making module. After completion of all the modules in April 2014 an Experiential Assessment Centre (post-assessment) will be completed to determine the growth in Leadership and Management qualities.

The programme will also be rolled out to all subject specialists (senior lecturers) and all lecturers will complete the Neethling Brain Indicator to facilitate the understanding and management of academic teams in the College.
INTRODUCTION
The Linkages & Programmes Unit (LPU) is based at the Central Office of the College of Cape Town and is responsible for the following core functions:

- Ensure that the College is duly accredited for all vocational and other relevant programmes;
- Continuously expand and maintain a broad link with industry, various SETAs, provincial- and national government sectors, other FET Colleges and stakeholders within the training environment;
- Do research, recruit new business and sign MOUs and partnership agreements with clients;
- Assist with work based experience for learners and the placement of exit level learners within industry.

SECTOR EDUCATION & TRAINING AUTHORITIES (SETAs)
The LPU aligns itself with strategic partners with the purpose of securing new projects, funding, equipment, etc. One of the very successful areas that have been developed over the years and have been growing in leaps and bounds is the partnerships between the unit and the different SETAs. These relationships play an integral role in skills development that take place within the College annually, it impacts on learner development, funding made available for learnerships, skills programmes, apprenticeships, staff development, learning programme development and even the upgrading of campus facilities and workshops.

NATIONAL SKILLS DEVELOPMENT STRATEGY III (NSDS III) AND THE CHANGING SKILLS DEVELOPMENT LANDSCAPE
It is imperative that training providers stay abreast of all new developments, i.e. new legislation, policies & procedures, sector changes, etc. to remain successful.
On 1 April 2011, the Sector Education and Training Authorities (SETAs) entered a new phase. During this new phase fundamental changes were made to the leadership, governance and strategy of the SETAs in order to meet the objectives of NSDS III and improve their functioning and performance. Comprehensive...
performance monitoring, evaluation and support system for all education, training and skills development institutions, with a particular focus on the SETAs and public FET colleges, were put in place by the DHET.

The key driving force of this strategy is improving the effectiveness and efficiency of the skills development system. It represents an explicit commitment to encouraging the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression.

The LPU maintains a very strong relationship with all SETAs and support the Minister of Higher Education’s sentiment of forming partnerships between the FET sector and the SETA sector as a whole.

WORK PLACEMENT UNIT (WPU)

The Work Placement Unit forms part of the Linkages and Programmes Unit and is situated at a centralized office at the Crawford Campus. The WPU is responsible for the placement of all learners in industry to gain work experience and also to secure full-time employment for graduates. This is accomplished by engaging in formal and informal partnerships with external organisations and funders willing to support learners financially. The WPU also facilitates job readiness programmes and liaise with the respective campuses and programme managers in that regard.

DEVELOPMENTS

• During 2013 the Board acknowledged the importance of this function and approved the enlargement of this unit and appointment of more placement officers. The unit has thus grown to a total of six work placement officers.

• In addition to the placement of individual students in Industry, the Unit is also responsible for the placement of special internal and external group projects. An example of such an internal placement activity was the identification, training and placement of 22 graduates as Academic Support Assistance in lecture rooms and workshops.

• Placement of 70 participants in the 2013 NARYSEC learnership project was very successful. All the learners were placed and good relationships were established with host employers namely: PBA Electrical, Sandown Motors (Mercedes Benz), HEB Plumbing and Basil Read.

• The Unit also facilitated the placement of 18 electrical apprentices as part of a CETA 100 project at Medi-clinic, Drake & Scull and CFW

• The Unit also managed the implementation of a special funded WRSETA WEEG project where a number of 22 learners were successfully placed at companies including Waltons, Brights and Steinbuild.

SUMMARY OF 2013 PLACEMENTS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Companies Visited</td>
<td>61</td>
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<tr>
<td>Job Shadowing</td>
<td>326</td>
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<tr>
<td>Permanent Placements</td>
<td>25</td>
</tr>
<tr>
<td>Learnerships/Internships</td>
<td>188</td>
</tr>
<tr>
<td>Skills Programmes</td>
<td>36</td>
</tr>
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</table>
## 2013 Funded Projects

