

*ANNUAL REPORT 2018*



**UNIVERSITY OF  
ZULULAND**

*R E S T R U C T U R E D   F O R   R E L E V A N C E*





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# REPORT OF THE CHAIRPERSON OF COUNCIL

## INTRODUCTION

This report focuses on how the University of Zululand's Council, through its Chairperson, discharged part of its statutory duty to account for the actions and achievements of Council in the governance of the University during the year 2018. The report not only focuses on the decisions and actions taken by Council, but the effect these decisions and actions will have on the University in the future. The report shows that decisions and actions taken by Council were in line with the University's mission and vision as well as strategic objectives. The report further considers the efficiency and effectiveness of internal financial controls (outside the financial statements) as well as the effectiveness of the University's risk management process and procedures. The report also highlights the functioning of Council sub-committees and considers campus development and major capital works that have taken place. Important focus is also placed on student services, industry opportunities and other significant changes that took place in 2018.

Council, as the custodian of good governance, embraces the Higher Education Act 101 of 1997 (as amended), the regulations of reporting for Higher Education Institutions (hereinafter referred to as 'the regulations'), the Institutional Statute of the University of Zululand (hereinafter referred to as 'the statute') as well as the Guidelines for Good Governance Practice and Governance Indicators for Councils of South African Public Higher Education Institutions (hereinafter referred to as 'DHET Governance Guidelines'), which leads to an ethical culture, good performance, effective control and legitimacy as governance outcomes. Accordingly, Council endorses, and during the period under review has complied with, the reporting regulations. Council also recognises the need to conduct the business of a public higher education institution with integrity and in accordance with generally accepted practices. This commitment has been

reinforced by Council's revision of its own Code of Conduct for members of Council as well as the revision of the statute to ensure compliance with the Higher Education Act 101 of 1997 (as amended). This is echoed further in the Annual Report under 'Council's Statement on Governance'.

## STRATEGIC FOCUS

Council's primary governance role and responsibility lies in the strategic direction of the Institution. The University's five-year strategic focus is outlined in the Strategic Plan 2016-2021, which was approved by Council in 2015. All of the six goals were identified as the main strategic focus for the year under review and included in the 2018 Annual Performance Plan of the University, which plan was approved by Council on 29 November 2018. The identified goals are:

- Goal 1: Improve governance through enhanced operations to support the academic enterprise and ensure sustainability*
- Goal 2: Create a quality teaching and learning environment as a comprehensive University*
- Goal 3: Enhance research and innovation*
- Goal 4: Enhance the quality and profile of UNIZULU graduates*
- Goal 5: Manage the national and international reputation of UNIZULU*
- Goal 6: Accelerate infrastructure development*

Organisational performance for the year under review (as contained in the Annual Performance Plan of the University) was assessed by the Human Resources Committee of Council (HRCC) in terms of its delegated mandate on 16 November 2018. The assessment included the performance review of the Vice-Chancellor and all executives and Council were satisfied that the strategic focus for the year under review had been achieved.



## LEADERSHIP, ETHICS AND CORPORATE CITIZENSHIP

Council leads ethically and effectively. Responsible leadership characterised by the values of accountability, integrity, competence, responsibility, fairness and transparency, has been the defining ethos of Council. Other values of the Institution include innovation, teamwork, efficiency and mutual respect, which all contribute towards ensuring corporate citizenship. Decisions, actions and deliberations were conducted with sensitivity to the legitimate interests and expectations of all shareholders. Council fully understands the triple context in which the University operates – economy, society and environment. Council's responsibility towards ethical and effective leadership and corporate citizenship is based on ethical foundations as recognised in the Charter of Council and the different Codes of Conduct. These codes relate to staff, students and Council and monitoring mechanisms are in place to ensure full compliance. Codes are published on the University's website and form the bases for inductions. The Institution subscribes to protected disclosure and whistle-blowing mechanisms that are in place to detect breaches of ethical standards. Disciplinary processes and procedures are well established and in place to swiftly deal with breaches.

Good corporate governance is realised by Council through the achievement of an ethical culture, good performance, effective controls and legitimacy, as defined objectives described in the DHET Governance Guidelines and contained in the Charters of Council as well as Code of Conduct of Council. Council has, for an extended period of time, taken its responsibility to all its stakeholders, including society, very seriously and will continue to do so. The Code of Conduct that includes ethical principles and values of the Institution were revised by Council on 7 December 2017 and accountability in respect of the Code is monitored by the Code of Conduct Committee of Council. Council is compliant

to the Constitution of South Africa, the law, leading standards and it adheres to its own codes and policies. Council continues to monitor employment equity targets, fair remuneration and skills development of employees and ensures compliance to health and safety standards. Council continues with its zero tolerance toward fraud and corruption, which is evident from numerous court battles.

The strategic plan 2016-2021, together with operational planning of the Institution, is aimed at ensuring that UNIZULU remains sustainable for future generations. The University exercises leadership within a governance system to ensure that its mission *"To produce globally competitive graduates, relevant for the human capital needs of the country, by providing quality education, which upholds high standards of research and academic excellence"* is carried out within a framework that promotes transformation, benefits society, protects the environment and ensures sustainability. The University has plans, as part of its renewal trajectory, to design and deliver new programmes, mainly at the undergraduate diploma level, in Engineering, Maritime Studies and Tourism at the Richards Bay Campus. These new programmes are in line with the UNIZULU Strategic Plan 2016-2021, which aim to provide high-quality academic and career-



focused programmes, relevant and responsive to the needs of students and society. The University seeks, through its planned new programmes, to address skills shortages in the important disciplines of Engineering and Maritime Studies as well as Tourism. Graduates of these programmes will contribute to the continued growth of the regional and local economy of the uMhlathuze Municipality and King Cetshawyo District Municipality, as well as the larger economy of South Africa and the southern African region, thereby making UNIZULU a leading comprehensive university that provides quality education, aligned to its vision.

## GOVERNANCE OF RISK

The Council and Management of the University of Zululand (UNIZULU) are committed to the implementation and maintenance of a formal enterprise risk management strategy, including the integration of risk management throughout all levels of the University as fundamental to achieving the University's strategic and operational objectives. The commitment for sound risk management practices is aligned to the requirements of the DHET Governance Guidelines, which is regarded as best practice to which the Council has committed to adhere to as a responsible corporate institution.

The University applies an enterprise-wide approach to risk management, which aims to ensure that each function, department, process and project is included in a structured and systematic process of risk management. UNIZULU considers health, safety and well-being management, business continuity and incident management, IT disaster recovery, as well as fraud management as crucial components of its Enterprise Risk Management Framework. All staff members are accountable for identifying and managing risk, in so far as is reasonably practicable within their area of responsibility. Sound risk management principles and practices must become part of the normal management strategy for all organisational units within the University.

Risk management is one of the most important factors guiding the implementation of strategic goals and general operations of the University. The University has reviewed the internal Risk Management Committee, consolidated identified strategic risks, compiled risk registers for the respected risk owners in line with the strategic risk framework, formulated a fraud risk management presentation that will be rolled out to relevant departments, and mapped out a process to institutionalise risk management. A compliance framework has been developed and various aspects of it are being implemented. Compliance to risk is monitored

through the Audit & Risk Committee of Council in terms of the approved Risk Management Strategy.

Council can confirm that it maintained a reporting system that enabled it to monitor changes in the Institution's risk profile and gained an assurance that risk management was effective. UNIZULU has and continues to maintain an efficient and effective process of risk management to manage key risks and, accordingly, Council is not aware of any key risk current, imminent or forecasted that may threaten the sustainability of the University.

## TECHNOLOGY AND INFORMATION GOVERNANCE

Governance and oversight of Information and communications technology (ICT) remains the responsibility of the Audit & Risk and Committee of Council. ICT risks form part of the University's risk management activities and considerations. Recognising the need to entrench Governance Risk and Compliance (GRC) best practices, ICT has embarked on the establishment of an ICT Steering Committee. The Committee lends considerable weight to corporate governance by providing strategic leadership on the alignment of ICT plans with the University's strategic objectives and activities. Its role is to ensure that the University's planning for and investment in ICT, which is understood to encompass hardware, infrastructure, software, systems and information, supports the strategic goals of the Institution. Accepted standards are applied to protect the privacy of, and ensure control over, all data. As far as is practicable, systems are designed to promote ease of use for all users. The development, maintenance and operation of all systems are under the control of competently trained staff. In utilising electronic technology to conduct transactions with staff, students and third parties, the relevant controls and procedures are designed and implemented to minimise the risk of fraud or error. The new initiative of implementation of the i-enabler that is part of the Enterprise Resource Planning (ERP) system will ensure the increasing implementation of paperless transactions that would promote more efficient and secure systems and processes.

ICT related policies have been developed and approved by Council as well as an ICT Framework and Strategy. The Business Continuity Plan (BCP) and Disaster Recovery Plan (DRP) was prepared and has been implemented since 2017. This forms part of the drive of the University towards ICT governance that is in line with internationally adopted standards.

Numerous Information technology systems utilised by the University have been developed and implemented according

to defined and documented standards to achieve efficiency, effectiveness, reliability and security. The introduction of the online registration system and graduation and certification software is a new initiative aimed at more efficient and secure systems and processes. Caseware Public Entities Software integration uses the University's ERP system ITS Integrator to automate the production of a full set of IFRS financial statements. The integration was implemented and relevant personnel were adequately trained on it. The financial ERP system ITS Integrator also ensured functionality that simplifies compliance to the Value-Added Tax Act. ICT Service Management software (HEAT) was implemented to manage the IT service delivery to the University. Envisaged upgrades for 2019 include the ITS Integrator 4.1 upgrade and a systems renewal upgrade through the HDI Grant.

Council exercises ongoing oversight of the management of both information and technology to ensure the leveraging of information to sustain and enhance the University's intellectual capital. An information architecture that supports confidentiality, integrity, the protection of private personal information, the availability of information and a technology architecture that enables the achievement of strategic and operational objectives are in place. Council also ensures the monitoring and appropriate responses to developments in technology, including the capturing of potential opportunities and the management of disruptive effects on the University and its business model.

## COMPLIANCE WITH LAWS, CODES, RULES AND STANDARDS

The University is fully compliant with all laws, codes, rules and standards applicable to higher education and its operations in general. However, council has been made aware of non-compliance issues with the Higher Education Act as pointed out by the external auditors and will ensure that it is addressed appropriately. Other than that no material or immaterial but often repeated regulatory penalties, sanctions or fines for contraventions or non-compliance with statutory obligations were imposed on the Institution.

## GOVERNANCE OF STAKEHOLDER RELATIONSHIPS

Stakeholder relationships provide a platform for the Council to take into account the concerns and views of students and other stakeholders in its decision-making. There is an interdependent relationship between Council and all its stakeholders and Council advocates a stakeholder-inclusive approach in which it takes

cognisance of the needs, interests and expectations of material stakeholders in the execution of its duties. Balancing needs, interests and expectations of stakeholders remains a dynamic and ongoing process. Council appreciates that stakeholders' perceptions affect the University's reputation. Council has, therefore, assigned stakeholder relationships to executive management who report through the Vice-Chancellor on how the Institution proactively deals with its stakeholders. Regular media reports are presented to the Management Committee by the Communications and Marketing Department, who has the responsibility to ensure effective communication to the media in line with the policy and procedure on media communications. In this regard, management maintains a record of stakeholder engagement and reports on these engagements are recorded to ensure co-ordination in engagement. As a strategic objective for the year under review, the University had to establish an alumni engagement framework, a student grievance procedure and student charters to guide relations between the University and its students. Transparent and effective communication with stakeholders is essential for building and maintaining their trust and confidence and the University made significant strides towards achieving this.

Social demands facing public higher education institutions include fee-free education; equal access; promotion of previously disadvantaged individuals; quality and demands from industry, to mention but a few. Section 35 of the Higher Education Act 101 of 1997 (as amended) determines that the institutional statute should determine the establishment and other matters relating to the Student Representative Council (SRC) as a means to facilitate student input into the affairs of the Institution. The University Statute provides for the matters on which the students may be represented by the SRC. The SRC formed part of and was recognised in all discussions related to student fees and students are duly represented on all statutory committees of the University. Numerous members of the 2018 SRC was, however, found guilty of misconduct through a disciplinary hearing and Council resolved to dissolve the SRC in accordance with the provisions in the SRC Constitution. An Administrator, Ms N. Zulu was appointed by Council to manage the affairs of the SRC. The Administrator represented students on all statutory structures.

The Institution's enrolments and throughput figures highlight UNIZULU's active participation in the promotion of previously disadvantaged individuals. Council and management recognise the demands from industry and, as part of its renewal trajectory incorporated them into its Strategic Plan, Engineering and Maritime Studies programmes. These career-focused programmes

are relevant and responsive to the needs of students and society and will address identified skills shortages.

Council strives to achieve the appropriate balance between its various stakeholder groupings and make decisions that are made in the best interest of the Institution. Council also ensures the equitable treatment of all its shareholders and ensures that disputes were resolved as effectively, efficiently and expeditiously as possible. Management adopts an informal dispute resolution process for internal and external disputes. This approach is evidenced in the University's Code of Conduct and standard contractual clauses that provide for alternative dispute resolution. Council is only involved in material disputes where reputation risk has been identified.

Council approved an Access to Information Manual established in terms of the Promotion of Access to Information Act, 2000 and no requests for information were denied in 2018.

## REMUNERATION OF COUNCILLORS

The University has an approved policy on the payment of honoraria and reimbursement of members of Council and its committees. The policy was revised and approved by Council on 7 December 2017. The policy defines the principles and parameters governing the payment of honoraria to Council members for participation in the business of the Council and the University and for the reimbursement of any expenses incurred. Honoraria only

apply to external Council members. Claims are submitted to the Registrar's office for processing. Four honorarium categories exist as per Table 1, namely:

**Table 1: Honorarium Categories**

HONORARIUM TYPES	AMOUNT
Standard Honorarium	R2 500
Council Chair Honorarium	R3 500
Chair of Sub-committee	R3 000
Attendance of Sub-committee	R2 500

## SUSTAINABILITY AND VIABILITY

In addressing UNIZULU's going concern assumption, the three main factors that were considered were:

- Liquidity – UNIZULU's ability to meet its financial obligations in the short and long term;
- Solvency – UNIZULU's ability to maintain a net assets position; and
- Operating Sustainability – UNIZULU's ability to continue operating at current levels.

Table 2 displays the assessment conducted to ascertain whether the University will continue to be going concern.



**Table 2: Going Concern Assessment**

EVENTS OR CONDITIONS	ASSESSMENTS
<b>Financial</b>	
<ul style="list-style-type: none"> <li>Net asset or net current asset position (Liquidity – short term)</li> </ul>	<p>As at 31 December 2018, UNIZULU had accumulated funds of R1.8 billion and a net current asset position of R1.5 billion. Compared to the prior year, the net current asset position improved significantly while the accumulated council controlled funds were R451 million.</p>
<ul style="list-style-type: none"> <li>Fixed-term borrowings approaching maturity without realistic prospects of renewal or repayment; or excessive reliance on short-term borrowings to finance long-term assets (Liquidity – long term)</li> </ul>	<p>UNIZULU only has one amortising loan with the Development Bank of South Africa with a carrying value of R24.5 million and has sufficient funds to meet the repayments.</p>
<ul style="list-style-type: none"> <li>Negative operating cash flows indicated by historical or prospective financial statements (Solvency)</li> </ul>	<p>Positive cash flows after operating and investing activities were generated. The positive net operating cash flows before investing activities totalled R456 million (2017: R415 million). After investing and financing activities, the net cash flow generated was R431 million (2017: R366 million).</p>
<ul style="list-style-type: none"> <li>Substantial operating losses or significant deterioration in the value of assets used to generate cash flows (Solvency)</li> </ul>	<p>UNIZULU is currently in a net asset position of R1.8 billion. A surplus of R58 million was generated for the year ended 31 December 2018. The asset base has been reviewed for impairments and adjusted for impairments where necessary. Student debt that was provided for impairment in previous years to the value of R34.9 million has been written off during the financial year.</p>
<ul style="list-style-type: none"> <li>Adverse key financial ratios</li> </ul>	<p>Most key ratios reflect positively with personnel costs as a percentage of income (excluding investment income) below the 62% benchmark.</p>
<ul style="list-style-type: none"> <li>Inability to pay creditors on due dates</li> </ul>	<p>UNIZULU had adequate funds to pay creditors timeously and cash and short-term financial assets exceeded current liabilities comfortably.</p>
<b>Operating Sustainability</b>	
<ul style="list-style-type: none"> <li>Loss of key management without replacement</li> </ul>	<p>The executive team had only one vacancy during 2018, which is a significant improvement compared to the recent past.</p>
<b>Other</b>	
<ul style="list-style-type: none"> <li>Non-compliance statutory requirements</li> </ul>	<p>No significant issues of non-compliance existed.</p>
<ul style="list-style-type: none"> <li>Pending legal or regulatory proceedings against the Entity that may, if successful, result in claims that are unlikely to be satisfied</li> </ul>	<p>Existing claims against UNIZULU are considered immaterial and are adequately provided for and disclosed in the annual financial statements.</p>
<ul style="list-style-type: none"> <li>Changes in legislation or Government policy expected to adversely affect the Entity</li> </ul>	<p>The #FeesMustFall campaign and subsequent announcement of funding for poor and working class students changed the funding landscape of higher education in South Africa. UNIZULU should benefit from increased funding due to its historical disadvantaged status.</p>

Based on the above, there are no events or conditions beyond the period of assessment that may cast significant doubt on UNIZULU's ability to continue as a going concern.

## FINANCE AND CONTROLS

### Systems of Internal Financial Controls

Council has established formal policies and frameworks for the design and implementation of the system of internal financial controls and a review of such controls took place in 2018. It can be confirmed that the University's financial controls are adequate and effective.

### Report on Additional Investments in Infrastructure

During the 2018 financial year, a new student residence was commissioned and significant progress was made to increase the Wi-Fi connectivity on the KwaDlangezwa Campus. All infrastructure projects were properly approved in accordance with the Higher Education Act 101 of 1997 (as amended).

### Report on Borrowings or Additional Borrowings

No additional borrowings were incurred in the current year. Total borrowings as at December 2018 equalled R24.5 million compared to R26 million in 2017. There is a huge need for additional student accommodation, which might require that the University secures

loan funding to supplement possible government and other funding. All loan funding is properly approved in accordance with the provisions of the Higher Education Act 101 of 1997 (as amended).

### Contracts Management and Tenders

During the 2018 financial year, the University appointed a contractor to upgrade all street lighting on the KwaDlangezwa Campus. With a contribution from the National Research Foundation, a contract was also awarded to purchase a Transmission Electron Microscope (TEM) for R23 million. All procurement contracts are managed through a contracts register that ensures monitoring of suppliers' performance. Tender adjudication is done through a bidding process that is handled by three bid committees.

A Bid Specification Committee signs off on the specifications before it is advertised. A Bid Evaluation Committee evaluated the bids that came in and made a recommendation, and finally, the Bid Adjudication Committee finalised the decision on the awarding of the bid. The following were the members during the 2018 financial year:

**Table 3: Tender Committee Composition**

BID SPECIFICATION COMMITTEE	BID EVALUATION COMMITTEE	BID ADJUDICATION COMMITTEE
Mr N. Cele	Mr R.T. Ngcobo	Mr P.J. du Plessis
Ms T. Ramanyimi	Prof G. de Wet	Prof. S.P. Songca
Ms A.P. Nongogo	Ms P. Mjamba	Prof. M.O. Ndwandwe
Mr D. Mothilall	Prof. M.C. Maphalala	Mr D. Janse van Rensburg
Ms G. Nhleko	Dr Y. Rugbeer	Prof. N.W. Kunene
	Prof. G.H. Kamwendo	

### Financial Health/Viability

The University was able to maintain its Accumulated Council controlled funds at a reasonable level and implemented a balanced budget despite the challenges with #FeesMustFall and the low fee base as well as the rural location of the KwaDlangezwa Campus. The challenge in the future will be to grow the third stream income through industry involvement and ensuring active community engagement. The University also needs to address the low fee base when compared to other universities as well as the provision of adequate student accommodation.

### Report on Financial Control Inadequacies

A good system of internal controls over financial transactions provides a reasonable assurance on the reliability of information over the period being reported on, unless otherwise reported by external assurance providers, in which case any inadequacies are addressed timeously. Council has been made aware of internal control deficiencies, as pointed out in the external audit report that included weaknesses in the IT and SCM control environment. The Finance Department ensured that there were suitably qualified personnel dealing with the recording and

approval of financial transactions throughout the year. The scope of reconciliations of accounts in finance have expanded and reconciliations are also done more regularly. A monthly meeting of Financial Managers also added value in terms of addressing any issues arising and monthly and quarterly reports were submitted. A financial risk register specifically addressing financial risks within the University's risk register was developed. Existing access to the ITS system for finance personnel is reviewed periodically and strict controls exist over new access granted.

The University registered for VAT during the 2017 financial year and is now fully VAT compliant.

### **Report on any Material or Immaterial but often Repeated Regulatory Penalties, Sanctions and Fines for Contraventions or Non-compliance with Statutory Obligations**

No repeated regulatory penalties, sanctions and fines for contraventions or non-compliance to statutory laws were reported.