<table>
<thead>
<tr>
<th>Project Description</th>
<th>NQF Level</th>
<th>Project Dates</th>
<th>Student Numbers</th>
<th>Funding / Industry Partners</th>
</tr>
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<tbody>
<tr>
<td>INSETA: Wealth Management</td>
<td>5</td>
<td>2012/2013</td>
<td>24</td>
<td>FETI / HETI INSETA OLD MUTUAL</td>
</tr>
<tr>
<td>Chieta Apprenticeship Voucher</td>
<td>Apprentice</td>
<td>2012</td>
<td>24</td>
<td>CHIETA</td>
</tr>
<tr>
<td>CHIETA Section 13 Apprenticeships:</td>
<td>2</td>
<td>2011/2013</td>
<td>19</td>
<td>CHIETA DAMEN SHIPYARDS ATLANTIS FOUNDRIES RHEINMETALL GEPKEL MUNITIONS</td>
</tr>
<tr>
<td>Electrical Apprenticeship Building Apprenticeship</td>
<td>Phase 1</td>
<td>2012</td>
<td>57</td>
<td>NORTHLINK COLLEGE DEDAT</td>
</tr>
<tr>
<td>Building &amp; Civil - Skills Programme</td>
<td>N1 N2</td>
<td>2012</td>
<td>15</td>
<td>SANDF</td>
</tr>
<tr>
<td>St Francis Adult Education – Skills Programme</td>
<td>N/A</td>
<td>2012</td>
<td>36</td>
<td>WCED</td>
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<tr>
<td>W&amp;RSETA – Workplace Experience Programme - (WEEG Programme)</td>
<td>4</td>
<td>2012/2013</td>
<td>30</td>
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<td>W&amp;RSETA – Extension of Scope</td>
<td>N/A</td>
<td>2013</td>
<td>N/A</td>
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<td>Jewellery RPL Skills Programme</td>
<td>N/A</td>
<td>2013</td>
<td>12</td>
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<tr>
<td>Jewellery - Rural Bursary Learners</td>
<td>4</td>
<td>2013/2016</td>
<td>5</td>
<td>MQA</td>
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<td>Department of Rural Development &amp; Land Reform: NARYSEC Project</td>
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<td>2013/2014</td>
<td>20</td>
<td>DEPARTMENT OF RURAL DEVELOPMENT &amp; LAND REFORM</td>
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<tr>
<td>Construction CETA: Apprenticeship</td>
<td>CMBT TRAINING</td>
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<td>37</td>
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<td>Academic Support Assistant</td>
<td>5</td>
<td>2013</td>
<td>22</td>
<td>NSF</td>
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<td>ECD: NCV</td>
<td>2-4</td>
<td>2013</td>
<td>388</td>
<td>NSF</td>
</tr>
<tr>
<td>ECD: N1 – N6</td>
<td>2-4</td>
<td>2013</td>
<td>373</td>
<td>NSF</td>
</tr>
<tr>
<td>ECD: Skills Programme</td>
<td>2-4</td>
<td>2011/2012</td>
<td>15</td>
<td>NSF</td>
</tr>
<tr>
<td>ECD: Capacity Building</td>
<td>4</td>
<td>2013</td>
<td>40</td>
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</tr>
<tr>
<td>ECD: Learnership Business Administration</td>
<td>2</td>
<td>2013</td>
<td>14</td>
<td>NSF</td>
</tr>
</tbody>
</table>
## Business & Industry Partnerships

The College of Cape Town boasts with an impressive partnership list, on which the names of both local and international partners appear. The LPU was involved in securing most of these partnerships.

<table>
<thead>
<tr>
<th>Government Departments</th>
<th>FET Colleges, Other Providers, Education Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCED</td>
<td>Boland College</td>
</tr>
<tr>
<td>Department of Transport &amp; Public Works (Western Cape)</td>
<td>False Bay College</td>
</tr>
<tr>
<td>National Department of Public Works</td>
<td>Northlink College</td>
</tr>
<tr>
<td>Department of Social Development (Western Cape)</td>
<td>South Cape College</td>
</tr>
<tr>
<td>Department of Economic Affairs &amp; Tourism (Western Cape)</td>
<td>West Coast College</td>
</tr>
<tr>
<td>Department of Rural Development &amp; Land Reform</td>
<td>Cape Peninsula University of Technology</td>
</tr>
<tr>
<td>SAOF</td>
<td>University of Western Cape</td>
</tr>
<tr>
<td>NSF</td>
<td>University of South Africa</td>
</tr>
<tr>
<td>Department of Rural Development</td>
<td>Westlink Academy</td>
</tr>
<tr>
<td>Department of Communications</td>
<td>Council of Higher Education</td>
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</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>NGOs</th>
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<tbody>
<tr>
<td>Cape IT Initiative</td>
<td>Centre for Early Childhood Development</td>
</tr>
<tr>
<td>Bandwith Barn</td>
<td>Early Learning Resource Unit</td>
</tr>
<tr>
<td>Chamber of Mines</td>
<td>Grassroots Adult Education Trust</td>
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<tr>
<td>Jewellery Council of South Africa</td>
<td>Hope Academy</td>
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<tr>
<td>CISCO Systems</td>
<td>Ambassadors in Sports</td>
</tr>
<tr>
<td>CompTIA</td>
<td>iThemba Labantu</td>
</tr>
<tr>
<td>Imiso Ceramics</td>
<td>Klein Karoo Bronnesentrum</td>
</tr>
<tr>
<td>La Colombe Restaurant</td>
<td>Peddie Development Centre</td>
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<tr>
<td>FAWU</td>
<td>SAYC</td>
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<td>Silplat</td>
<td>SACCI</td>
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<td>Oro Africa</td>
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<td>Angloplat</td>
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<td>SSACI</td>
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<tr>
<td>IBS</td>
<td></td>
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<tr>
<td>Western Province Motor Club</td>
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<td>Development Bank</td>
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<table>
<thead>
<tr>
<th>International</th>
<th>SETAs (Programme Approval)</th>
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<tr>
<td>Evangelische Berufsschularbeit Berlin</td>
<td>CHIETA</td>
</tr>
<tr>
<td>Handwerkskammer Potsdam – Germany</td>
<td>EWSA</td>
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<tr>
<td>Haugaland College – Norway</td>
<td>ETOP SETA</td>
</tr>
<tr>
<td>College of North-West London</td>
<td>FP&amp;M SETA</td>
</tr>
<tr>
<td>Warwickshire College, Warwickshire UK</td>
<td>INSETA</td>
</tr>
<tr>
<td>Ashland Investments</td>
<td>MICTSETA</td>
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<td></td>
<td>MOA</td>
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<td>SERVICES SETA</td>
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<td></td>
<td>TETA</td>
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<td></td>
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</tbody>
</table>
INTRODUCTION

The report highlights the scope of implementation of the programmes offered by the Student Support Services Unit (SSSU) for the reporting period 2012 and 2013. It also outlines the key areas of achievement and challenges that resulted in under performance in some areas of the SSS functions.

COUNSELLING SERVICE

Counselling is a critical function for the unit and is voluntary. Other operational functions directly contributed to the average number of counselling cases reported. A few clients were referred to external agencies for continuity and where expertise was required. Confidentiality is maintained throughout the sessions conducted, and in the filing system of counselling records. For quality assurance and client satisfaction, the counselling feedback forms are constantly monitored to ensure and monitor client satisfaction. The statistical presentation of counselling is provided in the graph below. Notably, there was a high trend of student counselled on financial related issues.

COUNSELLING CASES: 2012 AND 2013

SIGNORIA KOLI
(MANAGER)
ADMINISTRATION OF COUNSELLING SERVICES

The SSSU reviewed the administration process documents for the counselling function in order to improve the quality of the administration of the services rendered. The revised templates will be aligned and integrated into the quality management process.

STUDENT HEALTH AND WELLNESS SERVICES

The Student Health programmes are coordinated by the SSSU and offered by enlisted service providers at all campuses of the college. Students, the primary group, and staff members (secondary) could access these services.

PLACEMENT ASSESSMENT AND CAREER GUIDANCE

The Placement Assessment conducted is tabled in the following table:

The following health services were offered in 2012/2013 and a decline of services was experienced in 2013 due to a decline of funding of external providers:

- Health talks and information exhibitions were offered by Medicross and MBC Health.
- HIV Counselling and Testing was conducted at all the campuses and the results are provided in the table above.

ACADEMIC SUPPORT SERVICES

The objective of academic support programmes is to assist students with the necessary tools on soft skills that will impact ultimately on their academic performance. These workshops mainly targeted first year students in the National Certificate Vocational level 2, Skills and Occupational Programmes.

SPORT AND RECREATION PROGRAMMES

Notably, there was a great improvement in the interest level and involvement in sport activities by students. The College Soccer and Netball teams participated in provincial and national tournaments organized by SACPO in 2012. The budget became a huge challenge in 2013 and resulted in minimal sport events meet the budget constraints.

STUDENT DIGITAL NEWSLETTER

The new digital format of the student newsletter was marketed through posters and e-flash which promoted the concept to both staff and students.
STAFF PROFESSIONAL DEVELOPMENT

The SSSU staff members attended academic lectures co-ordinated by UCT Department of Psychiatry and Mental Health at Valkenberg Hospital to enable them to accumulate points for Continued Professional Development (CPD) as part of the requirement for health professions.

In addition clinical supervision sessions were co-ordinated and provided by the registered Clinical Psychologist for emotional support required for the Student Support Services staff to function efficiently and effectively.

SERVICES AND SUPPORT RECEIVED IN 2012

In this section of the report, the SSSU acknowledges the support and services offered by the following service providers in the reporting period:

HEALTH AND WELLNESS SERVICES
- Desmond Tutu Foundation
- Touching Nations
- Life Choices
- TB/HIV Care unit
- MEDICROSS AND MBC HEALTH

SPORT PROGRAMME
- SAFA Provincial Office – Mr Gordon Witbooi
- Future Factory – Ms. Anne Sirocky

These service providers provided all their services at no cost to the college.

Various College staff members supported the student sport activities at the college.

CONCLUSION

The SSSU team wishes to thank the College Executive team, College Management, Student Support team, Student Representative Council and College staff in general who assisted and offered their services. It is much appreciated.
CORPORATE COMMUNICATIONS & MARKETING

STRATEGIC FOCUS FOR 2012 AND 2013

The focus on continuous improvement of customer service standards and the expansion of our direct marketing to reach more community-related organisations that play an active role in the education of unemployed youth were identified as key focus areas for 2012.

Our focus remained the same during 2013, with the expansion of digital presence to communicate quickly and directly with our target audience where they are.

This focus was again applied to all activities planned by the Western Cape FET Colleges Communication & Advocacy Forum, a formal structure that resides under the auspices of the South African College Principals Organisation (SACPO) Western Cape. Through this shared focus, the College of Cape Town could ensure a shared vision at provincial level with the other five public FET Colleges, thereby contributing to the continued successful promotion of public FET Colleges as institutions of first choice. Acknowledgement was received from the Department of Higher Education & Training (DHET) on the success achieved through collaborative efforts amongst the Western Cape Colleges for the promotion of the FET sector within the province, and at both national and international level through the FET College Times.