## **RISK MANAGEMENT**

Council has established the Audit and Risk Committee (ARCC), which is responsible to assess all areas of risk (financial and non-financial), monitor changes in the University's risk profile and gain assurance that risk management is effective. The Committee establishes materiality levels and determines the University's risk appetite. All risks are considered as well as their likelihood and risk mitigation procedures established, where applicable. The Committee also ensures that the risk register is maintained. The Integrated Risk Management Framework, approved by Council on 26 November 2016, forms the basis for risk management at UNIZULU. The Council of UNIZULU has approved the implementation of an integrated risk management strategy as a key component of its Corporate Governance Framework. UNIZULU's proposition is that risk management provides the entity processes and tools that is needed to become more anticipatory and effective at evaluating, embracing and managing the uncertainties that the University faces as it creates sustainable value for stakeholders. The Council and Management of the University are committed to the implementation and maintenance of the risk management strategy, including the integration of risk management throughout all levels of the University as fundamental to achieving the University's strategic and operational objectives. The commitment for sound risk management practices is aligned to the requirements of the reporting regulations and DHET Governance Guidelines to which

the Council has committed to adhere as a responsible corporate institution.

The Audit and Risk Committee of Council reviewed the plans and work outputs of the internal and external auditors and concluded that these were adequate to address all significant financial risks facing the business. The Audit and Risk Committee also monitored all risks referred to it by the Risk Management Committee and the Chairperson of the Audit and Risk Committee, the Vice-Chancellor and other members of executive management report regularly to Council on risk management activities and results.

Several new policies were developed during the year under review, however, they still require Council approval and include a Whistleblowing Policy, a Fraud Prevention Policy; a Fraud Prevention Plan; and a Compliance Framework. A Whistleblowing system is in place and is continuously promoted through awareness campaigns. Occupational Health and Safety has also been incorporated into the UNIZULU risk management strategy. Several initiatives have been undertaken to ensure that UNIZULU is compliant in terms of the Occupational Health and Safety Amendment Act, No. 181 of 1993.

Council is of the opinion that effective risk management systems are in place and that independent and objective reviews of the risk management processes within the Institution are being conducted. Council maintained a reporting system that enabled it to monitor changes in UNIZULU's risk profile and gain an assurance that risk management was effective. UNIZULU has and maintains an efficient and effective process of risk management to manage key risks and accordingly, Council is not aware of any key risk current, imminent or forecasted that may threaten the sustainability of UNIZULU. UNIZULU has maintained an updated Strategic Risk Register and an Institutional Risk register within all faculties and departments.

## **INFRASTRUCTURE AND DEVELOPMENT**

The University owns and maintains 330 buildings totalling approximately 180 000 square metres of floor space, which is located on 156 hectares of land. The Department also undertakes a variety of capital improvement projects that include all aspects from conceptual planning, contract documentation, specifications, design details, project management, and quality control through to final commissioning, operation and decommissioning. The University has acquired 15 000m<sup>2</sup> of land within walking distance of the Richard's Bay campus, which will be used to build student residences.

The University acknowledges that there was a delay in the implementation of its infrastructure projects since 2013, given various litigation and capacity challenges that prevailed between 2012 and 2018. For this reason, the University was unable to proceed with the implementation of these projects pending the finalisation of the case, or an out-of-court settlement. Since then, the new management has committed itself to putting in place measures to fast track the development and implementation of the physical infrastructure programme. In addition to this challenge, the University has experienced capacity challenges in the Physical Planning and Operations Unit. These combined factors have continued to delay the implementation of all infrastructure projects in the University. In order to address the capacity challenges, an Infrastructure Delivery Unit has been created within the Property, Plant and Operations Department. This is headed by a resident engineer. A project manager was also appointed to fast track the infrastructure project through the appointment of a turnkey provider for all the DHET funded projects. The newly appointed Executive Director: Infrastructure will ensure that project plans are completed and milestones monitored.

A schedule of projects was presented to Council for consideration and approval during the year under review. The projects are proposed for implementation in the period 2019-2022. These projects include the DHET Efficiency Grant funded projects and Council's budget funded projects. Infrastructure development projects in this schedule cover both the new build and maintenance projects, with funding drawn from the DHET Efficiency Grant; the Presidential Fund Grant and the loan from the Development Bank of Southern Africa (DBSA). Starting in 2018, the University has put in place organisational mechanisms to address efficiency in new build and maintenance projects. In this schedule, infrastructure projects are separated into the following categories:

- **The Student Accommodation Project**, where the new 3 500 beds infrastructure is planned to be constructed between 1 June 2019 and 31 December 2021. This project entails the construction of the student village structure of 3 000 beds, and the construction of 500 beds short-term student accommodation structure to be used as a decanting facility during the major renovation and rehabilitation of existing student residence buildings with conditions that have significantly deteriorated over a number of years owing to lack of necessary maintenance.
- **The Old Vice-Chancellor's House Project**, where the structure of the old Vice-Chancellor's House will be converted into a Conference Centre and a new Centres Administration building constructed adjacent and linked to the existing house structure.
- **The Teaching and Learning and Academic Administration Project**, where there will be construction of new teaching and learning venues, laboratories and academic administration buildings in line with programme accreditation arrangements, introduction of new programmes and knowledge areas and the envisaged growth in student enrolment envisaged in the UNIZULU Enrolment Plan 2020-2025. These buildings include:
  - » 1 x 1000 sitter auditorium;
  - » 4 x 500 sitter auditorium
  - » 3 x Science laboratories for Physics, Chemistry and Life Sciences to accommodate 200 students in one session with eight working stations that accommodate 25 students each.
  - » 2 x computer laboratories that seat 200 students each.
- **Richards Bay Engineering Building:** New Infrastructure to house Engineering programmes that will be introduced from 2021, which will include the following facilities:
  - » Teaching venues to accommodate 2 500 students
  - » Administration offices for teaching staff to accommodate 41 staff members
  - » 3 x Engineering laboratories (Chemistry, Physics and Engineering) to accommodate 200 students per session
  - » 8 x tutorial venues to accommodate 100 students per session
  - » Large indoor sporting facility that can be used as an exam venue for large classes with a storage facility for chairs and tables
  - » Space for IT back-up server facilities to support Disaster Recovery and Business Continuity Plans
  - » Engineering students' resource centre and library
  - » 2 x computer laboratories to accommodate 100 students each (one for Computer Engineering programme and the second one a generic lab for all students)
  - » Student cafeteria facility (common student social space)
- **Transnet Building:** This involves refurbishment and repurposing of some of the existing space to accommodate the demand for more student beds. The development of a new block to accommodate postgraduate and Engineering students; the creation of sporting facilities within the premises (i.e. tennis, swimming pool, basketball/volleyball court); and clearvu electric parameter fence and controlled gate.
- **Social Work, Law and Music Building:** The facility will contain properly demarcated academic administration offices for Music, Law and Social Work staff. Music facilities should contain

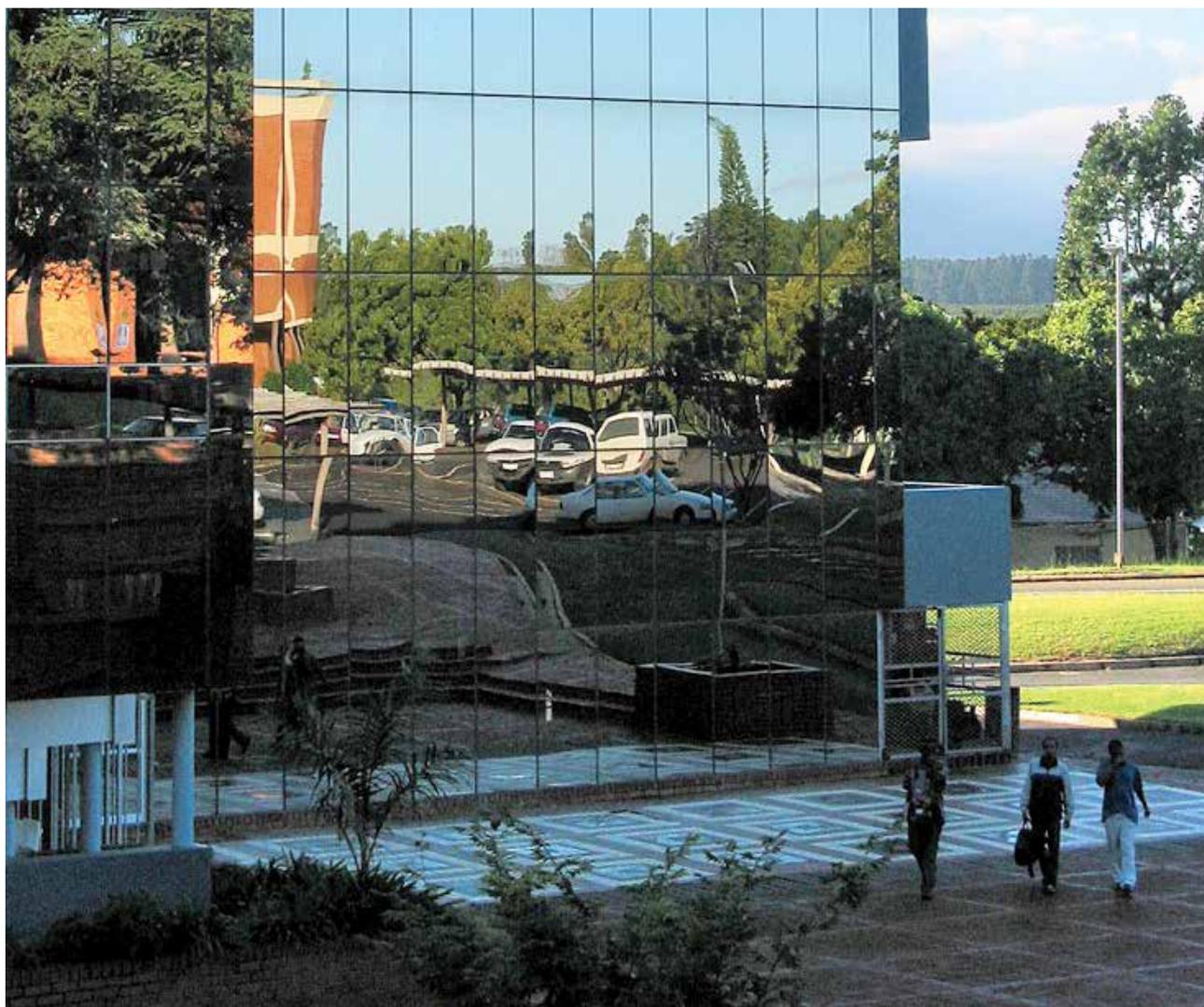
proper sound proofing to allow various classes to run using different instruments without interfering with the academic activities of other departments. The Law facilities should also contain the Law Clinic facilities, which are an integral part of the LLB programme. In addition, the law building should have moot court facilities, including:

- » 4 x shared 80-seater lecture venues to accommodate final-year and postgraduate students
  - » Law clinic
  - » Social simulation lab
  - » Staff offices
  - » Moot court auditorium
  - » Sound-proof instrument practice rooms
- **Turnkey New Built Project:** Where four buildings will be constructed: MFS Mosebo Projects (Mosebo) was appointed on 29 November 2017 by the University to provide strategic

construction project management services to the University towards implementation of the TURNKEY infrastructure projects:

- » Humanities building
- » Science and Agriculture building
- » Student centre
- » Student administration building

Council understands that the Facilities Management Department plays a leadership role in developing and implementing a financially responsible capital improvement programme and a facilities management service for the University. A proactive approach is taken to build successful partnerships with other local and national government departments, communities, private and non-profit groups to acquire resources and maximise results on behalf of the University.



## SUMMARY OF MEMBERS' ATTENDANCE OF COUNCIL, COUNCIL COMMITTEE MEETINGS AND SIGNIFICANT MATTERS ON AGENDAS

The year 2018 was the fifth full year of the Council in office. During the period under review, Council executed its fiduciary responsibilities efficiently and effectively, as provided for in the Higher Education Act. External Council members with relevant skills and experience chair all Council sub-committees. The

composition of Council and its sub-committees, together with a summary of attendance by members at meetings, are presented in Tables 4-10. Members by invitation and Internal and External Auditors were not included in the tables.

**Table 4: Composition of Council as at 31 December 2018**

MEMBERS	REPRESENTATIVE CAPACITY	PROVISION IN UNIZULU STATUTE
<b>EXTERNAL MEMBERS</b>		
Mr C. Caluza	Chairperson and Ministerial Appointee	Section 18 (1)(g)
Prof. N. Makunga	Ministerial Appointee	
Dr A. Kaniki	Ministerial Appointee	
Mr V. Mokwena	Ministerial Appointee	
Mr T. Kulati	Ministerial Appointee	
Mr N. Nkwanyana	Convocation Representative	Section 18 (1)(h)
Vacant	Convocation Representative	
Mr D. Kunji-Behari	Donor Representative	Section 18 (1)(j)
Ms H. Mvubu	Donor Representative	
Vacant	uMhlathuze Municipality Representative	Section 18 (1)(i)
Mr E. Dube	Mkhwanazi Traditional Authority Representative	Section 18 (1)(k)
Ms J. Masite	Council Appointee: Expertise and Experience	Section 18 (1)(m)
Mr T.C. Madikane	Council Appointee: Expertise and Experience	
Vacant	Council Appointee: Expertise and Experience	
Vacant	Council Appointee: Expertise and Experience	
Vacant	Council Appointee: Expertise and Experience	
<b>INTERNAL MEMBERS</b>		
Prof. X. Mtose	Vice-Chancellor	Section 18 (1)(a)
Prof. S. Songca	Deputy Vice-Chancellor: Teaching and Learning	Section 18 (1)(b)
Prof. G. de Wet	Deputy Vice-Chancellor: Research and Innovation	
Prof. N. Kunene	Senate Representative	Section 18 (1)(c)
Dr. Y. Rugbeer	Senate Representative	
Mr C. Maphosa	Admin and Support Staff Representative	Section 18 (1)(e)
Ms L. Ramaccio Calvino	Academic Staff Representative	Section 18 (1)(d)
Dr N.R. Ngcobo	Institutional Forum Representative	Section 18 (1)(l)
Ms N Zulu	SRC Representative (SRC Administrator)	Section 18 (1)(f)

**Table 5: Attendance of Council Meetings as at 31 December 2018**

COUNCIL COMPOSITION	MEETING ATTENDANCE/SCHEDULE										ATTENDANCE PERCENTAGE
	FEB (sm)	APRIL	APRIL (sm)	MAY (sm)	JUN	JUN (sm)	AUG	SEPT (sm)	SEPT (sm)	NOV	%
Mr C. Caluza (Chairperson and Ministerial Appointee)	√	x	√	√	√	√	√	√	X	√	82%
Mr C.V. Gamede (former Chairperson and Ministerial Appointee)	√	√	mt	mt	mt	mt	mt	mt	mt	mt	100%
Prof N. Makunga (Ministerial Appointee)	-	-	√	x	√	√	√	√	√	√	64%
Ms P. Maphoshe (former Ministerial Appointee)	x	√	mt	mt	mt	mt	mt	mt	mt	mt	50%
Dr A. Kaniki (Ministerial Appointee)	-	-	x	√	x	√	√	x	X	X	44%
Mr S.B. Xulu (former Ministerial Appointee)	√	x	mt	mt	mt	mt	mt	mt	mt	mt	50%
Mr V. Mokwena (Ministerial Appointee)	-	-	x	√	x	X	x	√	√	x	44%
Mr T. Kulati (Ministerial Appointee)	*	*	*	*	*	*	*	*	*	*	0%
Mr N. Nkwanyana (Convocation Representative)	√	x	x	√	√	√	√	√	X	√	73%
Mr D. Kunji-Behari (Donor Representative)	√	√	√	√	√	√	√	x	√	√	91%
Ms H. Mvubu (Donor Representative)	-	-	√	x	√	X	x	x	√	x	33%
Vacant (uMhlatuze Municipality Representative)											0%
Mr E. Dube (Mkhwanazi Traditional Authority Representative)	√	√	√	x	√	√	√	√	√	√	82%
Ms J. Masite (Council Appointee: Expertise and Experience)	-	-	-	-	-	-	-	-	-	x	0%
Dr T.T. Khanyile (former Council Appointee: Expertise and Experience)	√	√	mt	mt	mt	mt	mt	mt	mt	mt	100%
Mr T.C. Madikane (Council Appointee: Expertise and Experience)	-	-	-	-	-	-	-	-	-	√	100%
Mr T.C. Ngcobo (former Council Appointee: Expertise and Experience)	√	√	mt	mt	mt	mt	mt	mt	mt	mt	100%
Dr S.Z. Mbokazi (former Council Appointee: Expertise and Experience)	√	√	mt	mt	mt	mt	mt	mt	mt	mt	100%
Prof. X. Mtose (Vice-Chancellor)	√	√	x	√	√	√	√	√	X	√	82%
Prof. S. Songca (Deputy Vice-Chancellor: Teaching and Learning)	√	√	√	x	√	√	√	√	√	√	91%
Prof. G. de Wet (Deputy Vice-Chancellor: Research and Innovation)	√	√	√	x	√	√	√	√	X	√	82%
Prof. G. Kamwendo (Senate Representative)	√	√	√	mt	mt	mt	mt	mt	mt	mt	100%
Prof. N. Kunene (Senate Representative)	-	-	-	-	-	-	-	√	√	√	100%
Dr Y. Rugbeer (Senate Representative)	√	x	√	x	√	√	√	√	√	√	82%
Mr C. Maphosa (Admin and Support Staff Representative)	√	√	√	√	√	√	√	√	√	√	100%
Ms L. Ramaccio Calvino (Academic Staff Representative)	x	√	√	√	√	x	x	√	√	√	73%
Dr N.R. Ngcobo (Institutional Forum Representative)	x	√	√	√	x	√	x	x	X	x	45%
Mr M. Mngayi (SRC Representative)	√	√	x	√	√	X	√	√	x	mt	70%
Mr L. Duze (SRC Representative)	√	x	x	√	x	√	x	√	x	mt	50%
Mr P. Msomi (SRC Representative)	-	-	-	-	-	-	-	-	-	√/#	100%
Ms N. Zulu (SRC Representative)	-	-	-	-	-	-	-	-	-	√/#	100%

**Table 6: Attendance of Executive Committee of Council (COUNEX) Meetings as at 31 December 2018**

COUNEX	MEETING ATTENDANCE/SCHEDULE			ATTENDANCE PERCENTAGE
COMPOSITION	APRIL	SEPT	NOV	%
Mr C.V. Gamede (former Chairperson)	√	mt	mt	100%
Ms C. Caluza (Chairperson)	-	√	√	100%
Ms P. Maphoshe	√	mt	mt	100%
Prof. X. Mtose	√	√	√	100%
Mr S.B. Xulu	√	mt	mt	100%
Mr D. Kunji-Behari	√	x	√	67%
Mr T. C. Ngcobo	√	mt	mt	100%
Prof. N. Kunene	-	√	√	100%
Dr Y. Rugbeer	-	√	√	100%
Mr N.L.B. Nkwanyana	-	-	√	100%
Mr E.J.B. Dube	-	-	√	100%

**Table 7: Attendance of the Audit & Risk Committee of Council (ARCC) Meetings as at 31 December 2018**

ARCC	MEETING ATTENDANCE/SCHEDULE					ATTENDANCE PERCENTAGE
COMPOSITION	APRIL	JUN	SEPT	OCT	NOV	%
Mr V. Mokwena (Chairperson and Ministerial Appointee)	-	-	√	√	√	100%
Mr B.L. Mkhize (Council Appointee: Experience and Expertise)	√	x	mt	mt	mt	50%
Mr C. Saunders (Council Appointee: Experience and Expertise)	√	√	√	√	x	80%
Mr S. Faku (Council Appointee: Experience and Expertise)	x	√	x	√	√	60%
Ms S. Masite (Council Appointee: Experience and Expertise)	-	-	-	√	√	100%
Ms N. Caluza (Council Appointee: Experience and Expertise)	√	x	x	x	√	40%

**Table 8: Attendance of the Finance Committee of Council (FCC) Meetings as at 31 December 2018**

FCC	MEETING ATTENDANCE/SCHEDULE				ATTENDANCE PERCENTAGE
COMPOSITION	APRIL	JUN	JULY	OCT	%
Mr D. Kunji-Behari (Chairperson)	√	√	√	√	100%
Prof. X. Mtose	√	√	x	√	75%
Prof. G. de Wet	-	-	-	√	100%
Mr N.L. Nkwanyana (Council Appointee: External Council Member with Appropriate Experience)	x	x	√	x	25%
Mr S. Mkhize (Council Appointee: Experience and Expertise)	√	x	√	x	50%
Mr K. Vilakazi (Council Appointee: Experience and Expertise)	√	√	x	x	50%

**Table 9: Attendance of the Human Resources Committee of Council (HRCC) Meetings as at 31 December 2018**

HRCC	MEETING ATTENDANCE/SCHEDULE				ATTENDANCE PERCENTAGE
	APRIL	MAY (sm)	AUG	NOV	
<b>COMPOSITION</b>					<b>%</b>
Mr N.L.B. Nkwanyana (Chairperson)	-	-	-	√	100%
Prof. X. Mtose	√	√	√	√	100%
Mr E. Dube	√	X	√	√	75%
Mr D. Kunji-Behari	√	√	x	x	50%
Mr M. Jarvis (Council Appointee: Experience and Expertise)	√	X	tc	x	50%
Dr N.R. Ngcobo	x	√	x	x	25%
Prof S. Songca	√	√	√	x	75%

**Table 10: Attendance of the Planning and Infrastructure Committee of Council (PICC) Meetings as at 31 December 2018**

PICC	MEETING ATTENDANCE/SCHEDULE					ATTENDANCE PERCENTAGE
	FEB (mp)	APRIL (mp)	APRIL	JUN (mp)	SEPT (mp)	
<b>COMPOSITION</b>						<b>%</b>
Mr T.C. Madikane (Chairperson)	-	-	-	-	-	
Prof. X. Mtose			√			25%
Prof G. de Wet			√		MT	25%
Dr A. Kaniki	-	-	-	-	-	
Mr E. Dube			x			0%
Mr G. Sibiyi (Council Appointee: Experience and Expertise)			x			0%
Prof. N. Makunga	-	-	-	-	-	

**KEY WORDS**

√ = Present at a meeting

x = Absent with or without Apology

- = Not a Council member during the period

mt = No longer a Council member

\* = new Ministerial Appointee

MT = re-appointed to another Council Committee

√# = new SRC's term terminated and Council appointed an Administrator

mp = meeting postponed either due to lack of quorum or unforeseen circumstances (PICC was being re-constituted)

@ = new member appointed after the last meeting of a particular Council Committee

sm = special meeting

COUNEX = Executive Committee of Council

ARCC = Audit and Risk Committee of Council

FCC = Finance Committee of Council

HRCC = Human Resources Committee of Council

PICC = Planning and Infrastructure Committee of Council

The following changes to Council and Council committee membership occurred during the year under review:

- The representative for uMhlatuze Municipality is still awaited despite several requests as at 31 December 2018.
- Ms N. Zulu was appointed by Council on 29 November 2018 as SRC Administrator due to suspension of the majority of the 2018/2019 SRC members.
- Prof. N. Kunene was appointed as Internal Council Member (Senate Representative) on 4 September 2018, replacing Prof. G. Kamwendo.
- On 18 April 2018:
  - » Prof. N. Makunga, Dr A. Kaniki, Mr V. Mokwena and Dr D. Swemmer commenced Council responsibilities as Ministerial Appointees
  - » Mr T. Kulati was appointed Ministerial Appointee on 4 December 2018 to replace Dr Swemmer, who resigned
  - » Council elected Ms N. Caluza and Mr D. Kunji-Behari as Chairperson and Deputy Chairperson of Council respectively
  - » Mr D. Kunji-Behari was re-appointed full member and Chairperson of the Finance Committee of Council
  - » Mr C. Saunders was appointed for another term as Independent External Expert and Deputy Chairperson of the Audit and Risk Committee of Council
- Mr D. Kunji-Behari was re-appointed for another term as Donor representative and Ms H. Mvubu was appointed the additional Donor representative on Council with effect from 18 April 2018
- On 12 September 2018, Council appointed the following External Council members with expertise and experience:
  - » Ms J. Masite, Mr T.C. Madikane, Dr M. Vinger and Mr M. Boo. The commencement of membership for Dr Vinger and Mr Boo was subject to the approval of the revised UNIZULU Statute
  - » Prof. N. Kunene, Dr Y. Rugbeer, Mr N. Nkwanyana, Mr E. Dube, Ms N. Caluza, Mr D. Kunji-Behari and Prof. X. Mtose were appointed full members of the Executive Committee of Council in line with Section 24(1)(a)(b)(c)(d) of the UNIZULU Statute
  - » Mr V. Mokwena as Chairperson of Audit and Risk Committee of Council and Ms J. Masite as a full member of the Committee
  - » Prof. de Wet was appointed a full member of the Finance Committee of Council. Ms P. Sibiyi declined the appointment and the vacancy was advertised nationally at the beginning of January 2019
  - » Prof. N. Makunga, Dr A. Kaniki and Mr T.C. Madikane were

appointed full members of the Planning and Infrastructure Committee of Council

- » Mr N. Nkwanyana was appointed a full member and Chairperson of the Human Resources of Council and Mr M. Boo a full member of HRCC based on expertise and experience.
- » Dr A. Kaniki and Mr E. Dube were appointed Council representatives on Senate and the Institutional Forum respectively
- » Mr N. Nkwanyana as its representative on the Joint Committee of Council and Senate
- Prof. S. Songca resigned from the University and Dr N.R. Ngcobo retired.

## MATTERS OF SIGNIFICANCE CONSIDERED BY COUNCIL

During the year under review, Council attended to and addressed a number of matters of significance for the University, the most important of which were the following:

### Policies, Plans, Constitutions, Reports and Manuals

Council approved the following in this category:

- Policy and Procedures on Asset Management
- Policy and Procedures on Admissions
- Policy and Procedures on Community Engagement
- Community Engagement Strategic Plan
- CHE Audit Improvement Plan
- Dissolution of the UNIZULU Foundation
- 2017 Annual Report
- UNIZULU Statute
- Charter of the Executive Committee of Council
- 2017-2019 Mid-term Enrolment Efficiency Targets
- 2019 Registration Plan
- Dissolution of the DramAide Board
- 2018 Revised Annual Performance Plan
- 2019 Annual Performance Plan
- 2018 Mid-year Report

### Students

Council approved the following within this category:

- Tuition and related fees to increase by 8% and residence fees by 10% in 2018
- No initial payment for registering students
- A Payment Plan option will be available to students that settle at least 50% of their outstanding debt
- Revised SRC Constitution

Council resolved that the SRC elections be managed with care due to its sensitivity and since it had become a reputational risk at UNIZULU over the years. A well-articulated plan had to be developed and implemented to ensure free and fair elections.

## Academics

Council approved the following within this category, which were submitted to DHET for approval and CHE for accreditation:

- MA (Sustainable Integrated Rural Development)
- BA Hons (Industrial Sociology)
- MA (Industrial Sociology)
- MA (History)
- PhD (History)
- BCom Hons (Economics)
- Bachelor of Engineering in Electrical Engineering
- Bachelor of Engineering in Electrical Engineering and Computer Engineering
- Bachelor of Engineering in Mechanical Engineering
- Bachelor of Engineering in Mechatronic Engineering
- B.Ed. (Honours) Foundation Phase Teaching;
- B.Ed. (Honours) Curriculum Studies
- B.Ed. (Honours) Educational Management and Foundations
- B.Ed. (Honours) Mathematics, Science, Technology Education
- B.Ed. (Honours) Language Education
- B.Ed. (Honours) Educational Psychology
- B.Ed. (Honours) Research Methodology

On 7 April 2018, Council approved that MSc (Mathematics), MSc (Mathematics Statistics) and PhD (Applied Mathematics) be activated to allow students to be registered in the programmes based on the old Programme Qualification Mix (PQM), which will terminate on 31 December 2019 as per the HEQSF Policy. The Bachelor of Arts Honours in Industrial Sociology and Master of Arts in Industrial Sociology programmes received PQM approval on 2 October 2018.

Council further approved the revised academic structures of the Faculty of Science and Agriculture, Faculty of Education, Faculty of Arts and the Faculty of Commerce, Administration and Law. These structures were revised as part of strategic objective to implement online registration in 2020 and to auto promote students and automate the graduation process. All co- and prerequisites, substitutes and progression rules were included in the structure as well as module credits for registration 2019, as reported on in the 2018 registration preparation plan.

Notable further developments were put in place in teaching and learning to shape the quality of University offerings in 2018. Departmental reviews, which started in 2018, were part of programme reviews across the University. The University has prioritised the review of professional programmes in 2018, including LLB, SAICA accreditation of the BCom Accounting Science, Bachelor of Social Work, Bachelor of Nursing and the development of Engineering and Psychology programmes.

In addition, there was a notable growth in academic progress, as measured by the pass rates. The pass rate averages between all four faculties ranges between 79-89%. The overall pass rate for UNIZULU was 84% in 2018. Of utmost significance, however, is the final academic throughput. In this instance, a total of (3 543 UG; & 709 PG) graduated during the 2018 graduation ceremonies. Major advances in curriculum transformation, entrenchment of Scholarship of Teaching and Learning and the hosting of the Vice-Chancellor's Excellence Awards in Teaching and Learning contributed to an improved academic outlook. Transformation in Teaching and Learning was characterised by the review of the teaching and learning strategy and charter, humanities and social sciences and language policy. Integration of technology into teaching and learning featured Moodle, the e-learning platform, intelligent transportation systems (ITS) iEnabler, ITS mobile and digital audio-visual infrastructure. Examples of initiative in the involvement of stakeholders and community engagement in teaching and learning include international and local partnerships and collaborations such as the partnership with the Department of Arts and Culture, Sport and Recreation in the KwaZulu-Natal province for the establishment of the Arts and Culture Academy and the Department of Agriculture and Rural Development in support of the Centre for Sustainable Integrated Rural Development.

For the 2018 financial year, research funding for 320 applicants amounting to R4 428 203.00 were approved. This included 154 honours, 103 Master's, 45 Doctoral and 18 departmental projects. National Research Funding amounting to R36 153 432.40 were received for 2018. The preliminary (unofficial) indicator for publication units per I/R staff for 2018 were 63.17 units (for journal publications only). This figure is expected to grow when all 2018 publications are considered, which includes journals, books, book chapters and conference proceedings. The official data will only be fully available in May 2019. The awarding of the 2018 research output units for accredited publications will only be known in December 2019/ January 2020. UNIZULU made a total number

of 12 Post-Doctoral Fellow Appointments in 2018. Several collaborations/partnerships were also established, as highlighted in the Senate as well as Vice-Chancellor's report. Examples include the EU Mundus Plus funded EPE and EMISHA projects, and the University's active role in the South Africa Sweden University Forum (SASUF). UNIZULU has seen a major transformation in its research and innovation profile over the past couple of years. In particular, the Kagiso Trust – Beyers Naude Memorial Lecture series (introduced in 2018), rebirth of the inaugural professoriate addresses, and the incremental development of the Research Niche Area strategies for the faculties, clearly described 2018 as a year of notable developments. The strengthening of the Community Engagement (CE) office, together with the approval of the internationalisation office, the DramAide incorporation into UNIZULU administration structures in 2018, as well as a revitalisation and a transformative incorporation of the Indigenous Knowledge Systems (IKS) unit into the Research and Innovation sub-rectorate re-affirms a practical commitment to 'restructuring for relevance'.

On 29 November 2018, Council approved the motion to revoke the postgraduate degree that was conferred to student Messrs M.D. Ramoroka and I.A. Daudu based on plagiarism.

## Human Resources

### Staffing

Council approved the following executive appointments:

- Deputy Vice-Chancellor – Teaching and Learning: Prof. G. Mahlomaholo;
- Executive Director: Institutional Support: Mr P. du Plessis; and
- Transferred Mr P. du Plessis from Executive Director: Institutional Support to Executive Director: Finance.

Council approved the following critical academic appointments in 2018:

- Director: Quality Assurance
- Six professors
- One associate professor

Council further approved the academic promotions of two associate professors to professors, five lecturers to senior lecturers, two senior lecturers to associate professors.

In a high staff turnover employment sector, the overall institutional vacancy rate reduced from 21.7% to 22.9%. The academic vacancy rate reduced from 19.2% to 18.5%. A total number of 68 new appointments were made in 2018.

### Staff Performance Management

Council approved the Performance Management Policy and Framework in 2015 and the implementation of performance management in a phased approach, commencing with the executive management (Peromnes Grades 1-3) to full implementation of all levels in 2017. Council approved the Organisational Level Performance Agreement for the year under review and conducted individual executive assessments in November 2018.

### Staff Accommodation

Council resolved that the University should implement the updated Staff Housing Policy (2017) in order to deal with the irregularities, which were identified through an audit on the University's Staff Accommodation.

### Insourcing of Services

Council approved the creation of new positions in the Physical Planning and Operations Division in order to streamline and improve efficiency in operations. The decision to insource basic services in this division resulted in staff who were employed by co-operatives being appointed on a full-time basis by the University. Another significant resolution was to close down the catering service. However, no staff were retrenched as all of them were redeployed to the Physical Planning and Operations Division. Some volunteered to take early retirement with no penalties.

## Finance

Council approved the following within this category:

- Annual Financial Statements for the year ended 31 December 2017
- 2018 Revised Budget. The revised budget was presented to Council. The presentation highlighted the following salient aspects, but was not limited to:
  - » R24 million deficit (R18 million plus R6 million) reflected in the Primary Activities Budget. The deficit resulted from an increase of actuarial valuation (R18.5 million) in the employer contribution on pension and provident fund since the University opted for a payment holiday in the previous financial year
  - » R52 million payroll expenditure for insourcing of staff members previously retrenched by the University and some members of co-operatives
  - » R23 million (DHET approved tuition subsidy) against R31 million in the initial budget
  - » R47 million payable to the University due to the discontinuation of the Disability Benefit Fund. Employees

- » who become disabled from this time onward would be paid from the Income Disability cover by Momentum
- » The 2017 overall initial budget resulted in an operating surplus
- » The personnel expense as a percentage of total income reflected 46% when compared with 62% (DHET's regulation)
- » The University's management proposal to transfer R18.5 million from the University's reserves to cover the operational expenditure, i.e. deficit
- 2018 Budget. The budget included the approval to transfer R82,1 million from reserves to operations to cover the recurrent deficit portion of the budget;
- 2018 secondary and part-time appointments amounting to R5.1 million in the budget for all four faculties
- The Finance Structure

## Strategic

Council approved the revised Annual Performance Plan (APP) for the year 2018 and 2019, the 2017 annual report as well as 2018 mid-year report, which were all duly submitted to DHET, ensuring compliance in terms of the Regulations for Reporting by Public Higher Education Institutions as published in Government Notice No. R464 in Government Gazette No. 37726 of 9 June 2014. The performance assessment of the Vice-Chancellor and her executive team was conducted by the Human Resources Committee of Council and submitted to Council for noting. Council was satisfied with the performance of the Vice-Chancellor and her executive team and that the University achieved most of its strategic objectives for the year.

The revised UNIZULU Statute was presented to Council after further amendments were required by DHET. The revised statute was approved by the Minister of Higher Education and Training and published in Government Gazette No. 41982 of 19 October 2018.

The CHE Special Audit on UNIZULU was completed in November 2017. An improvement plan was duly submitted to the CHE and approved. In December 2018, the University submitted the first Quarterly Report of the Improvement Plan on the UNIZULU CHE Special Audit 2017. Work commenced on the second Quarterly Report on the UNIZULU CHE Improvement Plan on the CHE Special Audit 2017. Progress on the CHE recommendations are discussed under the Performance Assessment report of this Annual Report. The CHE Report further necessitated a revision of the University's Annual Performance Plan in order to incorporate

the CHE recommendations.

Council finalised the appointment of its Chancellor. Deputy Chief Justice Raymond Zondo was duly appointed as the new Chancellor of the University for a five-year term.

## Honorary Awards

An Honorary Doctorate was conferred on His Royal Majesty King Zwelithini Goodwill KaBhekuzulu.

## MATTERS OF SIGNIFICANCE CONSIDERED BY COUNCIL SUB-COMMITTEES

**The Audit and Risk Committee of Council (ARCC):** This committee assists the Council in fulfilling its overview responsibilities. It reviews the annual financial reporting process, the system of internal control and management of financial risks, the audit process, and UNIZULU's process for monitoring compliance with laws and regulations. The Committee, chaired by Cllr V. Mokwena in 2018, held five meetings (two and three special and ordinary meetings respectively) during the year. Among others, the Committee during the period under review:

- Approved the external audit plan for the year ending 31 December 2018
- Recommended to Council the dissolution of the UNIZULU Foundation;
- Recommended to Council the revised Policy and Procedures on Asset Management
- Recommended to Council the approval of the 2017 Annual Report and audited financial review for the year ending 31 December 2017
- Approved that a tax directive for employee PAYE deductions in terms of bursary fringe benefits be conducted by the external auditors on condition that the exercise would not be conducted by the external auditors in 2019
- Approved the 2018 internal audit plan
- Approved the 2017 Fundi Audit Report
- Recommended that the University management to devise an action plan to focus on addressing the 2017 audit findings, as contained in the management letter/report
- Advised that the University management should consider setting up an internal audit structure with full-time staff to deal with audit related matters;
- Recommended that the University management should seek intervention from the Department of Higher Education and Training (DHET) for assistance in order to commence with the delayed infrastructure development project

- Resolved that the policy and procedures on the use of electronic devices and cellphones be revised
- Recommended to Council the appointment of the external auditors to conduct auditing services for the year ending 31 December 2018

**The Finance Committee of Council (FCC):** This Committee ensures the financial health of the University and assesses and recommends the approval of financial policies and protocol; the consolidated operating budget, including operational, staff and capital budgets, cash flow predictions, the asset/liability profile and multi-year budgetary predictions; the annual consolidated report to the DHET and other ring-fenced funds and loans; the performance of the University against approved budgets and targets and takes/advises on appropriate corrective actions; the annual increase in student fees; and deals with the University's investments. The Committee, chaired by Cllr Mr D. Kunji-Behari in 2018, held four ordinary meetings during the year under review. The Committee, among others, dealt with the following matters:

- Resolved that the expenditure on Ezemvelo KZN Wildlife was justified and approved by the respective Dean(s) and close the matter
- Resolved that an assessment on fleet management be conducted to determine whether to retain the current and do maintenance or purchase a new fleet
- Resolved that a turn-around procurement plan be established to ensure that supply chain management structures are convened as scheduled
- Resolved that detailed reasons for each expenditure incurred outside the policy and procedures on supply chain management be provided to the Committee
- Considered the investment profile of the University per quarter
- Approved to write-off long overdue debts from non-registered students
- Recommended the 2018 revised Budget to Council for approval
- Recommended the 2017 Annual Report and Annual Financial Statements for the year ending 31 December 2017 to ARCC and Council for consideration
- Recommended to Council the proposal to dissolve the DramAide Board
- Supported the proposal to review the structure of staff in the Supply Chain Management Unit

**The Planning and Infrastructure Committee of Council (PICC):** This Committee develops and updates campus master

plans for facilities and infrastructure, with implementation strategies, priorities and financing models for approval by the Council; advises the Council on the development, acquisition and integration of facilities and infrastructure; and develops and updates a comprehensive and sustainable institutional maintenance and replacement plan and strategy. The Committee, as from April 2018, experienced a setback as Council was being reconstituted and relevant constituencies delayed the appointment of its representative to Council. The profile of Council members up to November 2018 lacked the required expertise and experience on facilities planning and infrastructure provisions. As a result, the Committee only met once and most meetings were postponed. The University also experienced another obstacle when the Executive Director: Infrastructure resigned, however, the conceptualisation and project initiation activities did not stop. The appointed service provider (Project Manager, Mosebo Projects) completed the draft concept design report outlining the development process and activities undertaken for consideration and approval by the University was completed. It outlined the campus masterplan review, assessment of bulk civil engineering infrastructure, proposed architectural concept design and campus development urban volumes. The draft concept required approval from the University to embark on the following:

- Completion of plans and submission and approval of the Site Development Plans by the local authority
- Commencement and completion of the required specialist studies. These include, but were not limited to, Geotechnical, Topographical, Traffic, Environmental H&S, and Hydrology
- Assessment of the bulk electrical infrastructure
- Preparation of procurement and supply chain plan
- Engagements with Faculty personnel to conclude requirements of the LHS and Agricultural Buildings

The Committee was duly constituted given that Council has members with the required expertise and experience. The Committee is chaired by Cllr T.C. Madikane and is ready to execute its fiduciary duties in 2019.

**The Human Resources Committee of Council (HRCC):** This Committee recommends to Council appropriate strategic directions and priorities in human resources governance such as performance management, conditions of service, and employee relations. It also develops and recommends to Council policy and strategy with regard to the remuneration of staff and related matters. The Committee, which has delegated powers to approve new positions on the permanent staff establishment, was chaired

by Cllr D. Kunji-Behari (HRCC meeting held on 24 August 2018) until Cllr N.L.B. Nkwanyana was appointed by Council as full-time Chairperson and held four meetings (one special and three ordinary meetings) during the period under review. Among others, the Committee attended to the following:

- Resolved that the Policy and Procedures on the Employment of Foreign Nationals be aligned with diversity and inclusion principles
- Approved the transfer of the Executive Director: Institutional Support to the position of the Executive Director: Finance
- Approved the transfer Business Analyst and Statistician from the Research and Innovation Office to the Analytics and Business Intelligence Office (the newly established unit in the Institutional Planning Directorate)
- Approved the 2018 salaries increase for all staff, including executive management
- Approved new capping of leave from 30 days to 60 days for the executive staff members without leave encashment upon the termination of contract
- Re-affirmed the decision of Council that the University management should ensure that a service provider was appointed as soon as possible to conduct security assessment at the University
- Supported the establishment of management and staff consultative forum in line with the CHE recommendation that management should have a structure to consult with staff in the absence of a recognised union in the University
- Approved the 2019 academic promotions
- Approved the 2018 annual performance assessments ratings for the executive management subsequent to the recommendation by the review panel (Chairpersons of Council, Ms N. Caluza and HRCC)

**Executive Committee of Council (COUNEX):** This Committee deals with urgent matters referred to it by Council and its committees. It assumes the authority of Council when Council is not in session and may perform the functions of Council. The Committee was chaired by the former Chairperson of Council Cllr C.V. Gamede on 7 April 2018) due to once-off extension of his term for six months. The Chairperson of Council, Cllr N. Caluza, chaired the Committee from 12 September 2018. The Committee held three meetings during the year. The Committee was also reconstituted to be in line with Section (24)(1)(a)(b)(c)(d). The Committee attended to the following:

- Recommended to Council for approval of Mr D. Kunji-Behari as he was nominated by the Zululand Chamber of Commerce (donor/s) to serve on Council for a second term
- Approved the Service Level Agreement (SLA) for MFS Mosebo Projects (Pty) Ltd (Project Manager for the infrastructure development project)
- Resolved to seek legal opinion on the UNIZULU Foundation in order to address the following CHE's recommendation, i.e. full review of operational model of the Foundation
- Resolved that the performance scorecard prepared by DHET be completed by each member of Council, the Registrar should conduct analysis, thereafter be presented to Council for consideration and approval en route to DHET for consideration
- Ratified an investigation on the alleged irregularities surrounding the 2018 registration process
- Resolved to interdict and lay criminal charges against people putting the name of the University into disrepute
- Recommended appointments of external and internal members to fill vacancies in Council and Council Committees
- Considered the Vice-Chancellor's reports
- Recommended new and conditionally accredited academic programmes to Council for approval en route to the accreditation authorities
- Considered questions from Portfolio Committee on Higher Education and Training and responses thereto
- Considered the revised SAICA improvement plan
- Considered the 2018 Graduation overview report

## UNIVERSITY EVENTS AND MEDIA

The Communications and Marketing Division (CMD) of UNIZULU planned and executed events that promoted the University, its initiatives and goals. CMD managed the annual university calendar events and landed support for interdepartmental and faculty events. CMD provided assistance for ad hoc events, including conferences, seminars, memorial services and high-profile events. In 2018, CMD school liaisons visited over 345 schools through district exhibitions, career fairs and symposiums where UNIZULU offerings and were showcased as the institution of choice.