DIRECT MARKETING

Our strong focus on direct marketing continued during this period with our attendance of school career exhibitions specifically targeting Grade 9–12 learners at high schools across the greater Cape Town area. This was achieved through our association with career awareness-focused organisations such as the Cape Careers Exhibition Association (CCEA), as well as the attendance of career exhibitions arranged by industry stakeholders, NGOs, SETAs, churches, community organisations, schools and various Local Government departments within communities in our feeder area to reach especially unemployed youth.

Apart from print advertising in community and daily newspapers, industry-specific journals, various industry and career-based websites, and the UK-based i-student website, the use of radio advertising and interviews on a number of community radio stations such as Voice of the Cape, Radio 786, Radio Tygerberg, CCFM and Radio Zibonele proved to be very valuable. Media coverage also included paid advertising and interview slots on the community television station, Cape Town TV (CTV), whilst a number of our students were invited to appear as guests on youth-related television programmes on SABC2 during the year to promote artisan-training, careers and the services offered by the College of Cape Town. The College of Cape Town received excellent media coverage through consistently good articles being published in the quarterly-published FET College Times.

Other activities included the distribution of flyers and posters to promote Registration campaigns and Open Day, as well as the extensive use of e-marketing via bulk SMS facilities and dedicated social media platforms to communicate messages to both current and potential students. Programme-specific flyers and posters were produced for all academic programmes to assist with the promotion of these programmes at campus level.
The following graphs indicate the growth in the direct marketing initiatives embarked on during the period, in comparison with 2010/11.

Facebook and Twitter, proved to be very effective and popular communication channels for staff, students and prospective students. These channels have become very popular amongst potential and current students from across the world for the quick resolution of enquiries, the sharing of College-related information, work placement opportunities, bursaries, career-related information and inspirational articles. Compliments are often received on the quick response time and value stakeholders gain from the information shared via these platforms.

Links to our social media platforms are included in all advertising and printed promotional material.

**Publications**

The Western Cape FET Colleges Communication & Advocacy Forum published an A5-sized guide for industry, providing critical information on the services offered by FET Colleges and the value added to industry through collaboration and the placement of FET College graduates in employment.

**Internal Marketing**

During 2012 the printed staff newsletter was replaced with an e-newsletter entitled “Interact”, which is published via email to all staff on a weekly basis.

**Customer Service via Social Media**

The use of social media platforms, (The Ubuntu Girl) and Ntsiki Biyela (the first black female winemaker in SA, Stellakaya Winery) in 2013.

The UNISA B.Ed. degree graduates were acknowledged at the 2012 ceremony for the first time, in celebration of the 10 year anniversary of the signing of the collaborative agreement between College of Cape Town and UNISA.

Excellence Awards were made for excellent academic achievement at exit level per programme and overall in the College. The first ever CEO’s Award was awarded in 2012 to Louis Fourie, a NC(V) Electrical Infrastructure Construction Level 4 student, and to Levahn Claase, a NC(V) Civil Engineering & Building Construction Level 4 student for overall top academic achievement across all exit level programmes during 2011 and 2012 respectively.

**Highlights of 2012/3 included the following events and PR activities:**

**Sunshine D/Polar Ice-Cream Big Walk:**

March 2012/13

The College sponsored a study bursary to the value of R12 000 each year and the use of facilities at Crawford Campus for the registration of participants in this annual community event, which forms part of the College’s community investment projects.

**Certificate & Diploma Ceremony:**

19 & 20 May 2012 and 15 & 16 March 2013

The annual Certificate Ceremony took place at our Crawford Campus in May 2012 and March 2013 to celebrate the graduation of students from the 2011 and 2012 academic years respectively. Guest speakers were selected for their ability to motivate and inspire students and included Mr. Michael Bagraim (President, Cape Chamber of Commerce & Industry), Ms. Jessie Ndaba (SunSpace & Information Systems) and Ms. Penelope Vinjevold (Superintendent General, WCED) in 2012; and Marlon Parker (Founder of RLabs), Sonja Cruze

**Open Day**

This annual event, which was centralized at Crawford Campus for the first time in 2011, proved to be extremely successful brand awareness events during both years. Through the centralization of the event, visitors were offered the opportunity to “experience” elements of the careers available to them through qualifications offered at the College, with all academic departments represented in one venue. Shell scheme structures were provided for all departments and information on all academic programmes, financial support and student support services were available in one venue. External partners such as financial institutions, industry partners...
and SETAs were among the exhibitors. Outside broadcasts took place at campus on both days by Heart 104.9FM and Voice of the Cape radio stations respectively in both years.

Students assisted with the provision of information on all stands with great success. In excess of 3 000 visitors attended the event both years, which included learners that were bussed in from 20 schools in 2012 and 28 schools in 2013. Visitors from the WCED attended both years.

**WCED Literacy & Numeracy Workshop: June/July 2012 and 2013 Holidays**

This event was managed by the Corporate Communications & Marketing Unit on behalf of the College and in service to the WCED during the June/July school holidays in both years. In excess of 1 300 educators from primary schools in Cape Town attended the workshop each year, which was organised by the WCED in partnership with the READ Foundation and Maths Centre.

The College’s involvement included the hosting of the workshop, provision of the venue, event management, including catering, and associated support functions, including cleaning, administrative support, IT Support and security.