Career Exhibition is a Department of Education (DoE) initiative aimed at eradicating the gaps created by the lack of career guidance through career development initiatives, and tertiary institutions supported the idea. This Career Exhibition provided a platform to tertiary institutions, education-focused financial

institutions, SETAs and provincial professionals to engage learners on career guidance and career development. The nature of the exhibition allows for multiple contacts with learners, one-on-one or in groups. The majority of learners use the exhibition as the sole platform with which they engage with UNIZULU, as individual visits to all potential feeder schools is just not possible, given the diverse and rural catchment area of the University.

A successful Open Day was held on the KwaDlangezwa campus in the King Bhekuzulu Hall on 16 May 2018 and 45 schools comprising 4 200 learners collectively attended. This is an on-campus recruitment event that involves setting up faculty

displays and allowing high school learners and their educators to attend and interact with academics, tutors, administrators and companies regarding the University's academic offerings. Several campus educational tours took place during the year, including career fairs by strategic companies.

CMD further won six awards at the Marketing Advancement in Communication and Education (MACE) Excellence Awards during the year under review.

The following strategic events in Table 11 took place during the year under review:

**Table 11: Strategic Events**

EVENT NAME	DATE	PURPOSE
University Official Opening Event	12 February 2018	To outline the University's plans for 2018 as well as give an update on the successes and focus of the preceding year
Beyers Naude Memorial Lecture	27 March 2018	This is a result of a three-year agreement with Kagiso Trust, the 2018 Beyers Naude Memorial Lecture. Former Public Protector Professor Thuli Madonsela was the keynote speaker
Chancellor's Inauguration	25 April 2018	The University inaugurated the titular for the University who presides in the graduation ceremonies and is the credible voice
Schools Open Day	16 May 2018	This programme gives high school learners, who are prospecting for reliable institutions of higher learning, comprehension of various academic programmes offered at UNIZULU. Over 2 700 attended from more than 35 schools in the Province
Graduation ceremonies	7-11 May 2018	To celebrate the achievement milestones showcasing the positive throughput rate for the University. These events are the pinnacle of students' success
His Majesty King Goodwill kaZwelithini's Honorary Doctorate	4 May 2018	His Majesty King Goodwill kaZwelithini was awarded an honorary doctorate in Social Work for his humanitarian efforts and far reaching vision in tackling social ills
SAICA Accreditation	8 August 2018	To celebrate the endorsement from SAICA that UNIZULU BCom (Accounting Science) undergraduate degree holders are eligible to study for their postgraduate degree (known as CTA, or equivalent) without needing to complete a bridging course or programme at a university that offers such SAICA-accredited programmes
Women's Day	24 August 2018	To celebrate and reflect on women's wellness issues and provide an engagement platform in a relaxed setting. The theme was 'Press for Progress' – over 500 UNIZULU women attended
Vice-Chancellor's Awards in Research & Innovation	15 November 2018	To celebrate and reward academics and various departments for their Accredited Research Output and Research Related Conference,s which have improved
Vice-Chancellor's Excellence Awards in Teaching & Learning	14 September 2018	To celebrate and showcase staff excellence and research conducted by staff members at the University
VC's Appreciation Luncheon	5 December 2018	To give recognition of the outstanding performance and work ethic of select members of support staff throughout the year and in turn, inspire others to excel
UNIZULU Long Service Awards 2018	7 December 2018	To celebrate and reward staff loyalty and longevity



## Other Important Institutional Events that were Hosted by UNIZULU in 2018

- Educators Maths and Science Seminar, 16 August – To empower Maths and Science in the curriculum by inviting experts on the subjects and UNIZULU academics. The focus was on Trigonometry and Geometry as well as experiments
- Engen Refinery Career Day, 12 August – Community outreach for Maths and Science learners and advice on career paths
- Eskom Science Expo, 2 August – Competition for interschools, which promotes innovation through science at the UNIZULU Bhekuzulu Hall
- Life Orientation Educators Workshop, 10 and 11 August – Workshop aimed at empowering life orientation teachers with learners' subject choices and career paths
- Richards Bay Coal Terminal Career Day, 21-22 August – industry open day for learners where UNIZULU presents to various learners who are invited by RBCT
- Grade 9 King Cetshwayo District Seminar, 30 August and 1 September – The purpose of the seminar was to give in-depth career information to Grade 9 learners and educators and to equip educators with strategies to assist learners to make informed career and FET subject choices
- Debut Inaugural Lecture, Professor Thwala, 14 August – 'Philophonetics Therapeutic Modality: Its Contribution in the Diversified Cultures of South African Society in the 21st Century and Beyond'
- Inaugural Lecture, Professor D.D. Tewari, 14 August – 'Increasing Human Progress through Education: Need for a Quantum Leap in Education Policy'
- Inaugural Lecture, Professor Kunene, 15 October – 'Nguni Sheep in KwaZulu-Natal: A Valuable Food Resource, are we Losing it?'
- Inaugural Lecture, Professor Maphalala, 12 October – 'Multiple Intelligences (MI): A Catalyst for Enhancing Inclusive Teaching and Learning'
- Employee Wellness Day, 5 October – Promotion of Healthy Lifestyle and Choices
- University of Stellenbosch Leadership Graduation Ceremony, 22 November – Leadership programme is aimed at empowering employees in management positions with development of managerial skills and problem solving skills
- Zululand Chamber of Commerce and Industry (ZCCI) – Excellence award in the category: Education provider at a gala dinner on 28 November.

## Media Management

The University coverage was on a positive growth path for 2018. This can be attributed to the introduction of aggressive publicity activities. UNIZULU has negotiated a full page in The Mercury and furthermore, the University stories are guaranteed for publishing in *Isolezwe*. Media monitoring is done daily by physically scanning copies of newspapers. UNIZULU has also subscribed to electronic alert monitoring in order to respond timeously to all enquires and negative coverage, which may dent the image of the Institution. As part of the section intelligence, a monthly report with Focal Points specialises in concise narrative analysis of key issues within the media. UNIZULU is also embracing technology, especially where the website and social media are concerned. UNIZULU's website is the technological face of the University and, therefore, has a major role to play in marketing the University. UNIZULU's flagship publications *Ongoye Online* (for staff) and *#tag* (for students) were given a facelift in 2018 and they continue to disseminate news to staff and students.

## STUDENT SERVICES

The purposes of Student Services at UNIZULU may be summarised as follows:

- To ensure that students receive opportunities for academic development so that they may complete their programmes with minimum challenges
- To increase student retention and success by providing a supportive environment
- To seek to effectively and efficiently provide integrated services that are aimed at creating a student-centred environment underpinned by safety, good health, wellness and good citizenry

Programmes offered at UNIZULU strive to equip students to contribute to the development of society at large. Students are encouraged to engage and participate in activities that will enhance their life perspective and help them to acquire skills beyond academics. When they enroll in societies that appeal to them or that are related to their extra curricula interests, their world experience becomes broader and it ignites in them various ways of viewing life and participating in societal activities. There are about 74 societies affiliated to the SRC, ranging from religious to academic, extra curricula to political formations. Students participated in the several activities during the year under review.

## Student Residences

As a rural-based institution, the University strives to provide as much accommodation as is possible. In 2018, there were 5 618 bed spaces in both university as well as outsourced residences. There were 4 135 bed spaces on campus and 1 483 bed spaces in off-campus residences.

## Student Governance

The University recognises the critical role played by student governance and development in ensuring that democratic processes are discharged. The University also recognises the critical role that students play in the drive to deepen democracy and broaden transformation among the different communities in South Africa. Student Governance and Development supports these various societies to ensure that these are in good standing. Workshops for capacity building are conducted for the societies to enable them to deliver according to their specific plans of action. Each society is given an allocation from the societies' levy to implement its plans of action. Leadership forums on matters of interest are usually conducted to get a broad buy-in from the societies and to ensure shared attributions on institutional matters pertaining to transformation.

The University held successful SRC elections and the elected members were inaugurated on 2 October 2018. This was followed by an SRC Strategic Planning to assist the members to map out their plans for the following year. An SRC Strategic Plan 2018/2019 was developed during the SRC Induction and Strategic Planning Workshop. Unfortunately, during a strategic visit to the Drakensberg, 12 of the 15 members of the elected SRC were involved in misconduct. This resulted in disciplinary action and 12 SRC members were expelled from the University. Council, elected a SRC Administrator in line with the provisions of the SRC Constitution and Ms N. Zulu (elected SRC President), who was not involved in any form of misconduct, was appointed by Council as SRC Administrator. Ms Zulu duly represents students on all statutory structures and actively participates in Council, Senate, Institutional Forum, other Senate and Management sub-committees as well as MANCO/SRC meetings.

## Student Development

Like many other college and university mission statements, the mission of the University contains commitments towards the development of citizen leaders or preparation of students for

professional and community responsibilities in a global context. The thrust of the leadership development at the Institution focuses on students in elected positions such as the Student Representative Council (SRC), leaders of the various student organisations as well as the general students to acquire leadership competencies as a graduate attribute.

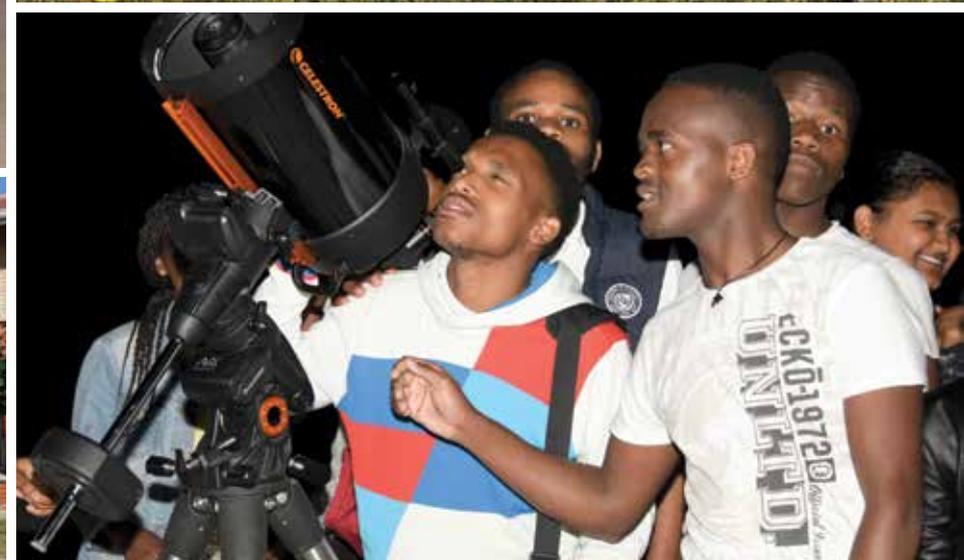
The Guidance and Counselling division supports and enhances the wellness and healthy holistic growth and development of students by involving internal and external stakeholders in many of the activities and programmes that are planned for the students. The division provides guidance, counselling and therapy to students experiencing adjustment, personal, career, developmental and psychological problems. Student leader workshops were conducted throughout the year and a successful orientation of first-year students took place in which important internal and external stakeholders like SANCA, the Department of Social Development and the National Prosecuting Authority participated. A first-year handbook was handed out that helps students with their time management, journaling and services that are rendered by the various sections or departments that they will need in their stay on campus. Peer helpers from both campuses were recruited from all four faculties and trained to identify students who are at risk and they also organised workshops and information sharing sessions for students. Workshops on study skills, stress reduction and job hunting were conducted in 2018. Communication was also engaged with potential employers of students to ensure recruitment of final-year students.

## Sports and Recreation

The Sports and Recreation section exists to coordinate sport activities for the students of UNIZULU so as to enhance academic and leadership excellence for students. The University has the belief that students need to play and this helps them to shy away from unbecoming and unhealthy habits and focus on their academic activities. One of the goals of the University is to position the University as one of the institutions that take sport as a critical contributor to the welfare and social needs of the country and by so doing promote a positive image of the University through sport. The Vice-Chancellor's report on student activities highlights student achievements during the year under review.

## Student Health Clinic

The Campus Health Clinic disseminates information on self-care in order to promote a healthy lifestyle. The Healthcare Centre



provides primary healthcare services following Department of Health guidelines. These include rehabilitative services, HIV/AIDS services and reproductive health services, among others. The aim always is to provide holistic care so as to give equal attention to the 'whole' person. The clinic received great support from both provincial as well as national departments of Health in 2018.

UNIZULU was privileged to be the first University in the KZN Province where the second phase of PrEP rollout was launched. This was a momentous occasion that was attended by Provincial Government officials from the World Health Organisation (WHO), National Department of Health (NDoH), the Higher Education and Training HIV/AIDS Programme (HEAIDS), KZN Department of Health (KZNDoh), KZN universities and King Cetshwayo District Department of Health. The launch was a resounding success where the Honourable MEC for Health Dr Sibongiseni Dhlomo was a guest speaker. Other guests included SRC representatives, Nkosi Mkhwanazi and mayors of uMhlatuze and King Cetshwayo districts. The PrEP launch was preceded by a massive week-long promotional launch that included the First Things First Programme.

The King Cetshwayo Department of Health is our strategic partner on health matters, especially on HIV/AIDS, TB, STIs and reproductive health. In terms of UNIZULU's Memorandum of Understanding (MoU), they supply us with the necessary medication, training and IT software for the abovementioned diseases. On 12 October 2018, UNIZULU was subjected to an Audit from Department of Health and UNIZULU obtained a clean unqualified audit.

HEAIDS is our strategic partner in the UNIZULU Campus Health Clinic. UNIZULU receives funding annually and submits quarterly reports to account for the funding. To date, the University has received unqualified audit reports from HEAIDS.

## Disability Unit

The University strives to comply with DHET policies and the Bill of Rights, which forms the basis of the Constitution of South Africa. Over the years, UNIZULU's disabled students have struggled on their own without a particular office that was dedicated to their special needs. A Disability Coordinator was appointed in 2016 and the Unit is playing a crucial role in ensuring that students with disabilities are accommodated and are able to fully enjoy the student experience at the University. A comprehensive Symposium on Students with Disabilities was held in 2018. With input from various Institutional Support departments and

the Society for Students with Disabilities, a project proposal for the establishment of a mini computer lab creating special need learning spaces at residences as well as a specialised student computer laboratory for students with special needs was accepted. Lab space has been identified and an accessible computer lab layout agreed to. It is planned that the new laboratory will seat 15 students and be equipped with a mix of standard and specialised devices and assistive technologies, which respond to the special needs requirements. The following statistics show the number and nature of the disabled students on campus.

**Table 12: Disabilities**

CATEGORY OF DISABILITY	NUMBER OF STUDENTS – 2018
Physically Challenged	29
Visually Impaired	24
Chronic	35
Auditory	4
Speech Challenges	2
<b>Total</b>	<b>94</b>

## WORKING WITH INDUSTRY AND SIGNIFICANT CHANGES THAT HAVE TAKEN PLACE

Scoping of the Richards Bay area provides a picture of broad industry needs that are technical in nature and this is evident from the type of industries located in the area, and the local economy forms an integral part of the international and national economies. The presence of a huge number of exporting and importing industries means that the welfare of the region is connected to international and national market movements. Several meetings were held between the University and industry stakeholders during the year under review, of which the Richards Bay Campus Indaba Meeting contributed the most significantly in shaping UNIZULU's future. The programme and qualification mix of the University is evolving in response to a number of factors: its national classification as a comprehensive university that requires the development of new University of Technology type of programmes (such as Maritime Studies and Engineering) in response to technical and vocational industry needs as well as general requirements of professions and other workplace demands in areas where the University is training and graduating students. A new policy on community engagement in teaching and learning was developed to facilitate the processes of engaging industries for the purpose of influencing teaching

and learning in diverse areas, including curriculum, teaching methods, workplace learning models, entrepreneurship and graduate attributes. In addition, a framework for graduate attributes was developed so that the graduate characteristics required by the various industries are incorporated in the quality enhancement and assurance activities of teaching and learning. UNIZULU continues to integrate into a wider academic, industrial, governmental, scientific and societal collaborative linkages across the local, regional, national, continental and global networks. The new EU Mundus academic collaborations with over 12 academic institutions globally since 2015, a recently approved EU STINT collaborative project in 2017, as well as an EDTIA of R1m seed funding grants for researchers in the faculty of Science, illustrate this point. An invitation by the eThekweni Municipality in June, and the continued participation of the research office in the KZN Office of the Premier advisory initiative, as well as visits by the Pan African University delegation (accompanied by DST and DHET) and an upcoming initiative to establish a Bio-Fuels Centre of Excellence at UNIZULU further highlight significant changes in working with industry.

## TRANSFORMATION

Transformation is an integral part of UNIZULU's mandate and core business. It is for this reason that UNIZULU cannot hold a separate programme of transformation outside the extant programmes for teaching and learning; research and innovation; community engagement and societal development. The University acknowledges and embraces the requirement placed upon all public higher education institutions to significantly contribute to the redress of social, gender and racial disparities imposed by the apartheid regime upon South Africans. Linked to this requirement is the expectation to espouse and observe human rights and social justice values enshrined in the Constitution of the Republic of South Africa, which took effect on 4 February 1996. As a consequence, the University has put various programmes in place to respond to this legal requirement. The University has always advanced social redress through production graduates within communities designated for social redress and equity, many years before the enactment of the 1997 Constitution of the Republic of South Africa. Over a number of decades, the University has produced large numbers of black and female graduates who have gone on to occupy key leadership positions in civil society, government institutions and departments, the private sector and the corporate world, and various other professions. The University has also produced research and embarked on social engagement that has promoted equity, redress, democratisation, development, quality and public accountability. Post 1994, the

University has stood firmly aware of the expected responsiveness to local, national and global contexts that it has to demonstrate by discharging its intellectual capital (production of graduates, research output and technology transfer) functions embedded in its mandate as an institution of higher learning.

The University has had a stand-alone transformation plan since 2013. A new stand-alone Integrated Transformation Plan has been approved by Council in 2017. The plan is steered by various institutional frameworks, including the University of Zululand Strategic Plan 2016-2021; University of Zululand Teaching and Learning Plan 2017 – 2021; the University of Zululand Research and Innovation Strategic Framework; the Community Engagement Strategic Plan 2016-2021, and the Enrolment Plan 2016- 2021; the University Equity Plan 2017-2021; the Master Infrastructure Development Plan; the CHE Audit Report of 2010; Improvement Plan on the CHE Audit; Administrator's Report; (Implementation Plan on the Assessor's Recommendations); Institutional Annual Performance Plans; and various other frameworks developed by the University to advance its core business. The University has developed strategic frameworks that constantly position it in response to such local and global demands and imperatives. The University of Zululand's Strategic Plan 2016-2021 has five strategic priorities. These priorities and other entrenched areas of interest speak directly to the transformation agenda articulated in this document. During this period, the University intends to drive its operations to advance its strategic imperatives. The UNIZULU Integrated Transformation Plan is aligned to the Human Rights Commission report recently released to universities through the Department of Higher Education and Training (DHET). The Integrated Transformation Plan will be monitored by various means and at all levels of management as its strategic objectives are embedded into the University strategic plan. This will be constantly reviewed on strategic level through monitoring and evaluation mechanism and through the Council approved performance management system. A full report on transformation initiatives is contained Transformation report in this Annual Report.

## CONCLUSION

Council's primary governance role and responsibility lies in the strategic direction of the Institution. It is evident that Council has led ethically and effectively during the year under review and achieved a notion of corporate citizenship through its values that ensure that the University reflects societal norms and accepted governance guidelines in the triple context in which the university operates – economy, society and environment. Council

is satisfied that risk management, assessments, responses and interventions are effective. The governance of information and technology has improved significantly and the University is fully compliant with all laws, codes, rules and standards applicable to higher education institutions. Council has taken serious the stakeholder relationships of the University – from workers to the convocation, students and the University community, donors, industry, the DHET, Government, all accreditation bodies and the Council of Higher Education (CHE) by ensuring an increased level of engagement between stakeholders, explaining decisions and by engaging with shareholders regarding certain matters affecting the University. The university Council and all its committees are fully functional and transparent and will continue to govern with a zero tolerance stance towards any form of fraud and corruption. It is clear that the University operates as a 'going concern' and financial controls are adequate and effective. Infrastructure development remains a vital strategic objective

in the forthcoming years to ensure the the University creates an environment conducive to teaching and learning. Student services have improved significantly and student governance plays a critical role in the Institution. Transformation is an integral part of the UNIZULU mandate and core business and the University acknowledges and embraces the requirement placed upon all public higher education institutions to significantly contribute to the redress of social, gender and racial disparities of the past.