**North-South VCET ICT Conference 2012 and 2013**

The College of Cape Town, in partnership with False Bay College and Haugaland Videregående Skole of Norway, hosted this inaugural event for public FET Colleges at Spier Hotel and Conference Centre in September 2012 and the second conference in October 2013 at the same venue. The event, which focused on e-learning initiatives and best-practice as applicable to public FET Colleges, was attended by more than 200 delegates each year, including representatives and presenters from colleges in Norway and the United Kingdom, industry experts and representatives of South African universities. Twenty eight South African public FET Colleges were represented in 2012 and 26 in 2013.

**Other Events**

The unit also actively participated in and promoted the following events to all staff and students:

- **Blind Buddy Day** - an event aimed at promoting awareness of people with visual disabilities;
- **One-to-One Day** - an annual event aimed at promoting awareness of people with mental disabilities;
- **Casual Day** - an annual event aimed at promoting awareness of people living with physical disabilities; and
- **Breast Cancer Month.**
The Integrated Learning Unit aims to provide a bridge between old and new methodology, retaining the best of the old and incorporating appropriate new measures. This vision is ideally captured by the term Blended Learning.

Practice of the blended approach is based on the following practices over a three year period:

- The selection of appropriate well researched tools and initiatives that aim to impact on the interest and performance levels of students and on current pedagogical practices of staff;
- Development of an environment infrastructure that enables the adoption of recommended practices through procurement of physical resources and staff and student training and support;
- Implementing a structured support programme to ensure buy-in to the level of institutional integration.

The following initiatives were implemented in 2012/13:

- Introduction of an online classroom platform to enable a collaborative learning and teaching methodology and to encourage peer learning methodologies
  - Edmodo is an online classroom that offers a learning medium that appeal to students because they can share and comment and do online short tests which are tracked and marked. Staff on every campus has thus far created classes by inviting learners to join and uploading material into libraries.
  - Use of learning software to support and encourage individual learning and provide maximum input of learning content in any given time period. Learning tools such as these are made available in our opening learning centers so as to maximise learning opportunities for students.
    - We used software such as Cami Reader and Cami Maths, PLATO, Ask Archie and Khan Maths.
• Development of media rooms to encourage current and blended delivery practices.
  o The use of technology is encouraged through a variety of formats such as the interactive whiteboard and internet access to such sites as YouTube and Slide Share. Media rooms are "hotspots" in terms of open access to the internet.

• Outsourced Content Creation
  Learning areas at risk were identified in order to create focused content that addresses the gaps in learning of students who respond favorably to content designed to address their learning challenges. An outsourced company created the content and provided staff with the means to create our own digital content through software that enables screen captures in video format.
  Learning areas addressed were:
  o Psychological Theories of Learning for Early Childhood Development
  o Information Literacy for Open Learning Centers
  o Examination preparation for staff to share with their students

• Development of the digital library.
  Digital content was stored on a number of devices to introduce and grow a culture of access to digital content at a central point.
  o Content was loaded on to an intranet based Electronic resource bank platform
  o A file structure with growing digital content was placed on every workstation.
  o Librarians kept digital copies of learning content for sharing with staff and students.

All Integrated Learning initiatives are based on developing innovation in ICT and are underpinned by selected educational theories that speak to the typical profile of the FET student.
The Corporate Services portfolio includes the following units: Human Resources, Information Technology, Management Information System, Student Administration, Physical Resources and Health and Safety.

The major focus in this portfolio is team work and customer satisfaction.

The Manager of each of these units will highlight the success and challenges experienced by the unit. The HR Unit will highlight the importance of members of staff to make the organisation work. It will indicate how best to nurture staff skills for them to perform optimally. MIS will reflect the importance of data quality and management of proper reporting. IT will speak to the importance of keeping the equipment in good working condition in order to ensure efficiency. Student administration will reflect the importance of good and sound administration in order to keep order and adhere to systems. Physical Resource will reflect on the state of buildings and equipment in order to ensure all activities are taking place in a safe environment. Health and Safety is where we ensure everyone in the institution is aware of safety measures on whatever activities we embark upon.
2012/2013 was the year of strategic changes in academic delivery at the College of Cape Town, and this required infrastructure developments at some campuses. The College of Cape Town strives to provide high-quality education and training by ensuring that all eight of our campuses have well equipped workshops, lecture rooms, computer rooms, and studios for practical work and media centres.

The Athlone Campus specialises in Motor Mechanics and Auto Electrical training. The campus is earmarked for a complete revamp, but currently has 6 motor mechanical training workshops and 1 auto-electrical training workshop. The campus has one computer laboratory with 35 fully equipped workstations. The ever increasing numbers in the ECD Learnerships facilitated a move for this program to be accommodated at Athlone Campus. Classrooms and offices had to be renovated to cater for this program. With the additional student administration staff that joined the college a new reception area was created to accommodate the staff.

The Pinelands Campus focuses on electrical training and boasts sixteen new modern NCV electrical workshops, three skills training workshops, one refrigeration training workshops, four electronic laboratories and three computer laboratories. Lotto funds were used to develop a much needed basketball/volleyball court. The library was turned into a much needed OLC where students can research via the internet or alternatively use the study area.

The Thornton Campus concentrates on training for Mechanical, Building and Civil related fields. The large and well-equipped workshops on the campus focus on plumbing, carpentry, masonry, welding, fitting, turning and
boiler making. The campus also has four technologically advanced computer laboratories with 30 workstations each. The strategic plan is to move the Motor Mechanics programmes from Athlone back to Thornton. This will require the construction of additional workshops and plans in this regard are currently underway.

The Guguletu Campus has a range of study options that caters mainly for the local community. The campus comprises of one carpentry workshop, six electrical workshops, one ceramics studio, one upholstery workshop, one panel beating and spray painting workshop and one Renewing jewellery workshop. There is also a business studies simulation workshop, a fully equipped multi-media room and three computer laboratories, each with 35 computer stations. The textile printing workshop on the campus operates solely as a business. The strategic plans of the College resulted in the jewellery and ceramics department being moved to the City Campus at the end of 2012. This created space for enrolments for more Business study students. On a sporting note, the campus received funds from the Lotto to construct a basketball court. To accommodate the increase in staff parking an additional parking area was identified and constructed. The students needed a quite area where they could study and work on their projects and a new fit-for-purpose OLC area was created to provide for this need.

The Crawford Campus is the I.T. hub of the College and boasts a total of twenty one computer laboratories with 30 computer stations in each one. They operate on the latest technology available including wireless connections. ECD has once again staked its claim on another campus due to its growth; seven classrooms at Crawford were made available for these programmes. Crawford campus has seventy one lecturing classrooms and boasts one gym, one pool & three soccer fields.

The Wynberg Campus specialises in the training of haircare and beauty therapy students. The campus was recently upgraded and currently has five state of the art haircare salons and seven beauty therapy salons. There is also one computer laboratory on the campus which has 20 workstations. The high enrolment of students in Travel and Tourism at the City Campus resulted in the prefabs at the Wynberg Campus being renovated into classrooms, in order to accommodate these students. Wynberg campus has a volley ball/basketball court combo sports facility.

The Gardens Campus concentrates on Early Childhood Development training. The campus has mostly theory classrooms. There is one computer laboratory that caters for 25 students. The popular learnership has resulted in extremely high student enrolments and these programs can no longer be accommodated at this campus due to the challenges experienced in developing the infrastructure. This campus also hosts the Day Care Center accommodating 60 children.

The City Campus is one of our largest campuses and can host up to 2500 learners. The courses offered at this campus are Business studies, Travel and Tourism, Hospitality, and Art and Design. To cater for these courses the campus has five kitchens, one bakery, one coffee shop, two jewellery workshops, three graphic design studios, two photography studios, two printing workshops and one multi-media room. There are also nine computer laboratories with 30 computers each. Due to the growth at City campus an extra nine classrooms has been created to accommodate the students.

**COLLEGE RESIDENCES**

The College has three student residences that can collectively accommodate a total of 264 students per year. All three residences provide basic communal accommodation with meals and recreational facilities like a swimming pool, sporting equipment and satellite television.

The provision of bursaries for student accommodation has resulted in the residences being full to capacity. Grants received from the National Lottery Fund, was used to provide all residences with fully equipped gymnasiums. Students enjoy a learning environment that provides a healthy balance of study and sport.
The Human Resources (HR) Department is the organizational function that deals with issues related to people such as compensation, recruitment, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, and training. The HR department also uses a strategic and comprehensive approach to managing people and the workplace culture and environment. Effective HRM enables employees to contribute effectively and productively to the overall company direction and the accomplishment of the organization’s goals and objectives.

The HR department is committed to provide high quality service to all customers. The department is expected to add value to the strategic utilization of employees and that employee programs impact the business in measurable ways.

**FOCUS AREAS**

The aim of the Human Resources department is to achieve strategic direction in all HR processes and our focus is to establish a business partner relationship with all customers to deliver the required objectives of the College.

1. The HR department is in the process of concluding all Collective Agreements and is currently finalizing the permanent appointments of lecturers that meet the criteria.

2. The migration process to DHET has been completed and is underway, and is said to be effective as from 1 April 2015. HR is ensuring that the process is being managed effectively and efficiently.

3. Due to the process of migration the HR department is in the process of dividing the staff members in two different staff establishments, namely VIP (Non-funded staff members) and PERSAL (Funded staff members). The conditions of employment will remain in accordance with DHET.

4. The Recruitment process has been streamlined and the interview questions have been aligned to be outcomes-based. The interview panel is still being addressed as it is of critical importance that the panel be well represented.

5. Training should be structured around up-skilling employees in order for them to be efficient in their job roles, fill positions that are vacant and also create job readiness for prospective positions. On the 25th of September 2013, the Training Officer partnered with a dynamic organisation called Rlabs. The collaboration was ideal as the values of both parties were aligned, resulting in Rlabs understanding the need as well as the importance of the training. Fifteen of our General Assistants and Household Aids were equipped with basic computer training skills. A week later the facilitator completed a follow-up training session at the various campuses to implement what they have learnt. The training was aimed at equipping staff with a much needed skill for their jobs as well as for their personal development. Participants appeared overwhelmed at
first, but became comfortable as the day progressed. The feedback from participants included comments such as: “I can now work on a computer”, “I am excited, now I have a Gmail and can email my family”, “Thank you very much, I am retiring in November and after 13 years, I now know Google applications”. Training is all about recognising a need and filling the gap, and this is what this intervention achieved.