**Ms N. Caluza**  
**Chairperson of Council**



# PERFORMANCE ASSESSMENT REPORT



## INTRODUCTION

The Strategic Plan 2016-2021 of UNIZULU contains six critical goals that are assessed by the Executive Committee (EXCO) each January, and progress made towards achieving these goals is examined throughout the course of the year. A final assessment by the Human Resources Committee of Council (HRCC) occurs at the end of each year in terms of the delegated authority by Council. The said focus articulates the University's mission and vision through strategic goals and objectives that underpin the academic, research, teaching and learning, community engagement and administrative matters and activities of the Institution.

All universities in South Africa operate within the national transformation agenda determined by the State, its own internal strategic response to this, as well as institutional priorities and the requirement to remain responsive and relevant in an ever-changing context. It is also the case that agendas are affected by student politics, which in South Africa remain unpredictable, often taking place against the backdrop of a challenging relationship between the University management and students.

The University Council is stable, has members who are committed to their roles and is working well with management. The positive impact of this is reflected in the clear direction and strategic focus of the University. Across the country, the global economic downturn continues to take its toll on our economy which, in turn, affects the University's financial status. The University relies on government and donor funding, both of which are impacted by economic factors outside of the control of the University and its governance structures, but the results of which are keenly felt within its walls. The National Students' Financial Aid Scheme (NSFAS) remains under pressure, despite the 'free education' model as approved by Government, as more and more needy students demand funding. High levels of unemployment mean that old student debt increases and the University's bad debt ratio deteriorates.

Financial constraints have a huge academic impact as students choose qualifications they can obtain funding for, rather than those for which they have an aptitude or an expressed interest. Not only does this impact on roll-overs to postgraduate study but also, coupled with general poverty, has a marked impact on dropout and retention rates, students' performance and success rates.

A variety of social factors continue to impinge upon the University's communities. Poverty and unemployment, local and regional HIV/AIDS rates, other social illnesses, difficulties with adjusting to university life/environment, crime and drug abuse, to name a few, all continue to pose challenges to the holistic management of the learning and teaching experience. The University also needs to address academic under-preparedness while focusing on raising standards and producing excellent graduates.

The provision of technology and the improvement of infrastructure remain a key consideration in UNIZULU's context. On the one hand, many students still do not have access to the technology that has become a part of standard academic activity, and are consequently ill-prepared for its uses in learning contexts. On the other hand, the University cannot ignore the possibilities offered to its staff and students by developments and advances in information and technology. In the context of limited IT infrastructure and Wi-Fi connectivity, the University needs to make use of teaching and learning technologies in ways that ensure that students and staff are able to stay abreast of technological advances in their fields.

Finally, the regulatory and legal framework against which the University operates requires responsiveness and compliance from the University. The Protection of Personal Information Act creates new reporting and communication requirements for students and third parties, and will impact on the current student management system. The Department of Higher Education & Training (DHET) Reporting Regulations, the Auditor-General's



reporting guidelines and King III and IV imperatives remain core, and financial and general governance need to align to these requirements. In addition, the management and monitoring of research, research ethics and the protection of the University's intellectual and physical property remain key.

## STRATEGIC GOALS AND OBJECTIVES

UNIZULU's Strategic Goals (2016-2021) are set out in Table 13:

**Table 13: Strategic Goals**

<b>Goal 1:</b>	Improve governance with enhanced operations to support the academic enterprise and ensure sustainability
<b>Goal 2:</b>	Create a quality teaching and learning environment as a comprehensive university
<b>Goal 3:</b>	Enhance research and innovation
<b>Goal 4:</b>	Enhance the quality and profile of UNIZULU graduates
<b>Goal 5:</b>	National and international reputation management of UNIZULU
<b>Goal 6:</b>	Accelerate infrastructure development

This narrative report provides a brief overview on the achievement of each of the six strategic goals during the year under review. Table 14 provides a full assessment of each identified performance objective.

### Strategic Goal 1: Improve Governance with Enhanced Operations to Support the Academic Enterprise and Ensure Sustainability

The University continued its development of a rural comprehensive university system to cater for excellence in administration, governance and core business through efficient and sustainable systems. The culture of good governance that prevails in the University continued to be enhanced to ensure effective administration and institutional governance.

Council implemented its approved monitoring and evaluation mechanisms based on performance management. Council also followed the DHET's guidelines for performance appraisal of Councils in 2018. The assessment highlighted exceptional governance standards, ethical leadership and corporate citizenship of Council. The Vice-Chancellor and the Executive Management team's performance was appraised by Council. The assessment highlighted full compliance and drive towards the operational strategic goals and objectives that are contained in the Annual Performance Plan of 2018. Compliance to the Higher Education Act, Reporting Regulations for Higher Education Institutions and the revised Institutional Statute, policies and institutional rules remained the basis for good governance in 2018. Policy development, its implementation and monitoring remained key to ensure accountability and compliance. The University focused primarily on policy development, review and implementation in all academic, support and governance areas in 2018. Numerous policies and plans were developed and reviewed in identified critical areas. A revised governance guide and policy register was developed and Council induction workshops were held in 2018 with the appointment of a new Council. The CHE Audit report and approved improvement plan further denoted the existence of sound governance principles at the University, which will continue to be strengthened in 2019.

The creation of a broad spectrum of programmes with the characteristics of a comprehensive university remained a strategic focus and resulted in the development of curricula for Engineering and Maritime Studies. The University also focused on the development and entrenchment of an appropriate institutional academic philosophy, an approach that integrated teaching and learning, research and community engagement. This resulted in an approved Research Strategy, Teaching and Learning Plan and Community Engagement Strategy. Research was conducted on the possibility to include entrepreneurship and innovation courses at undergraduate level. Several new and revised programmes

were reviewed, developed and submitted for approval and accreditation. Numerous programmes were approved during the year under review. The University also obtained approvals for the delivery of the reviewed LLB programme as well as SAICA accreditation for all accounting programmes in 2018. Parameters were developed to conduct programme reviews and reviews of academic departments. Student performance is being closely monitored with an emphasis on students at risk to ensure effective tutoring. The University introduced a programme for the professionalisation of its academic staff and effectively used the teaching and development grant to support the implementation of and promotion of the scholarship of teaching and learning. Research niche areas were identified to contribute towards the comprehensive nature of the University. To this end, several new teaching and learning and research policies were developed. Community Engagement (CE) in the context of the rurality of UNIZULU received significant attention and a new CE Policy Framework has been developed, including a CE Intermediary platform, CE Charter and revised terms of reference for the CE committee. Partnerships continue to be forged with both internal and external stakeholders as part of the mandate of the CE office. A community entry module has been introduced to postgraduate students and a rurality philosophical paper developed to inform the conceptualisation of CE at UNIZULU.

An approved integrated Human Resources Framework ensured transactional efficiency, improved recruitment and retention, the introduction of a performance management culture and model, increased focus on staff well-being and their development through focused and directed staff development. The University's vacancy was reduced from 26.7% to 22.9%, falling within the higher education sector limits. The academic vacancy rate reduced from 21.6% to 18.5%. Two professors, two associate professors and five senior lecturers were appointed through the academic promotions policy. Six new professors and one associate professor were recruited. A total number of 68 new appointments were made in 2018. Individual Performance Contracts incorporate Individual Development Plans that capture the annual development needs of each employee. A consolidated Workplace Skills Plan was compiled. The investment in the identified learning and development interventions totalled R9 631 919.00. Twenty-nine staff from both academic and professional support services attended the acclaimed University of Stellenbosch Leadership Development Programme. All successfully completed the programme and received their certificates.

Student relations as vital stakeholders received significant attention. Two student charters (undergraduate and postgraduate)

were developed to guide relations between management and students. A grievance procedure was developed to monitor complaints. The 2018/2019 Student Representative Council (SRC) election was successful and a new SRC was inaugurated. Several new policies were revised during the year under review including: - the SRC Constitution, Sports Council, Disciplinary Code: Students and Student Leadership Guide. Several workshops were conducted on student governance and students are duly presented at all institutional structures. The university improved its first year student experience with the development of a new orientation programme with monitoring mechanism. Extra curricula activities, student guidance and counselling all improved significantly. Security policies were developed and several new security cameras and systems installed to ensure safety on campus and examination integrity.

Sound financial management remained key to enhance internal financial controls. A financial budgeting and reporting system was developed and implemented and several financial policies were created and revised in 2018.

## **Strategic Goal 2: Create a Quality Teaching and Learning Environment as a Comprehensive University**

In line with the Teaching and Learning: Strategy and Principles, UNIZULU recognises that teaching and learning form the basis for the achievement of all aspects of the academic vision for a comprehensive university. UNIZULU has developed a set of core principles for its academic staff, graduates, programmes and sites of delivery in terms of excellent teaching and learning. Core to all that UNIZULU does is its focus on the achievement of academic excellence in the context of a comprehensive university. Teaching and learning strategies and activities that work are required to interconnect effectively with research and community engagement, and address low retention, success and throughput rates. Parity of provision across sites of delivery needs to be assured while permitting each to reflect on its location and leverage local opportunities.

UNIZULU remains committed to the development of its existing teaching and learning expertise and quality, while introducing improvements and enhancements as part of its continued development. The teaching and learning environment will continue to implement best practice approaches to quality enhancement and quality assurance as a way of enhancing the quality and profile of our graduates. These will include programmes for student support; staff development, particularly

the enhancement of academics as teachers, and the development of a new generation of academics; enhancement of teaching and learning, particularly technology and ICT enhanced teaching and learning; scholarship of teaching and learning; curriculum transformation, including clearing of unaccredited programmes, partnerships and collaborations; and community engagement, teaching and learning innovations. The University continues to revitalise undergraduate programmes by closely monitoring and evaluating the implementation of the Teaching and Learning Strategy. The University has, through the Quality Assurance Unit, successfully aligned all the University offerings to the Higher Education Qualifications Sub-Framework (HEQSF) with approved learner guides in place. These programmes include career-focused certificate and diploma offerings taught at the Richards Bay campus. The revision of the academic structure enabled full academic compliance and created the foundation on which the online registration plan was built.

In its drive to enhance teaching and learning, the University created compulsory tutorials for all first-year students, implemented a tracking system for students at risk and expand on the usage of the e-learning platform. A student retention strategy was also developed. The University conducted an institutional culture study that looked into issues that needed institutional consideration and adjustments. Emphasis remained on the timeous and correct capture of data, as evident in the HEMIS report. The Library and Information Services (LIS) continues to provide quality service to support all areas of teaching and learning and research.

### **Strategic Goal 3: Enhance Research and Innovation**

UNIZULU plans to position itself within this reality of being a rural comprehensive teaching university to increase its research output, increase postgraduate enrolments, enhance community engagement and improve the experience of postgraduate students. An improved Research Plan (2016-2018) was developed with the aim of promoting the research culture and enhancing experiences of academic staff and postgraduate students. The University commits to developing junior academics into fully-fledged research staff, improving the qualification profile of all staff, particularly those without doctoral level qualifications, and setting targets to improve the research output of the University to align with DHET's research norms.

The Research Office developed an institutional Research Operational Framework with integrated faculty operational

plans in 2018. The operational framework was derived from the approved research strategic plan (2016-2018). Furthermore, the university conceptualised community engagement and developed and established a CE Intermediary Platform and Framework. Young new researchers are actively being monitored and the University's research outputs increased by 30%. Research niche areas were identified and a set of proposals of potential niche areas were developed. A new policy was developed and approved on inaugural lecturers and several research policies were revised during the year under review. In order to promote and raise awareness of the value of innovation, the University conducted several workshops on innovation and developed an Institutional Research Strategy aimed at Innovation with systems for reward. The Research office further developed (in conjunction with HR) an emerging researcher policy, recruited more PhDs and conducted Skills Development Training and workshops. A talent management strategy was also developed. The Library and Information Services provides quality service to support teaching and learning and research. The usage of the research commons that was established is actively being monitored and service level agreements were developed with research, teaching and learning and CE portfolios.

Consistency in research publications and related subsidy income, advances in technology transfer (TT) patent disclosures, notable patent registrations on strategic international markets, and growth in postgraduate (Master's & PhD) throughputs, describe UNIZULU as a university on the rise.

The University remains focused on increasing the number of researchers. The university has 16 rated researchers and 20 research fellows in different fields. Advancement and increased research awareness are contributing positively to the increase in the number of students receiving postgraduate qualifications. A key focus of the University's research includes increasing internationalisation, as evidenced by the partnerships entered into with some of the Research Fellows.

### **Strategic Goal 4: Enhance the Quality and Profile of UNIZULU Graduates**

In order to enhance the quality and profile of UNIZULU graduates, the University focused on the provision of a supportive learning and teaching environment for UNIZULU students, continued technological and collaborative specific institutional student support and the continuous development of its academics to enhance the scholarship of teaching and learning.

The Centre for Teaching and Learning has started an initiative on curriculum reviews, which seeks to ensure that the knowledge content of programmes is both reviewed, made current and localised into the African context. This initiative will be executed through systematic curriculum reviews, rigorous selection of high-level curriculum content, and alignment of learning programmes to qualification-type graduate attributes and the Higher Education Qualifications Sub-Framework (HEQSF). This initiative will promote 'graduateness' that develops in-depth subject knowledge, to address the needs of civil society and the workplace, as espoused in the UNIZULU Strategic Plan 2016-2021. The University will achieve this goal by aligning curricula to programme type and qualification level, and using innovative pedagogies to facilitate learning. Curricula design and renewal will inspire a sophisticated use of technology and adoption of pedagogies that directly address student needs, industry expectations and the UNIZULU statement of 'graduateness'.

Identifying high risk modules and the tracking of students that are at risk remains a priority and focus. The University has developed an effective mechanism to report on retention, progression and throughput of students. An Institutional Framework of Graduate Attributes was developed, together with an E-Learning Strategy, a Teaching and Learning Strategy and a Workload Policy. Academic development and enhancement of scholarship as well as the recruitment and retention of an appropriately qualified cohort of academic staff, was vital in 2018 and yielded success with a reduction of academic vacancies. Technological and collaborative support to staff and students are key drivers to success and open source e-learning platforms were identified.

An approved framework for alumni engagement and a strategic plan was developed and will ensure engagement with alumni to maintain lifelong relationships.

### **Strategic Goal 5: National and International Reputation Management of UNIZULU**

The University has suffered severe reputational damage due to allegations leveraged against it in the media since 2015. This necessitated the intervention of the Minister of Higher Education and Training, who conducted numerous enquiries into the affairs of UNIZULU. One such intervention was the 'special audit', which was conducted by CHE on request of the previous Minister of Higher Education and Training (Dr Blade Nzimande). The final report released by CHE in November 2017 found no irregularities and the University commenced with an improvement plan

based on the recommendations made by the CHE special audit report. The improvement plan was accepted by CHE in 2018 and the first quarterly report was submitted to CHE during the year under review. Despite this, the Minister of Higher Education and Training (Ms Naledi Pandor) issued a Ministerial Directive in terms of the Higher Education Act 101 of 1997 (as amended) into the affairs of UNIZULU. The Council duly complied with the directive by submission of full audit reports and documentary evidence on allegations leveraged against the Institution in December 2018. Despite the reputational damage, the executive management and Council continues to restore the image of the Institution, which is evident in the progress made in governance, its core functions and its student success. The University enjoys support from both the Empangeni as well as Richards Bay business communities by way of offering opportunities to students to do experiential learning. The University has links with sister universities in Africa and abroad in the form of student exchanges and study opportunities; curriculum development, materials transfer and strengthening; resource mobilisation and innovation. The University has close links with the United States (US) Consulate in Durban and it is frequently updated on available programmes and opportunities elsewhere. Some of the institutions that continue to collaborate with the University include, but are not limited to, the following: Jackson State University, American Councils for International Education and The Netherlands Organization for International Cooperation in Higher Education (NUFFIC).

### **Strategic Goal 6: Accelerate Infrastructure Development**

The University continues to focus on restoring and maintaining its existing infrastructure while also investing in new infrastructure developments so that it is able to address the needs of its students and staff, and create an environment that is conducive to teaching and learning. In the past, infrastructure developments have been hampered by poor policy and practice, which ultimately led to legal challenges in 2014/2015. These have now all been resolved. Emphasis will be placed on the Integrated Masterplan, which includes development at the Richards Bay campus. The appointment of a turnkey professional team to manage the DHET infrastructure projects is evidence of movement.

The installation of security cameras in examination centres and upgrading of existing CCTV equipment assisted greatly with on-campus security. The developed ICT Strategy and Framework with several approved policies will ensure continuous development, growth and governance of IT at the University.

Systems development contributed greatly to the design and implementation of the online registration system, which is currently in Phase III of implementation. Graduation systems were procured and implemented in 2017 as part of the online registration plan. System upgrades have afforded new opportunities to improve data management and analysis. These improvements will be effected across all aspects of the University, but will start in Finance and Human Resources. New protocols will be introduced to ensure the standardisation of hardware and software that will improve value for money, communication and efficiency. Internal structures for the governance of ICT across the

University was established. This will enhance the co-ordination of ICT solutions across the Institution. Business continuity and disaster recovery remain glaring gaps in University governance, however, these were addressed through policy development and planning. The integrated ICT network system embraces enhanced wireless connectivity, improved storage solutions and a more robust network backbone. Electronic records management systems were procured from funding received to implement biometrics for examinations. Occupational health and safety certification was obtained and numerous health and safety policies developed to ensure continued compliance.



## EXECUTIVE MANAGEMENT TEAM

The Vice-Chancellor, Deputy Vice-Chancellors, Registrar and Executive Directors form the executive management of the University. The team below is as at 31 December 2018.



### VICE-CHANCELLOR

#### Prof. X. Mtose

*BA (UFH); HDE (Primary) (UCT); BA Hons (RU); MPhil (Higher Education) (US); PhD (Psychology) (UKZN)*

### DEPUTY VICE-CHANCELLOR: RESEARCH & INNOVATION

#### Prof. G.D.F. de Wet



*BA (Communication);  
BAHons  
(Communication);  
MA (Communication)  
(UF); D Lit et Phil  
(Communication) (UJ)*

### REGISTRAR

#### Mr D.E. Janse van Rensburg



*BProc (UFS); LLM  
(International Corporate  
Finance Law) (University  
of Westminster, UK), Dip  
(Teaching); Dip (Conflict  
Management) (City &  
Guilds, UK); PGDip (IT)  
(William Shakespeare  
College, UK)*

### EXECUTIVE DIRECTOR: INSTITUTIONAL PLANNING

#### Mr N.O. Cele



*SSTD, BPaed (UNIZULU);  
BedHons (UKZN); MSc  
(University of Eastern  
Illinois); Med (Resources  
Dev. and Management);  
PGDip (Human Resources  
Management) (UKZN);  
MAdmin (Labour  
Relations) (UDW); Cert.  
(Higher Education) (WITS)*

### DEPUTY VICE-CHANCELLOR: TEACHING & LEARNING

#### Prof. M.G. Mahlomaholo



*DEd (UWC); MEd  
(Harvard University);  
BEEd, BA, UED (University  
of the North)*

**EXECUTIVE DIRECTOR:  
INFRASTRUCTURE**  
**Ms R. Ramanyimi**



*Dip (Building Sci.)  
(Peninsula Technikon);  
BTech (Quantity  
Surveying) (Technikon  
Natal); MSc (Eng. Sci.)  
(UP); Management  
Development  
Programme (SU)*

**EXECUTIVE DIRECTOR: HUMAN  
RESOURCES**  
**Mr R.T. Ngcobo**



*NDip (Physiotherapy) (King  
Edward Hospital, Durban);  
BA (UNISA); Cert (Industrial  
Relations) (WITS); BComHons  
(HR Management) (UKZN);  
Programme for Management  
Development (UCT);  
Strategic Human Resources  
Management (UCT); MBL  
(UNISA); PGDip (Company  
Direction) (GIMT Sunninghill)*

**EXECUTIVE DIRECTOR:  
FINANCE**  
**Mr P.J. Du Plessis**



*BCompt; BAcc Hons  
(UFS); CA (SA)*

## AREAS OF CONTRIBUTION TO STRATEGIC GOALS AND OBJECTIVES

Table 14 displays variance to set targets as per the 2016-2021 Strategic Plan. The Organisational Performance Agreement with identified objectives for the year under review was approved by Council. All goals were prioritised for the year under review. The progress is displayed in Table 14.