6. Core of Labour Law workshops were provided for functional managers, academic managers, programme managers and campus coordinators.

7. Employment Equity and Diversity management training for staff will take place as from August 2014 to October 2014.

8. Funding has been available for staff training by the following SETAs:
   - CHIETA (Chemical Industries Education and Training Authority);
   - EWSETA (Energy and Water Services SETA);

9. Bursaries have been made available to both lecturing and support staff, to further their studies within their respective fields.

10. The second Wellness day hosted by the College of Cape Town took place on the 12th and 13th of September 2013. The event was attended by 225 staff members from the various campuses. Amongst many of the vendors present were Metropolitan, Old Mutual, The WP Blood foundation, Virgin Active, Wynberg Campus Hair and Beauty department etc. covering aspects of physical, social and financial Wellness. We as the HR Team look forward to hosting this event again in 2014.

The Uniclox system has been installed throughout all campuses, to assist with the monitoring of attendance. HR has taken full ownership of the process and management thereof.

12. The HR department has been tasked to develop a frequently asked Questions brochure for DHET which will be distributed to all 50 colleges nationwide.

13. The HR department has had a 98% success rate with all CCMA cases and labour disputes.
IT SUPPORT

The IT Support Department support nine campuses, 2 400 pcs, 200 laptops, 180 netbooks and 200 printers. Crawford campus hosts 21 computer labs and City campus 19 while the rest of the campuses differ from one to five classrooms per campus.

The IT Support team consist of nine staff members including the manager. Seven members are centralized at Crawford and two at City Campus.

The nine campuses inter connect via a Wide Area Network to our Data Centre at Internet Solutions. Athlone, Gardens, Guguletu and Wynberg each uses a 2x4 Mb ADSL line with upload capacity of 4Mb and download capacity of 8Mb which is split between data and internet connection. The other campuses use Metro-E fibre optic lines capacity between 6 Mb and 12 Mb per campus.
The installation of the infrastructure was finalized last year and the college experience a higher demand from students and lecturers for the usage of the internet resources.

On Thursday, 23 February 2012 the College of Cape Town entered into a historic agreement with the Tertiary Education and Research Network of South Africa. This agreement has proven to be a step in the right direction to solve some of our internet supply issues. The College connect via Tenet through SEACOM international with a 15Mb pipe uncapped internet supply and 100Mb national inter connectivity.

That said and done, serious network topology changes will be completed on the LAN side of the College during 2014.

For example:
- New and more advanced UPS infrastructure
- New and more manageable switches in certain areas
- Standard Classroom Infrastructure
- Standard Computer Classroom infrastructure
- More Wireless Technology Integration
The Student Administration Unit (SAU) experienced the following successes and challenges:

**SUCCESS:**

- Our examination administration preparations i.e. planning, registration, communication, follow-up, etc. has proved to be very effective.
- The unit has either met the due dates/deadlines as per DHET or furnished them with the information before the expected deadline.
- As results are received the unit immediately follow-up regarding outstanding results with the DHET Exam department.

**CHALLENGES:**

- The delay in the printing and delivery of NCV certificates by Umalusi frustrating students and parents.
- Long delays by the DHET before releasing pending results impacting on registration processes.
- Improved synergy across departments to alleviate any communication breakdown that might hinder excellent service delivery to our clients is required.
FINANCES

REVENUE

College revenue showed a satisfactory growth of 5% over the previous financial year. Most of the revenue growth is attributable to increased tuition fees.

Government Funding remains the major source of revenue for the College.

EXPENDITURE

The College managed to reduce its expenditure by 4% from the previous year. This has been achieved through a wide range of cost saving measures.

Staff cost remains the major component of the total expenditure. During the financial year the Department of Higher Education and Training paid 62% of the College’s salary costs.

ASSETS

Capital investment for the year was R15,1m. Most of the investment was for the construction of additional workshops/classrooms and computer equipment.

During the current financial year the College have also placed R15,9 m in a reserve fund for future capital investments.

The College’s bank balance improved by R1,2m.

LIABILITIES

Current liabilities decreased by R28,6m, mainly due to a reduction in deferred income. The reduction in this liability is an indication that the College have improved on its project delivery to the different stakeholders.

BURSARIES

During the 2013 financial year the College managed to secure bursaries in excess of R47m for its students. Most of the bursary funding was granted by the National Student Financial Aid Scheme (NSFAS).