**Table 14: Performances against Strategic Targets (2018)**

GOAL 1 IMPROVE GOVERNANCE THROUGH ENHANCED OPERATIONS TO SUPPORT THE ACADEMIC ENTERPRISE AND ENSURE SUSTAINABILITY				
Strategic Goal 1	Obj. No.	Objectives	Performance Indicators (Targets)	Performance Outcomes
Strategic Objectives		<ul style="list-style-type: none"> <li>To have a broad spectrum of programmes characteristic of a comprehensive university</li> <li>Develop, amend, implement policies, rules and procedures and maintain policy register</li> <li>Develop and entrench an appropriate institutional academic philosophy and approach that integrates teaching and learning, research and community engagement</li> <li>Review, develop and implement review findings in existing curricula</li> <li>Recruit and retain a qualified cohort of academic staff</li> <li>Integrate human resource management and development</li> <li>Devise a Charter to guide relations between the University and its students</li> <li>Develop a turnaround strategy for financial management and governance</li> <li>Develop a Financial Budgeting and Reporting System</li> <li>Develop an appropriate rural strategy for the University</li> <li>Ensure effective service delivery to students</li> </ul>		
Improve governance through enhanced operations to support the academic enterprise and ensure sustainability	SO01	To have a broad spectrum of programmes characteristic of a comprehensive university	Ensured that appropriate approvals were sought and obtained (2018) for delivery of the new programmes in 2019	No deviation – ensured that approvals were sought for delivery of programmes in 2018. Obtained approvals for the delivery of the LLB programme as well as SAICA accreditation for all accounting programmes Developed new programmes in Engineering and Maritime Studies
	SO02	Develop, amend, implement policies, rules and procedures and maintain policy register	<ul style="list-style-type: none"> <li>Updated policy register in place</li> <li>Reviewed, amended and approved policies</li> <li>Identified policy gaps and produced a development plan</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – Updated Policy Register in place and published on the University website</li> <li>No deviation – reviewed, amended and approved policies in place</li> <li>No deviation – identified policy gaps and created a policy development plan</li> </ul>
	SO03	Develop and entrench an appropriate institutional academic philosophy and approach that integrates teaching and learning, research and community engagement	<ul style="list-style-type: none"> <li>Developed philosophy</li> <li>Increased research output by 2%</li> <li>Approved Research Strategy and Learning &amp; Teaching Plan</li> <li>Community Engagement Strategy developed and approved by Senate</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – developed an institutional academic philosophy and approach that integrates teaching and learning, research and community engagement</li> <li>No deviation – increased research output by 3%</li> <li>No deviation – approved Research Strategy and Learning and Teaching Plan in place</li> <li>No deviation – approved Community Engagement Strategy in place</li> </ul>
	SO04	Review, develop and implement review findings in existing curricula	<ul style="list-style-type: none"> <li>Continued to address curriculum development (new) and enhancement (existing) programmes</li> <li>Budgeted, planned and appointed evaluators, and conducted team evaluations of curricula as necessary</li> <li>Established working programme development parameters</li> <li>Submitted student monitoring software application through HDI</li> <li>Identified which programmes to introduce a research method course</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – created an evaluation plan with parameters to conduct reviews of programmes and academic departments</li> <li>No deviation – evaluators appointed and team evaluations conducted.</li> <li>No deviation – established working programme development parameters. Used teaching development grant effectively to support Integrated Orientation, induction and First-Year Experience</li> <li>No deviation – submitted student monitoring software application through HDI</li> <li>No deviation – identified programmes in which to introduce a research method course to ensure entrepreneurial and innovation aspects in curricula</li> </ul>
	SO05	Recruit and retain a qualified cohort of academic and support staff	<ul style="list-style-type: none"> <li>Reduced current vacancy rate by 20%</li> <li>Revised recruitment policy for academics in place</li> <li>Developed Concept Plan for staff without masters degrees</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – reduced the vacancy rate by 20%</li> <li>No deviation – revised recruitment policy for academic developed</li> <li>No deviation – developed a Concept Plan</li> </ul>

GOAL 1				
IMPROVE GOVERNANCE THROUGH ENHANCED OPERATIONS TO SUPPORT THE ACADEMIC ENTERPRISE AND ENSURE SUSTAINABILITY				
Strategic Goal 1	Obj. No.	Objectives	Performance Indicators (Targets)	Performance Outcomes
Improve governance through enhanced operations to support the academic enterprise and ensure sustainability	SO06	Integrate Human Resource Management and development	<ul style="list-style-type: none"> <li>• Rolled out performance management for all levels</li> <li>• Approved integrated Human Resource Management Framework</li> </ul>	<ul style="list-style-type: none"> <li>• No deviation – implemented performance management for all levels of staff</li> <li>• No deviation – approved Integrated Human Resources Framework in place.</li> </ul>
	SO07	Devise a Charter to guide relations between the University and its students	<ul style="list-style-type: none"> <li>• Developed student charter for undergraduate and postgraduate students</li> <li>• Approved SRC Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• No deviation – developed undergraduate and postgraduate student charters</li> <li>• No deviation – approved SRC Constitution in place</li> </ul>
	SO08	Develop a turnaround strategy for Financial Management and Governance	<ul style="list-style-type: none"> <li>• Enhanced financial controls measures within the University</li> <li>• Developed and approved Financial Standard Operating Procedures</li> <li>• Developed and approved Supply Chain Management Standard Operating Procedures training on SCM Procedures</li> <li>• Approved Finance Departmental Structure</li> </ul>	<ul style="list-style-type: none"> <li>• No deviation – Enhanced financial controls through the Implementation of several financial controls measures, namely: <ul style="list-style-type: none"> <li>• Use of i-enabler for e-requisitions</li> <li>• Monthly closures of sub-systems</li> <li>• Monthly reconciliations</li> <li>• Revision of access to financial systems</li> </ul> </li> <li>• Deviation – commenced with the development of Standard Operating procedures for Finance, but not yet approved</li> <li>• Deviation – revised Standard Operating procedures and Policy for Supply Chain Management in place, however, not yet approved by Council</li> <li>• No deviation – developed job descriptions and completed job grading for newly approved finance structure</li> </ul>
	SO09	Develop a Financial Budgeting and Reporting System	<ul style="list-style-type: none"> <li>• Developed and approved the budget policy</li> <li>• Introduced Monthly Budget Variance Report</li> <li>• Obtained approval for deviations from approved budget limits by divisional executive and VC</li> <li>• Agreed expenditure versus budget savings</li> </ul>	<ul style="list-style-type: none"> <li>• No deviation – developed and approved Budget policy and procedures in place</li> <li>• No deviation – introduced monthly budget reports</li> <li>• No deviation – obtained no approvals as a result of no deviations from approved budget limits.</li> <li>• No deviation – approved mid-year revised budget by Council</li> </ul>
	SO10	Ensure effective service delivery to students	<ul style="list-style-type: none"> <li>• Enhanced Governance and Student Administration</li> <li>• Revived Sports Council</li> <li>• Revised disciplinary code in place</li> <li>• Revised SRC Constitution in place</li> <li>• Workshopped students on Student Administration &amp; Governance</li> <li>• Conducted Student surveys</li> <li>• Reported on extra curricula activities of students</li> </ul>	<ul style="list-style-type: none"> <li>• No deviation – Enhanced governance through: <ul style="list-style-type: none"> <li>• Completed SRC Elections with representation in all statutory committees</li> <li>• Implemented effective student administrative processes and procedures</li> <li>• Introduced new student administration policies, guides, plans and manuals</li> <li>• No deviation – revised Sports Council</li> <li>• No deviation – revised Disciplinary Code: Students in place</li> <li>• No deviation – approved SRC Constitution in place</li> <li>• No deviation – conducted workshops on student discipline, rules and governance</li> <li>• No deviation – conducted Student Surveys</li> <li>• No deviation – reported on Student activities</li> </ul> </li> </ul>
	SO11	Develop an appropriate rural strategy for the University	<ul style="list-style-type: none"> <li>• Drafted a document on rurality and comprehensivity</li> <li>• Conceptualised community engagement and co-creation of knowledge (intermediary platform)</li> </ul>	<ul style="list-style-type: none"> <li>• No deviation – developed rurality and comprehensivity document and framework</li> <li>• No deviation – conceptualised community engagement and developed a Community Engagement Charter, Policy, revised terms of reference and intermediary platform</li> </ul>
	SO12 #CHE r1, 2 & 4	Enhanced governance of Statutory Bodies	<ul style="list-style-type: none"> <li>• Inducted members of Senate/Council and MANCO in 2018</li> <li>• Performance reviewed Council and inducted other committee members</li> </ul>	<ul style="list-style-type: none"> <li>• No deviation – Inducted Council and Council Committee members and developed a Governance Guide Revised Institutional Statute in place</li> <li>• No deviation – conducted a Performance review of Council and its members</li> </ul>

GOAL 2		CREATE A QUALITY TEACHING AND LEARNING ENVIRONMENT AS A COMPREHENSIVE UNIVERSITY			
Strategic objectives	<ul style="list-style-type: none"> <li>Enhance the Humanities and Social Sciences programme offering</li> <li>Creation of career-focused programmes deepening and entrenching the synergy between conventional university programmes and vocational offerings</li> <li>Enhance teaching and learning</li> <li>Design and develop a cohort analysis for effective institutional planning and monitoring</li> <li>Early identification and tracking of at risk students to be instituted via the student management system</li> <li>LIS to provide quality service to support teaching and Learning and Research</li> </ul>				
Strategic Goal	Obj. No.	Objectives	Performance Indicators (Targets)	Performance outcomes	
Create a quality teaching and learning environment as a comprehensive University	SO03	Enhance teaching and learning	<ul style="list-style-type: none"> <li>Issued a list of subjects for which compulsory tutorials are needed (2018)</li> <li>Improved success rates of first-year students in high risk modules</li> <li>Trained lecturers on student tracking system</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – issued a list of compulsory tutorials</li> <li>No deviation – conducted tutorials</li> <li>No deviation – improved first-year success rates</li> <li>Deviation – procured student tracking system through HDI Grant</li> <li>No deviation – developed a student retention strategy</li> </ul>	
	SO04	Design and develop a cohort analysis for effective institutional planning and monitoring	<ul style="list-style-type: none"> <li>Reported on cohort study produced and submitted to Senate</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – conducted an institutional culture study that looked into issues that need institutional consideration and adjustments</li> </ul>	
	SO05	Early identification and tracking of at risk students to be instituted via the student management system	<ul style="list-style-type: none"> <li>Obtained estimates of costs and necessary approvals and plan</li> <li>Implemented a plan of action (2018)</li> <li>Ensured data are captured timeously</li> </ul>	<ul style="list-style-type: none"> <li>Deviation – obtained estimated costs and procured student tracking system through HDI Grant</li> <li>Deviation – developed implementation plan and student profiles, but not implemented</li> <li>No deviation – integrated data timeously and correctly into the planning cycle</li> </ul>	
	SO06	LIS to provide quality service to support teaching and learning and research	<ul style="list-style-type: none"> <li>Assessed current services</li> <li>Developed a coherent strategy</li> <li>Explored ways in which current information may be used more effectively</li> <li>Determined recommendations improvements and implement (2018)</li> <li>Completed service level agreement/s in place</li> <li>Completed integration (2018)</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – assessed current services</li> <li>No deviation – developed a coherent strategy</li> <li>No deviation – Explored ways to use information more effectively</li> <li>No deviation – implemented recommendations and improvements</li> <li>No deviation – completed service level agreements in place</li> <li>No deviation – completed integration</li> </ul>	
GOAL 3		ENHANCE RESEARCH AND INNOVATION			
Strategic objectives	<ul style="list-style-type: none"> <li>Enriched community engagement through the development of a CE Centre as a means to open pathways to what the community can bring to the Institution and vice versa</li> <li>Active mentoring of young/new researchers and increase the University research output</li> <li>Promote, advocate and raise awareness of the value of innovation</li> <li>Engage emerging researchers and support/reward research activity</li> <li>Develop Research Operational Plan</li> <li>Engage the Postgraduate office in training around ethics and ethical clearance to improve the standard and quality of Master's and Doctoral dissertations</li> <li>LIS to provide quality service to support teaching and learning and research</li> <li>Staff retention strategies to be developed</li> </ul>				

GOAL 3		ENHANCE RESEARCH AND INNOVATION		
Strategic Goal	Obj. No.	Objectives	Performance Indicators (Targets)	Performance Outcomes
Strategic Goal 3: Enhance research and innovation	SO01	Conceptualise an enriched Community Engagement Strategy	<ul style="list-style-type: none"> <li>Appointed Director for Community Engagement to manage and implement:               <ul style="list-style-type: none"> <li>CE engagements with existing partners</li> <li>Identify new opportunities and facilitate initiation of new projects</li> <li>Interact with postgraduate and undergraduate Teaching and Learning structures to promote CE, whether curriculum weighted or not</li> </ul> </li> <li>Budgeted, planned</li> <li>Established working programme</li> <li>Analysed UNIZULU's current research performance</li> <li>Rolled out of research programme for both academics and postgraduate students</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – appointed Director</li> <li>No deviation – conceptualised community engagement and developed a Community Engagement Charter, Policy, revised terms of reference and intermediary platform</li> <li>No deviation – planned and budgeted</li> <li>No deviation – established working programme</li> <li>No deviation – conducted analysis of research performances</li> <li>No deviation – rolled out of research programme for both academics and postgraduate students</li> </ul>
	SO02	Active mentoring of young/new researchers Increase the University research output	<ul style="list-style-type: none"> <li>Linked research output to international conference presentations that should translate into publications</li> <li>Increased conference attendance with commitments to firm research outputs</li> <li>Increased research output per faculty</li> <li>Increased University research output by 2%</li> <li>Increased number of active researchers by 5%</li> <li>Analysis of potential research niche area (RNA)</li> <li>Developed a set of proposals of potential RNAs</li> <li>Conceptualised policy on inaugural lectures and approved Budget for inaugural address for professors</li> <li>Revised Research Policy to include allocation of budget for postdoctoral fellowship positions</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – linked research output to conference presentation</li> <li>No deviation – increased conference attendance</li> <li>No deviation – increased faculty research outputs</li> <li>No deviation – increased university research outputs by more than 2%</li> <li>No deviation – increased active researchers by 5%</li> <li>No deviation – identified research niche areas</li> <li>No deviation – developed a set of proposals of potential RNAs</li> <li>No deviation – approved policy and budget in place for inaugural lectures</li> <li>No deviation – revised research policy in place with budget allocation for postdoctoral fellowship positions</li> </ul>
	SO03	Promote, advocate and raise awareness of the value of innovation	<ul style="list-style-type: none"> <li>Established institutional forums for idea-generation and sharing</li> <li>Developed systems to reward initiative and innovation</li> <li>Conducted awareness workshops on tech transfer and IP</li> <li>Included innovation in the intermediary platform system</li> <li>Investigate the possibility of setting up with NIPMO funding for a tech transfer office - Obtain internal approval for application</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – established institutional forums</li> <li>No deviation – developed innovative rewards</li> <li>No deviation – conducted workshops and seminars on conceptualisation of innovation</li> <li>No deviation – entrenched objectives of EMISHA project on social innovation, tech-transfer and entrepreneurial practices</li> <li>No deviation – investigated the possibility of setting up with NIPMO funding for a tech transfer office</li> </ul>
	SO04	Engage emerging researchers and support/reward research activity	<ul style="list-style-type: none"> <li>Conducted faculty workshops</li> <li>Developed faculty research plans to address research production and reward</li> <li>Conducted skills development training (ethics proposal development, academic writing, supervision training etc.)</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – conducted faculty workshops</li> <li>No deviation – developed faculty research plans to address research production and reward</li> <li>Developed in conjunction with HR emerging researcher policy</li> <li>No deviation – conducted Skills Development Training and workshops</li> </ul>
	SO05	Develop Research Operational Plan	<ul style="list-style-type: none"> <li>Developed Research Operational Plan</li> <li>Developed and approved University Research Operational Framework</li> <li>Developed and approved Faculties' Research Operational Plans</li> <li>Developed and approved Research Policy</li> <li>Aligned all faculty plans to Operational Framework</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – developed research operational plan</li> <li>No deviation – developed and approved University Research Operational Framework</li> <li>No deviation – developed and approved Faculties' Research Operational Plans</li> <li>No deviation – developed and approved Research Policy in place.</li> <li>No deviation – aligned faculty plans to the research framework</li> </ul>

GOAL 3		ENHANCE RESEARCH AND INNOVATION		
Strategic Goal	Obj. No.	Objectives	Performance Indicators (Targets)	Performance Outcomes
Strategic Goal 3: Enhance research and innovation	SO06	Engage the Postgraduate office in training around ethics and ethical clearance to improve the standard and quality of Master's and Doctoral dissertations	<ul style="list-style-type: none"> <li>Conducted capacity development</li> <li>Benchmarked on the structure and operations of Research Office</li> <li>Approved Organisational Research Structure in place (2018)</li> <li>Business plan in place (2018)</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – conducted capacity development</li> <li>No deviation – benchmarked on the structure and operations of the research office</li> <li>No deviation – approved research structure in place</li> <li>No deviation – approved research strategy and operational plans in place</li> </ul>
	SO07	LIS to provide quality service to support teaching and Learning and Research	<ul style="list-style-type: none"> <li>LIS support to students</li> <li>Established a Research Commons</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – LIS provided ongoing support to students</li> <li>No deviation – research Commons established</li> <li>Monitored the usage of the established Research Commons and developed service level agreements with Research, Teaching and Learning and CE portfolios</li> </ul>
	SO08	Staff retention strategies to be developed	<ul style="list-style-type: none"> <li>Strategies developed</li> <li>Developed an Institutional Talent Management Strategy</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – strategies developed</li> <li>No deviation – developed an Institutional Policy and Strategy on Talent Management</li> </ul>
GOAL 4		ENHANCE THE QUALITY AND PROFILE OF UNIZULU GRADUATES		
Strategic objectives	<ul style="list-style-type: none"> <li>Provide supportive teaching and learning environment for UNIZULU students</li> <li>General support continued technological and collaborative specific institutional support for students and staff</li> <li>Engage with alumni to maintain lifelong relationships with UNIZULU</li> <li>Development of a core module</li> <li>Development of academics and enhancement of scholarship</li> </ul>			
Strategic Goal	Obj. No.	Objectives	Performance Indicators (Targets)	Performance Outcomes
Enhance the quality and profile of UNIZULU graduates	SO01	Provide a supportive teaching and learning environment for UNIZULU students	<ul style="list-style-type: none"> <li>Established tutoring and mentoring systems to support students in their studies and to support at risk students once identified</li> <li>Trained staff and students in the use of its online learning management system</li> <li>Approved Institutional Framework of Graduate Attributes</li> <li>Developed a mentoring plan for the most vulnerable students and implement</li> <li>Developed an instrument to identify students at risk</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – established tutoring and mentoring systems for students at risk</li> <li>Developed and rolled out an effective mechanism to report on retention, progression and throughput of student</li> <li>No deviation – conducted staff training on its online learning management system</li> <li>No deviation – approved framework for graduate attributes in place</li> <li>No deviation – developed a mentoring plan for the most vulnerable students and implement</li> <li>Deviation – procurement an instrument to identify students at risk in process</li> <li>No deviation – developed and rolled out an effective mechanism to report on retention, progression and throughput of students</li> </ul>
	SO02	General support, continued technological and collaborative specific institutional support for students and staff	<ul style="list-style-type: none"> <li>Developed an E-learning Strategy</li> <li>Conducted training</li> <li>Conducted study on identification of students and barriers to learning and action plan submitted to Senate</li> <li>Implemented 2018</li> </ul>	<ul style="list-style-type: none"> <li>Developed an E-learning Strategy</li> <li>No deviation – conducted training of staff and students on its learning management system</li> <li>No deviation – conducted study on identification of students and barriers to learning and action plan submitted to Senate</li> <li>No deviation – implementation in 2018</li> </ul>
	SO03	Engage with alumni to maintain lifelong relationships with UNIZULU	<ul style="list-style-type: none"> <li>Developed strategic communications plan</li> <li>Increased communication volume and effectiveness</li> <li>Expand opportunities for alumni involvement in University activities</li> <li>Enhanced connections between alumni and current students</li> <li>Drafted framework for alumni engagement</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – developed Strategic communications plan</li> <li>No deviation – increased communication volume</li> <li>No deviation – expanded opportunities for alumni engagement</li> <li>No deviation – enhanced connections between alumni and students</li> <li>No deviation – developed a framework for alumni engagement</li> </ul>

<b>GOAL 4</b>				
<b>ENHANCE THE QUALITY AND PROFILE OF UNIZULU GRADUATES</b>				
<b>Strategic Goal</b>	<b>Obj. No.</b>	<b>Objectives</b>	<b>Performance Indicators (Targets)</b>	<b>Performance Outcomes</b>
Enhance the quality and profile of UNIZULU graduates	SO04	Development of a core module	<ul style="list-style-type: none"> <li>Benchmarked module with UFS, UFH, SPU</li> <li>Completed benchmark</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – benchmarked on introduction of research methodology as core module in all undergraduate programmes</li> </ul>
	SO05	Development of Academics and Enhancement of Scholarship	<ul style="list-style-type: none"> <li>Developed Teaching and Learning policy</li> <li>Developed and approved Teaching, Research and Learning Policy</li> <li>Developed Academic Workload Policy</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – developed a Teaching and Learning Strategy</li> <li>No deviation – developed and approved Teaching, Research and Learning Policy</li> <li>No deviation – developed an academic workload policy</li> </ul>
<b>GOAL 5</b>				
<b>DEVELOP WAYS TO MANAGE THE NATIONAL, REGIONAL AND INTERNATIONAL REPUTATION OF UNIZULU</b>				
Strategic Objectives	Identify and implement strategies to internationalise the Institution and its curricula Develop staff and student competence in learning platforms			
<b>Strategic Goal</b>	<b>Obj. No.</b>	<b>Objectives</b>	<b>Performance Indicators (Targets)</b>	<b>Performance Outcomes</b>
Develop ways to manage the national, regional and international reputation of UNIZULU	SO02	Develop staff and student competence in learning platforms	<ul style="list-style-type: none"> <li>Rolled out tablets, online registration and learning support/ delivery</li> <li>Aligned academic structure to HEQSF Policy</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – laptops rolled out of tablets to first-year students</li> <li>No deviation – completed the HEQSF alignment of the Academic Structure to HEQSF Policy and structure approved by Senate and Council</li> </ul>
<b>GOAL 6</b>				
<b>ACCELERATE INFRASTRUCTURE DEVELOPMENT</b>				
Strategic Objectives	<ul style="list-style-type: none"> <li>Explore alternate avenues of funding to address the uncertainty of the government subsidy</li> <li>Review, assess and replace software as needed</li> <li>Configure campus security systems to ensure appropriate access to assessments</li> <li>Develop an ICT strategy able to adapt and respond to the needs of the University</li> <li>Develop the single, virtual campus</li> <li>Staff capacity development (ICT staff)</li> <li>Obtain Occupational Health and Safety Certification</li> <li>Develop Infrastructure Master Plan for the University</li> <li>Design online registration system and conduct pilot</li> </ul>			
<b>Strategic Goal</b>	<b>Obj. No.</b>	<b>Objectives</b>	<b>Performance Indicators (Targets)</b>	<b>Performance Outcomes</b>
Strategic Goal 6: Accelerate infrastructure development	SO06	Staff capacity development (ICT staff)	<ul style="list-style-type: none"> <li>Conducted training on ICT for staff</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – conducted Training</li> </ul>
	SO08	Health and safety compliance	<ul style="list-style-type: none"> <li>Obtained Occupational Health and Safety Certification</li> <li>Scheduled three-year roll out of improvements and repairs</li> <li>Developed a Health &amp; Safety Plan</li> <li>Specialised audit of Occupational Health and Safety systems</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – obtained Health &amp; Safety Certificates</li> <li>No deviation – approved improvement and repair plan in place</li> <li>No deviation – developed a Health and Safety Policy</li> <li>No deviation – conducted a specialised audit of Occupational Health and Safety systems</li> </ul>
	SO09	Integrated Infrastructure Planning	<ul style="list-style-type: none"> <li>Secured infrastructure funding</li> <li>Secured funding for engineering, social work multi-purpose lecturing venues</li> <li>Developed three-year infrastructure plan</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – secured infrastructure funding</li> <li>No deviation – secured funding for engineering, social work multi-purpose lecturing venues</li> <li>No deviation – developed three-year infrastructure plan</li> </ul>
	SO10	Design online registration system and conduct pilot	<ul style="list-style-type: none"> <li>Implemented Phase 3 of online registration project to full completion in 2020</li> </ul>	<ul style="list-style-type: none"> <li>No deviation – implemented Phase 3 of online registration project to full completion in 2020</li> </ul>

## CHE RECOMMENDATIONS AND IMPROVEMENT PLAN

It is vital to understand that the university's strategic performance was not limited to its strategic objectives, as contained in the Strategic Plan 2016-2021 and the Council approved Annual Performance Plan of 2018, but that the University also had to perform in terms of the approved CHE improvement plan, which had been submitted to CHE. The improvement plan is based on the recommendations as contained in the special CHE Audit Report released in November 2017. This narrative report provides a brief overview on progress made during the year under review. The report also provides a recapitulated reflection on progress made in each and every recommendation made by the CHE Special Audit. As stated in the approved UNIZULU Special Audit Improvement Plan 2018, the recommendations made by the DHET Administrator in 2013 and the recommendations of the CHE Audit of 2010 were linked and embedded into the recommendations of the CHE Special Audit Report of 2017. All recommendations made in those two processes prior to the CHE Special Audit were addressed as an integral part of the CHE Special Audit recommendations. There will be no further isolated reporting on the UNIZULU 2013 Administrator's Report, and the CHE UNIZULU Audit Report of the 2010, since these instruments are both addressed as part of the UNIZULU Special Audit Improvement Plan 2018. Issues raised in these two reports are addressed in the CHE progress report as part of the mainstream recommendations of the CHE Special Audit Improvement Plan 2018.