REVENUE 2013

- LEARNERSHIPS AND DEPARTMENTAL: 34%
- TUITION: 60%
- OTHER: 6%

EXPENDITURE 2013

- STAFF: 26%
- OPERATING: 15%
- ADMINISTRATION: 59%
### Statement of Financial Position 2013

<table>
<thead>
<tr>
<th></th>
<th>2013 R</th>
<th>2012 R</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>88 419 953</td>
<td>88 065 737</td>
</tr>
<tr>
<td>Intangible assets</td>
<td>663 797</td>
<td>944 088</td>
</tr>
<tr>
<td>Available-for-sale financial assets</td>
<td>80 050 294</td>
<td>54 284 963</td>
</tr>
<tr>
<td></td>
<td>169 134 044</td>
<td>143 294 788</td>
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<tr>
<td>Current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventories</td>
<td>41 677</td>
<td>-</td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>25 870 533</td>
<td>26 832 899</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>84 765 184</td>
<td>83 549 588</td>
</tr>
<tr>
<td></td>
<td>110 677 394</td>
<td>110 382 487</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>279 811 438</td>
<td>253 677 275</td>
</tr>
</tbody>
</table>

|   |        |        |
| **FUNDS AND LIABILITIES** |        |        |
| **CAPITAL AND RESERVES** |        |        |
| Accumulated funds | 182 912 704 | 138 030 233 |
| Other reserves | 20 338 956 | 10 463 677 |
| **TOTAL CAPITAL AND RESERVES** | 203 251 660 | 148 493 910 |
| **LIABILITIES** |        |        |
| Trade and other payables | 5 451 009 | 10 937 162 |
| Deferred income | 71 108 769 | 94 246 203 |
| **TOTAL LIABILITIES** | 76 559 778 | 105 183 365 |
| **TOTAL FUNDS AND LIABILITIES** | 279 811 438 | 253 677 275 |

### Statement of Cash Flows 2013

<table>
<thead>
<tr>
<th></th>
<th>2013 R</th>
<th>2012 R</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASH FLOWS FROM OPERATING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash generated by operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest income</td>
<td>26 692 946</td>
<td>7 685 682</td>
</tr>
<tr>
<td>Dividends received</td>
<td>5 031 047</td>
<td>5 581 444</td>
</tr>
<tr>
<td>Finance costs</td>
<td>(48)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Net cash from operating activities</strong></td>
<td>32 283 408</td>
<td>13 784 257</td>
</tr>
<tr>
<td><strong>CASH FLOWS USED IN INVESTING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchases of property, plant and equipment</td>
<td>(15 174 761)</td>
<td>(9 539 658)</td>
</tr>
<tr>
<td>Purchases of other intangible assets</td>
<td>(3 000)</td>
<td>-</td>
</tr>
<tr>
<td>Purchases of available-for-sale financial assets</td>
<td>(15 890 051)</td>
<td>(9 821 755)</td>
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<tr>
<td><strong>Net cash used in investing activities</strong></td>
<td>(31 067 812)</td>
<td>(19 361 413)</td>
</tr>
<tr>
<td><strong>Net (decrease)/increase in cash and cash equivalents</strong></td>
<td>1 215 596</td>
<td>(6 577 156)</td>
</tr>
<tr>
<td>Cash and cash equivalent at the beginning of the year</td>
<td>83 549 588</td>
<td>89 126 744</td>
</tr>
<tr>
<td><strong>Cash and cash equivalent at the end of the year</strong></td>
<td>84 765 184</td>
<td>83 549 588</td>
</tr>
</tbody>
</table>
### Statement of Comprehensive Income

<table>
<thead>
<tr>
<th>Description</th>
<th>2013 R</th>
<th>2012 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>271,168,960</td>
<td>258,095,630</td>
</tr>
<tr>
<td>Employee benefits</td>
<td>(135,083,223)</td>
<td>(127,346,610)</td>
</tr>
<tr>
<td>Depreciation and amortisation</td>
<td>(15,103,836)</td>
<td>(14,235,075)</td>
</tr>
<tr>
<td>Other operating costs</td>
<td>(81,689,892)</td>
<td>(99,173,817)</td>
</tr>
<tr>
<td>Operating surplus</td>
<td>39,292,009</td>
<td>17,340,128</td>
</tr>
<tr>
<td>Finance income</td>
<td>5,590,510</td>
<td>(9,539,650)</td>
</tr>
<tr>
<td>Finance costs</td>
<td>(48)</td>
<td>-</td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>44,882,471</td>
<td>23,438,703</td>
</tr>
</tbody>
</table>

**Other Comprehensive Income:**

- Fair value gain on available-for-sale financial assets | 9,875,279 | 6,592,566 |

**Total Comprehensive Surplus for the Year** | 54,757,750 | 30,031,269 |

### Statement of Changes in Funds

<table>
<thead>
<tr>
<th>Description</th>
<th>Available For-Sale Revaluation Reserve</th>
<th>Accumulated Reserve</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance at 01 January 2012</td>
<td>3,871,111</td>
<td>114,591,530</td>
<td>118,462,641</td>
</tr>
<tr>
<td>Total comprehensive surplus for the year</td>
<td>6,592,566</td>
<td>23,438,703</td>
<td>30,031,269</td>
</tr>
<tr>
<td>Balance at 01 January 2013</td>
<td>10,463,677</td>
<td>138,030,233</td>
<td>148,493,910</td>
</tr>
<tr>
<td>Total comprehensive surplus for the year</td>
<td>9,875,279</td>
<td>44,882,471</td>
<td>54,757,750</td>
</tr>
<tr>
<td>Balance at 31 December 2013</td>
<td>20,338,956</td>
<td>182,912,704</td>
<td>203,251,660</td>
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</table>