In this first quarter of reporting, the University has made substantive progress on various areas of required improvement. Both the achievements and challenges are summarised as follows:

- Progress has been made in the area of administrative systems with the implementation of the academic structure based technologies that bring about sustainable control and monitoring of the curriculum rules of combination, academic progression rules and identification of students qualifying to graduate. These technologies also include the establishment of the data warehouse that promotes data accuracy and integrity for better monitoring of student performance and success. The University is preparing to roll out major ICT projects in 2019 through its procurement processes. The planned ICT platforms will improve the quality of teaching and learning, governance, research and innovation and administration across the University.
- A considerable amount of investment has been put into improving the quality of teaching and student success. The University has put in place professionalisation of teaching initiatives and has improved the qualifications of academics to 48% as a proportion of the total population of academic staff. The University identifies killer modules and students facing success challenges and this information is provided to faculties for differentiated intervention. The University understands student needs through the biographic data collected during student registration.
- Governance practice has improved significantly in the past three years. This includes the function of evaluating Council committees and running of induction workshops for new Council members. This coordinated training will be extended to various committees across the University in 2019. The staff performance management system has been launched and progress has been made in attempts to institutionalise performance management across all employee levels.
- The University has put in place mechanisms to enhance staff and management relations through labour engagement platforms. A consultation forum has been established as an interim measure to address labour issues until such time that a staff union recognition agreement is reached.
- Student residence is a huge priority for the University. Various initiatives have been put in place to increase the number of beds at KwaDlangezwa and Richards Bay campuses. The University has developed plans to add 3 500 more beds in the next two years and upgrade the quality of the existing residences.
- Security remains a challenges for both staff and students at the University. Various government level interventions have been solicited by the University to address the prevailing security situation. A platform for engaging the local KwaDlangezwa community on security matters, working with the South Africa Police Service has been created. A major issue impacting negatively on security on campus is the absence of the perimeter security fence largely linked to the fact that the University does not own the land on which it is built. A request has been sent to the State President, Honourable Cyril Ramaphosa, and the Minister of Higher Education and Training, the Honourable Naledi Pandor, requesting their

offices to intervene in attempts to secure a title deed for the land on which the University is built. The title deed will make it easy for the University to erect a perimeter fence and provide required security. The University is also waiting for feedback on the DHET HDI grant regarding further funding for biometric security systems and cameras across all University facilities.

- The prevailing capacity for physical infrastructure development remains a huge concern to the University. Various initiatives have been put in place to complete all plans linked to the University physical infrastructure masterplan and the development of infrastructure for engineering programmes in Richards Bay. The University has formally approached DHET for a formal discussion on the forms of capacity development and support for infrastructure development at UNIZULU. These discussions are ongoing with the view to bear fruitful outcomes that will lead to a massive development of infrastructure at UNIZULU, including the turnkey projects referred to in the CHE Special Audit report and the approved Improvement Plan.
- The University statute has been revised and strong alignment of governance practices with the statute is being reinforced through the Registrar's Office, the Executive Team, Senate and Council.
- The University Council took a decision to have the University Foundation dissolved with the view to establish an advancement office to help generate third-stream income for the University. The process to finally dissolve the UNIZULU Foundation is underway.
- Staff housing is receiving attention and various processes to identify all university residential properties occupants per residential property have been concluded. The University has started the process of finalising staff housing policies and has approached the Department of Works to transfer to the University name all properties donated to the University. A system for rental payment and maintenance of these properties is being streamlined through the Physical Planning and Operations division as a priority for 2019.
- Programmes for attracting, retaining and recognising women and African staff have been launched. These include the talent management strategy, staff development initiatives and equity planning. The University has explicitly included in its transformation plans programmes to support women

staff and bring about gender equality. The University Equity Plan is scheduled for review in 2019 to increase targets for female appointments across key management and leadership positions across the board.

- Negative events that are published in public media continue to impact on the reputation of the University. However, the University has achieved a lot of reputational milestones that place the University in good public standing. In relation to those areas where the reputation is still negatively impacted, the University is in the process of developing a comprehensive public relations and communication strategy with the right professional capacity assigned to this function. Major plans will be concluded at the beginning of 2019.
- The University annually reviews programmes for quality enhancement and accreditation purposes. Departmental reviews that started in 2018 were part of programme reviews across the University. The University has prioritised the review of professional programmes in 2018, including LLB, SAICA accreditation of the BCom Accounting Science, Bachelor of Social Work, Bachelor of Nursing and the development of Engineering and Psychology programmes. The University has started a process of developing a new Enrolment Plan 2010 – 2015 that streamlines enrolments towards SET and commercial sciences while reducing the number of teacher education and humanities students. This significantly addresses the comprehensive character of the University, bringing about stronger emphasis on critical scarce skills and professional programmes.
- The University sees institutional culture as playing a major influence in attempts to build a strong sense of social cohesion and teamwork across the entire institution. The University started collecting data for the staff and student climate surveys and analysis of this data is underway. The transformation and Social Inclusion Office has also been tasked with the responsibility to initiate a wide range of institutional culture initiatives.

While various targets and indicators set in the UNIZULU CHE Special Audit Improvement Plan 2018 need more time to fully implement and achieve, the University has put in effort and started initiatives to ensure that these targets are achieved. In relation to the 2018 improvement priorities, sufficient resources have been allocated to support achieve these targets.

## KEY PERFORMANCE INDICATORS – ANNUAL PERFORMANCE PLAN 2018

Table 15 displays ministerial approved enrolment targets for 2018 and how the University performed against these approved targets.

**Table 15: 2018 Student Enrolment Performances against Ministerial Approved Targets**

GOAL	STRATEGIC OBJECTIVE	KEY PERFORMANCE INDICATOR	TARGET 2018	2018 ACTUALS
<b>A. Access</b>				
SG2SO4	Design and develop a cohort analysis for effective institutional planning and monitoring	<b>Headcount totals (MIS data)</b>		
		First-time entering undergraduates	3 900	3 938
		Headcount enrolments	15 175	17 943
		Headcount enrolments (Foundation)	525	474
		Headcount enrolments total UG	13 260	16 449
		Headcount enrolments total PG	1915	1494
		<b>Enrolments by Major Field of Study (Hemis Data)</b>		
		Science, Engineering, Technology	3 339	4 106
		Business/Management	4 249	3 577
		Education	3 642	4 791
		Other Humanities	3 946	5 423
		Distance education enrolments	0	0
<b>B. Success</b>				
SG4SO1	Provide a supportive teaching and learning environment for UNIZULU students	Graduates UG	3 217	3 760
		Graduates PG	424	494
		Success rate	80%	84%
		<b>Undergraduate Output by Scarce Skills (Hemis Data)</b>		
		Engineering	910	0
		Life and Physical Sciences	980	380
		Animal and Human Health	743	116
		Teacher education	1008	1266
		Success rate	80%	86%
		<b>C. Efficiency</b>		
SG3SO8	Staff retention strategies to be developed	FTE Instructional/Research professional staff	449	380.8
		Headcount of permanent instructional/research professional staff	345	321
		% staff with doctoral degrees	36%	46%
		Number of nGap staff	5	10
		Ratio of FTE students to FTE instructional/Research staff	38.1	42.1
<b>D. Research Output</b>				
SG3SO2	Increase the University Research Output	Publication units per I/R staff	41%	232.72
		Research masters graduates (weighted)	25%	70 (unweighted)
		Doctoral graduates (weighted)	13%	31 (unweighted)

## Comments

The comments on the shortcomings related to the access, success, efficiency and research output as per Table 15 are addressed below:

- **Access:** *The University's access reduced significantly with the late change and subsequent revision of approved Ministerial targets for 2018. The proposed target for overall student headcount enrolment reduced from 18 200 students to 15 175 divided into 13 260 undergraduate and 1 915 postgraduate students. First-time entering undergraduate students remained at 3 900 and there were no proposed occasional students in all levels of study. The actual headcount enrolment for the year under review is 17 943 with 90% of the students enrolled for undergraduate qualifications. The analysis of the data shows that the actual first-time entering undergraduate enrolment headcount in 2018 resulted in 3 938 students to be registered. The over-enrolment in terms of overall headcount is largely attributed to students who return to complete their qualifications as a result of free education, as well as the suspension of the university's exclusion rules. Postgraduate enrolment was below target at 1 494. The University achieved all its targets per mayor field of study apart from business management.*
- **Success:** *A total amount of 4 254 students graduated from the University during the year under review of which 494 were postgraduates 3 760 undergraduates. The university conferred a total of 38 doctoral degrees 89 masters degrees on postgraduate students. The overall success rate of the University is a staggering 84%.*
- **Efficiency:** *The percentage of staff with doctoral degrees increased to 46% during the year under review. The headcount of permanent instructional/research professional staff, however, decreased slightly in 2018 to 321. The University's vacancy rate reduced from 21.6% to 18.5%. Recruitment and selection turnaround times were significantly reduced in 2018. The University participated in the DHET sponsored New Generation of Academic Programme (N-Gap) aimed at developing future lecturers, thus increasing the pool of skills available at universities. UNIZULU had a complement of 10 N Gap staff members during 2018.*
- **Research Output:** *The preliminary (unofficial) research output for 2018 is 232.72, consisting of journal articles 191.43, conference proceedings of 11.14 and books and book chapters of 31.15. The awarding of research output units for accredited publications will only be known in December 2019/January 2020.*

## GRANTS AND ADDITIONAL RESOURCES

Between January and December 2018, various grant applications and reports were submitted to DHET and these included narratives, financial reports and audit certificates. The narratives were developed by grantholders and the Department of Finance provided financial statements and audit certificates. The Office of the Executive Director of Institutional Planning coordinated report writing and submission to DHET.

### Clinical Grant

The report presented the Department of Nursing Science (DNS) progress report on the Clinical Simulation Laboratory (CSL) project – for the year 2018/2019. The CSL is a state-of-the-art facility that materially and physically simulates hospital ward, trauma and emergency, maternity, intensive care and isolation settings through computerised adult, paediatric and infant patient simulators. The CSL is designed to mimic an actual hospital setting. As aforementioned, the main aim of this document is to give a progress (narrative) report to show how far the objectives/activities of the CSL project have been achieved. The DNS Clinical Simulation Laboratory is established to help manage the advances/changes that are curricula/programme driven at the University's Department of Nursing Science. This CSL project provides a realistic teaching environment for a variety of clinical nursing related interventions. Students can immediately apply skills and concepts that would otherwise become diluted between classroom time and clinical practice. The thoughtful use of simulation technologies in the DNS Clinical Simulation Laboratory ensures that students will acquire critical skills and judgement and will maintain competency.

### Foundation Grant

The University submitted the Foundation Grant report in June 2018. The reports show a successful implementation of various priorities of the project and the impact the grant has on student success. The University has received further funding on this project.

### Teaching Development Grant

The University submitted the Teaching Development Grant in June 2018. The reports show a successful implementation of various priorities of the project. The University has R6 900 641 unspent funds in the account. A phase-out plan for April – December 2017 was also submitted for DHET approval. A further R375 453 was spent during 2018 due to commitments from the prior year.

## Research Development Grant

The University submitted the Research Development Grant in June 2018. The reports show a successful implementation of various priorities of the research development project. The University has R5 553 968 unspent funds in the account. A phase-out plan for the April – December 2017 was also submitted for DHET approval. A further R290 839 was spent during 2018 due to commitments from prior year.

## GRANT REPORTS AND ACTION PLANS

Detailed action plans and reports for the following grants were submitted to DHET:

- Deferred Maintenance and HDI Grant Action Plan 2015/2016. The DHET allocated the University an amount of R35 000 000, which was released in March 2016, for infrastructure and efficiency for the 2015/2016 financial year.
- Deferred Maintenance and HDI Grant action plan 2016/2017. The DHET allocated the University an amount of R35 860 258, which was released in March 2017, for infrastructure and efficiency for the 2015/2016 financial year.
- Deferred Maintenance and HDI Grant Action Plan 2016/2017. The DHET allocated the University an amount of R51 523 893, which was released on 29 March 2017, for deferred maintenance and refurbishment projects in the financial year 2016/2017.
- Infrastructure and Efficiency Grant 2016/2017. The DHET allocated the University an amount of R41 823 893, which was received on 29 March 2017, for deferred maintenance and refurbishment projects in the financial year 2016/2017.

- Infrastructure and Efficiency Grant 2017/2018 – R48 301 591. The DHET has allocated to the University an amount of R48 301 591, which was received on 31 March 2018 for deferred maintenance and refurbishment projects in the financial year 2017/2018.
- Infrastructure and Efficiency Grant ICT 2016/2017. The DHET has allocated to the University an amount of R9 700 000, which was received on 31 March 2018 for ICT infrastructure projects in the financial year 2016/2017.
- Infrastructure and Efficiency Grant ICT 2017/2018. The DHET has allocated to the University an amount of R9 700 000, which was received on 31 March 2018 for ICT infrastructure projects in the financial year 2017/2018.
- Infrastructure and Efficiency Grant Special Projects 2016/2017. The DHET has allocated to the University an amount of R6 763 635, which was received on 31 March 2018 for ICT infrastructure projects in the financial year 2016/2017.
- Infrastructure and Efficiency Grant Special Projects 2017/2018. The DHET has allocated to the University an amount of R6 763 635, which was received on 31 March 2018 for ICT infrastructure projects in the financial year 2017/2018.

Action plans for all HDI Grants were submitted in June 2017. The action plans are detailed maps of how the allocated funds in Table 16 will be used. An amount of R69 794 801 was received for year 1 in March 2017, R27 930 982 was received for year 2, R51 030 696 for year 3, R23 380 065 for year 4 and R19 199 195 for year 5. Annual progress reports for all HDI grants have been submitted to the DHET. Most of the projects in this grant have started at the end of 2017 and the implementation of the action plans are undergoing procurement processes.

**Table 16: HDI Grant**

	Y1	Y2	Y3	Y4	Y5	TOTAL	ALLOCATION PER PROJECT
Academic Administration	9 096 743	10 866 667	11 103 386	7 146 667	2 956 667	41 170 130	<b>31 066 796</b>
HR Operations	4 148 058	1 763 977	1 047 310	603 398	512 528	8 075 271	<b>8 075 271</b>
Maintenance Management	15 383 667	9 59 333	8 657 000			25 000 000	<b>25 000 000</b>
Academic Support	4 000 000	2 100 000	2 100 000	2 100 000	2 100 000	12 400 000	<b>12 400 000</b>
IT	55 000 000	15 500 000	15 500 000	15 500 000	15 500 000	117 000 000	<b>96 100 000</b>
Alumni Communication	1 250 000	250 000	80 000	30 000	30 000	1 640 000	<b>1 640 000</b>
Allocated Funds	<b>69 794 801</b>	<b>20 980 644</b>	<b>51 030 696</b>	<b>16 233 398</b>	<b>16 242 528</b>		<b>174 282 067</b>

Table 17 displays earmarked grants (funding envelopes and infrastructure projects) for the year 2018 and how the University performed against these approved targets.

**Table 17: Funding Envelopes and Infrastructure Projects (2018)**

GRANT DESCRIPTION	MINISTERIAL APPROVED	RECEIVED ALLOCATION 2018	ACTUAL SPENT 2018	REASON FOR DEVIATION
Teaching Development Grant	0	0	375 453	A phase-out plan was also submitted for DHET approval
Research Development Grant	0	0	290 839	The majority of the funds allocated for the RDG Phase-out plan was expensed
University Capacity Development Grant (UCDG)	16 332 750	7 034 489	10 161 857	
University Development Grant for the University Staff Doctoral Programme	5 000 000	5 000 000	847 581	No deviation
Foundation Provision Grant	1 678 000	1 678 000	6 439 991	No deviation
<b>Infrastructure and Efficiency Grants</b>				
(i) Infrastructure and Development Grant – R438m	438 495 000	438 495 000	25 612 554	Court litigation halted spent A turnkey project was approved by Council in 2017
(ii) Infrastructure and Development Grant – R120m	120 000 000	120 000 000	25 424 545	See grant report above
(ii) Infrastructure and Development Grant – R50m	50 000 000	50 000 000	0	See grant report above
(iii) Infrastructure and Development Grant – R51m	51 523 893	51 523 893	6 189 507	See grant report above
(iv) Infrastructure and Development Grant – R35m	35 000 000	35 000 000	6 617 219	See grant report above
(v) Infrastructure and Development Grant – R 28m	378 000 000	28 000 000	0	See grant report above
(vii) Infrastructure and Development Grant R58m	58 001 591	58 001 591	0	See grant report above
Clinical Training Grant	13 499 575	13 499 575	6 128 658	See grant report above
New Generation (nGAP)	6 827 797	6 827 797	3 838 508	At the end of 2018, there were 7 N-Gap lecturers

## CONCLUSION

Council is satisfied with the degree of progress towards achieving the objectives for the year 2018 in relation to the Strategic Plan (2016-2021) and targets set in the 2018 Annual Performance Plan.



**Ms N. Caluza**  
Chairperson of Council



**Prof. X. Mtose**  
Vice-Chancellor

# COUNCIL'S STATEMENT ON GOVERNANCE



The University of Zululand's Council is committed to its primary role and responsibilities of steering and setting the strategic direction of the Institution, approving policies and planning, overseeing and monitoring and ensuring accountability. In order to achieve this, Council prescribes to good governance principles as per the Higher Education Act 101 of 1997 (as amended), the regulations of reporting for Higher Education Institutions (hereinafter referred to as 'the regulations') the Institutional Statute of the University of Zululand (hereinafter referred to as 'the statute') as well as the Guidelines for Good Governance Practice and Governance Indicators for Councils of South African Public Higher Education Institutions (hereinafter referred to as 'DHET Governance Guidelines'), which leads to ethical culture, good performance, effective control and legitimacy as governance outcomes. Accordingly, Council endorses, and during the period under review has applied, the reporting regulations. Council also recognises the need to conduct the business of a public higher education institution with integrity and in accordance with generally accepted practices. This commitment has been reinforced by Council's revision of its own Code of Conduct for members of Council as well as the revision of the statute to ensure compliance with the Higher Education Act 101 of 1997 (as amended).

Council has led ethically, effectively and governed the ethics of the University in such a way that supported the establishment of an ethical culture. Council members exhibit ethical characteristics of integrity, competence, responsibility, accountability, fairness and transparency, which is evident in the achievement of the University's strategic objectives. Members are accountable for ethical and effective leadership as contained in the Code of Conduct of Council, the implementation of which is monitored by the Audit and Risk Committee of Council. Council members completed the Governance Indicators Scorecard for Councils of South African Public Higher Education Institutions, which was submitted to DHET. The report has not been released by DHET. The

performance evaluations of Council, its sub-committees, its chairs and members, the Vice-Chancellor and Registrar as Secretary resulted in continuous improved performance and effectiveness. Other ethical codes, delegated via the delegation's framework of Council to management for implementation, includes the Code of Conduct: Staff, and Disciplinary Code: Students as well as other ethical policies, all of which are published on the University's intranet and workshopped to staff and students. Council exercises ongoing oversight of ethics and makeS use of protected disclosures or whistleblowing mechanisms to detect breaches of ethical standards. Council assumed responsibility for corporate citizenship by ensuring compliance with the Constitution of South Africa (including the Bill of Rights), the law, leading standards and adherence to its own codes of conduct and policies. Oversight and monitoring of the University's activities and outputs, which affected the status of the University as a corporate citizen, were performed by Council in all areas of workplace, economy, society and the environment as contained in the Performance Assessment Report. Council, through its Human Resources Committee, ensures that the University remunerates fairly, responsibly and transparently so as to promote the creation of value in a sustainable manner.

Council has led the value creation process by appreciating that strategy, risk and opportunity, performance and sustainable development are inseparable elements. The University's Strategic Plan (2016-2021) was approved by Council in 2015 and Council approves yearly the Annual Performance Plan and Mid-Year reports as presented by management. All approved plans and policies are delegated to management for implementation, while Council retains ongoing oversight.

Council specifically assesses the viability of the University with respect to its ability to operate as a going concern on a continuous basis. In the course of making decisions in the best interest of the University, Council has adopted a stakeholder-inclusive



approach, which takes into account and balances the legitimate and reasonable needs, interests and expectations of material stakeholders. This integrated Annual Report and Annual Financial Statements as issued by the University will enable stakeholders to make an informed assessment of the performance of the University and its ability to create value in a sustainable manner, which report will be published on the University's website.

Council, as highest governance structure, serves as the focal point and custodian of corporate governance in the University as contained in the Charter of Council and statute. The functioning of Council and its sub-committees was effective and Council has fulfilled its responsibilities in accordance with the Charter for the reporting period. Council's composition comprises a balance of the skills, experience, diversity, independence and knowledge needed to discharge its role and responsibilities. Council established several sub-committees to assist with the balancing of power and the effective discharge of responsibilities, but without abdicating accountability. Each committee has its own Charter, which sets out its terms of reference, with a minimum membership of three as outlined in the report below.

The appointment of, and delegation to, competent executive management contributes to an effective arrangement by which authority and responsibilities are exercised. Council approved a delegation framework that sets out parameters and powers for itself, the Vice-Chancellor and Management. Council governs risk and opportunity in a way that supports the University in defining its core purpose and to set and achieve the University's strategic objectives. The University has reviewed the internal Risk Management Committee, consolidated identified strategic risks, compiled risk registers for the respected risk owners in line with the strategic risk framework, formulated a fraud risk management presentation that will be rolled out to relevant departments, and mapped out a process to institutionalise risk management. A compliance framework has been developed and various aspects

of it are being implemented. Compliance to risk is monitored through the Audit and Risk Committee of Council in terms of the approved Risk Management Strategy. Council can confirm that it maintained a reporting system that enabled it to monitor changes in the Institution's risk profile and gained an assurance that risk management was effective. UNIZULU has and maintains an efficient and effective process of risk management to manage key risks and accordingly, Council is not aware of any key risk current, imminent or forecasted that may threaten the sustainability of the University.

Council governs technology and information in a way that supports the University in defining its purpose and to set and achieve strategic objectives. Council approved numerous policies that give effect to its set direction on the employment of technology and information, and a technology architecture exists that enables the achievement of strategic and operational objectives.

Council does not have a stand-alone audit committee and risk committee, but has merged these into one, namely the Audit and Risk Committee of Council. The Committee ensures assurance results in an adequate and effective control environment and the integrity of reports for better decision making.

The detail of UNIZULU's governance structures, responsibilities and procedures are set out below.



## STATUTORY RESPONSIBILITIES – COUNCIL AND COMMITTEES OF COUNCIL

In terms of the UNIZULU Statute, Council governs the University subject to the provisions of the Higher Education Act 101 of 1997, as amended. Council is responsible for policy-making, monitoring the performance of the Institution and its management. Council also has to provide guidelines with regard to a number of matters such as admission of students, the language policy and staff matters, disciplinary matters with regard to students and staff, and measures to ensure an adequate academic atmosphere.

The Council was incorporated on 8 October 2013 after a period of administration. During the year under review, Council functioned in accordance with the prevailing Statute of the University, which was promulgated on 19 October 2018. In terms of the UNIZULU Statute (Section 18), Council comprises 26 members, the majority of whom (60%) are neither employees nor students of the University. The independent non-executive members comprise a cross section of external expertise. As at 31 December 2018, 20 positions were filled, one vacancy existed for a convocation additional representative, two vacancies for Council appointees based on expertise and experience, and one for the uMhlathuze representative. The SRC is represented by an SRC Administrator due to suspension of the majority of the 2018/2019 SRC members. The composition is as follows:

**Table 18: External vs Internal Membership**

Ministerial representatives	5
Independent non-executive members	2
Convocation representative	1
Executive management	3
Employee representatives	2
Student representative	1
Donor representatives	2
Institutional Forum representatives	1
Senate representatives	2
uMhlathuze Municipality representative	0
Traditional Authority representative	1
<b>TOTAL</b>	<b>20</b>

Table 4 in the report of the Chairperson of Council displays the full list of Councillors and their respective constituencies.

In terms of good governance principles, the role of the Chairperson of Council differs significantly from the role of the Vice-Chancellor. The Chairperson of Council is primarily responsible for the

effective functioning of Council.

The Chairperson is responsible for ensuring the integrity and effectiveness of the Council and its Committees and is required to:

- Provide overall leadership to Council, without limiting the principle of collective responsibility for Council decisions
- Ensure that all Council members are fully involved and informed of any issue on which a decision has to be taken
- Exercise independent judgement, act objectively and ensure that relevant matters are placed on the agenda and prioritised properly
- Work closely with the Registrar in ensuring that at all times all Council members fully understand the nature and extent of their responsibilities as Council in order to ensure the effective governance of the University
- Arrange for new members appointed to Council to be properly inducted and oriented, and monitor Council appraisals
- Avail him/herself to the Vice-Chancellor between Council meetings to provide counsel and advice pertaining to University matters
- Ensure that Council evaluates the performance of the Vice-Chancellor periodically
- Act as the main informal link between Council and management, particularly the Vice-Chancellor

The role of the Chairperson differs from the Vice-Chancellor in that the Vice-Chancellor's responsibility is to focus on the operations of the University, ensuring that it is run efficiently and effectively and in accordance with the strategic decisions of the Council.

The Chairperson of Council Ms N. Caluza was appointed as Chairperson of Council at its meeting on 18 April 2018, which term of office will expire on 19 June 2020. Mr J. Kunji Behari was appointed as the Deputy Chairperson of Council on 18 April 2018, which term will also expire on 19 June 2020.

Matters reserved by Council for decision-making are set out in the UNIZULU Statute and in terms of the Higher Education Act 101 of 1997 (as amended). Council is responsible for the ongoing strategic direction of the University, approval of major developments and the receipt of regular reports from management on the day-to-day operation of its business. In terms of the Charter of Council, it should meet four times a year and the UNIZULU Council has several committees. Council met five times during the year under review and details of its composition and meeting attendance statistics are contained in Table 4 of the Report of the Chairperson of Council.

The Higher Education Act (see Section 29(1)) stipulates as follows:

*“The Council (and the Senate) of a public higher education institution may each establish committees to perform any of their functions and may appoint persons who are not members of the council (or the Senate) as the case may be, as members of such committees.”*

The aforementioned committees, with the governance functions as described below, have been approved by Council to execute the above responsibilities. All the committees are formally constituted with approved terms of reference and comprise a majority of members of the Council who are neither employees nor students of the University.

The Committees are:

- **Audit and Risk Committee:** The committee assists the Council in fulfilling its overview responsibilities. It reviews the annual financial reporting process, the system of internal control and management of financial risks, the audit process, and UNIZULU’s process for monitoring compliance with laws and regulations. The Committee is also responsible for the issues of risk, its management and mitigation. The Committee also ensures that the implementation of the combined assurance model results in combining, co-ordinating and aligning assurance activities across the various lines of assurance. The Committee also ensures that the risk management system and risk register is maintained. The Committee also assists Council in carrying out responsibilities related to Information and Technology governance as no separate Information and Technology Governance Committee has been established. The Committee held four ordinary meetings during the year. On 12 September 2018, Council appointed Cllr V. Mokwena as Chairperson of the Committee. All members of the Committee are independent of the University and are not employed by the University. Both internal as well as external auditors have unrestricted access to the Committee, which ensures that their independence is in no way impaired. The Committee met five times during the year under review. The composition and meeting attendance statistics of the committee are contained in Table 7 of the Report of the Chairperson of Council.
- **Finance Committee:** The Committee ensures the financial health of the University and assesses and recommends the approval of: financial policies and protocol; the consolidated operating budget, including operational, staff and capital budgets, cash flow predictions, the asset/liability profile and multi-year budgetary predictions; the annual consolidated report to the DHET and other ring-fenced funds and loans; the performance of the University against approved budgets

and targets and the Committee takes/advises on appropriate corrective actions; the annual increase in student fees; and deals with the University’s investments. It assures the financial health of the University as a ‘going concern’. The Committee, chaired by Cllr J. Kunji-Behari, held four meetings during the year. The composition and meeting attendance statistics of the committee are contained in Table 8 of the Report of the Chairperson of Council.

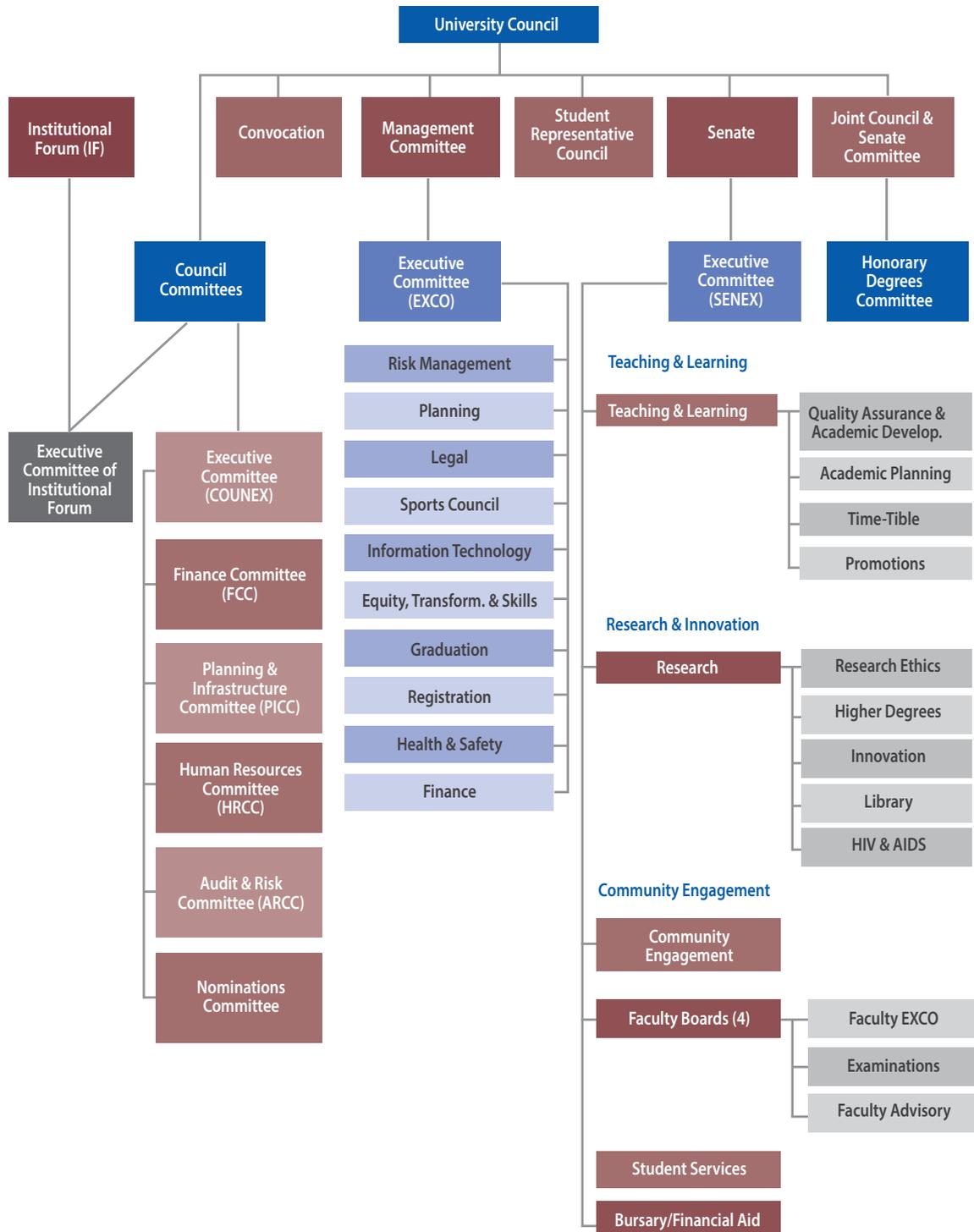
- **Planning and Infrastructure Committee:** The Committee develops and updates campus master plans for facilities and infrastructure, with implementation strategies, priorities and financing models for approval by the Council; advises the Council on the development, acquisition and integration of facilities and infrastructure; and develops and updates a comprehensive and sustainable institutional maintenance and replacement plan and strategy. The Committee was re-constituted on 12 September 2018 due to a lack of external experience and expertise. The composition is contained in Table 10 of the Report of the Chairperson of Council.
- **Human Resources Committee:** The Committee recommends to Council appropriate strategic directions and priorities in human resources governance such as performance management, conditions of service, and employee relations. It also develops and recommends to Council policy and strategy with regard to the remuneration of staff and related matters. The Committee, which has delegated powers to approve new positions on the permanent staff establishment, was chaired by Cllr N. Nkwanyana and held four meetings during the year. The composition and meeting attendance statistics of the committee are contained in Table 9 of the Report of the Chairperson of Council.
- **Executive Committee (COUNEX):** The Committee deals with urgent matters referred to it by Council and its committees. It assumes the authority of Council when Council is not in session and may perform the functions of Council. The Committee, chaired by the Chairperson of Council, Cllr N. Caluza, held three meetings during the year. The composition and meeting attendance statistics of the committee are contained in Table 6 of the Report of the Chairperson of Council.

## STANDING COMMITTEES OF SENATE

The following standing committees of Senate have been approved by Senate in the execution of its authority:

- Executive Committee of Senate (SENEX)
- Teaching and Learning Committee
- Academic Appointments and Promotions Committee
- Research Committee
- Ethics Committee

# GOVERNANCE STRUCTURE



- Higher Degrees Committee
- Library Committee
- HIV and AIDS Committee
- Time-table Committee
- Rules Committee
- Examinations Committee
- Community Engagement Committee
- Quality Assurance and Academic Development Committee
- Faculty Boards

The Higher Education Act (see Section 29(3)) stipulates the following:

*“The Council and the Senate of a public higher education institution may jointly nominate committees, to be known as joint committees, to perform functions that are common to the Council and the Senate.”*

The Honorary Degrees Committee is a joint committee of Council and Senate at UNIZULU.

## OTHER COMMITTEES

Other statutory bodies, constituted in accordance with the Act, are defined in the UNIZULU Statute, namely:

- Institutional Forum (IF)
- Students’ Representative Council (SRC)
- UNIZULU Management Committee (MANCO)
- UNIZULU Executive Committee (EXCO)
- Convocation

In accordance with its statutory obligation to govern the Institution, including the management structures necessary to implement governance policy, Council recognises the UNIZULU Management Committee (MANCO) and UNIZULU Executive Committee (EXCO) as established by the Statute. MANCO and EXCO is a consultative and advisory committee assisting the Vice-Chancellor in the planning and execution of the management and administration of the University in accordance with the UNIZULU Statute. MANCO and EXCO met on a monthly basis in 2018 and in addition held several special meetings arising from urgent issues requiring attention.

## CONFLICT MANAGEMENT

Issues of conflict management in student governance are dealt with in regular meetings held with the student leadership. Issues that may lead to conflict with the student leadership are catered for in the SRC Constitution, as well as constitutions of the various committees in which students are involved. Student leaders are

members of the institutional committee structures where they can voice their concerns. The University also developed a student grievance procedure as well as undergraduate and postgraduate student charters, aimed at assisting in conflict management.

With regard to staff, minor incidents of conflict on campus were resolved by means of intervention by managers and/or the Labour Relations Unit. As always, every attempt was made to resolve conflict at the lowest possible level. UNIZULU unfortunately does not have a recognised union in place as the sole union (NEHAWU) has lost its recognition. UNIZULU has an approved grievance procedure in place that is used to deal with most incidents of conflict.

## STAFF AND STUDENT PARTICIPATION – CO-OPERATIVE GOVERNANCE

The University places a great deal of emphasis on fostering and maintaining a high standard of co-operative governance and good governance in general. Management and employees constantly voice and amplify their commitment towards the need for scrupulous systems and processes at UNIZULU through various avenues. Employee representatives are extensively involved in committees, right up to the level of Council.

In addition, they have observer status or are co-opted on some operational committees, depending on the nature of the role and the matters of focus. Student leadership is involved in the major governance and management structures of UNIZULU, such as Senate, Institutional Forum and Council. There are standing quarterly meetings between MANCO and the SRC. Their inputs are taken seriously and constructive student comments are incorporated when effecting changes.

## CODE OF ETHICS

The University is committed to the highest standards of integrity, behaviour and ethics in dealing with all its stakeholders, including its Council members, managers, employees, students, customers, suppliers, competitors, donors and society at large. The University’s policies include provisions to deal with conflicts of interest.

Council members and all staff who have decision-making authority, either individually or jointly through their service on committees, are expected to observe the University’s ethical obligations in order to conduct business through the use of fair commercial practice.

In terms of the respective Codes of Conduct for members of Council and Executive management, those bound by the Codes are obliged to disclose any noteworthy interests (as defined) in a register of contracts.

Likewise, potential or actual conflicts of interests are required to be declared. Various general provisions underpin Council's commitment to ethical conduct. These are characterised, inter alia, by the requirements to act in good faith, to serve the interests of the University, to maintain the trust of Council and the Executive, to respect Council decisions and to maintain confidentiality. Members of Council and the Executive are required to acknowledge and uphold the respective Codes by making signed declarations to this effect, which are, in turn, lodged with the Registrar's Office. Compliance with the UNIZULU

Code of Ethics was constantly monitored and observed, and any perceived deviations were dealt with effectively and efficiently in terms of the relevant UNIZULU rules, policies and procedures.

## COMPLIANCE STATEMENT

Council hereby explicitly confirms that it has applied the DHET Code of Governance principles in 2018 and that approval of this statement was recorded at the full Council meeting, held on 28 June 2019, which was quorated.



**Ms N. Caluza**  
Chairperson of Council





# COUNCIL'S STATEMENT ON SUSTAINABILITY



The University continues to operate within the national context while recognising its critical importance to Zululand and its primary hinterland bordered by the N3, N4 and Indian Ocean. As a rural University that is expanding in the vibrant economic area surrounding Richards Bay, it holds responsibilities to both its historic culture and vibrant future. It takes its position to sustain, document and learn from the former and to mould, contribute and benefit from the latter very seriously. Student political activities, always fluid and, often, unpredictable, once again challenged the sector and the University in 2017. Pressure continued nationally for free higher education and protests resulted in a number of ugly and violent scenes around the country.

The decision by Government to fund education for a bigger group of students positively impacted on the number of students that were eligible for funding. With the vast majority (over 80% of entrants in 2018) of the University being eligible for National Financial Aid, fee increases will not affect these students directly. Further, the government paid through a fee gap grant for the 8% fee and residence increase for all students whose family income is less than R600 000. This applies to virtually all of our students so that the increases will have no impact on any of UNIZULU students who applied for this funding. NSFAS is also implementing standardised levels of allowances across the higher education sector that assist students with books, meals and travel expenses.

The University was able to build up an accumulated Council-controlled fund that is equal to six month's expenditure. This serves as a significant buffer that cushions the University against cash flow pressures. The long-term aim is to steadily keep growing this reserve and the resulting investment return. The tuition and residence fees of the University are very low when compared to other universities. An intervention is needed to ensure that tuition and residence fees are corrected to a level that increases the financial sustainability of the University as well

as its ability to maintain and improve its facilities and services. The University was, however, able to maintain its Accumulated Council controlled funds at a reasonable level and implemented a balanced budget despite the challenges with #FeesMustFall and the low fee base as well as the rural location of the KwaDlangzwa Campus. The challenge into the future would be to grow the third stream income through industry involvement and ensuring active community engagement. There are, however, no events or conditions beyond the period of assessment that may cast significant doubt on UNIZULU's ability to continue as a going concern.

Other social factors in addition to poverty and unemployment impacting on the University include HIV and AIDS and other illnesses, and difficulties experienced in adjusting to the university environment (which may affect staff as well as students). Crime and drug abuse in the region and a lack of appreciation of and respect for the University's assets can result in damage and neglect of University property. The University is aware of these issues and has put systems in place to counter these negative influences, where possible. In particular, the University undertook several orientation activities in 2018.

Academically, the University also faces the need to address the academic under-preparedness of school-leavers. Many school-leavers are ill-prepared for university-level studies, and their previous experiences of learning may not stand them in good stead in the University context. In this respect, the University has vibrant foundation programmes that are being offered in the Faculties of Science and Agriculture and Commerce, Administration and Law to address these issues. The University benefits from the Foundation Grant as provided for by DHET, and continuous support for Foundation programmes intake is expected in 2019.



The University unfortunately could not avoid violent student protests during the year under review and University property was severely damaged in the process. The University, however, managed to complete its 2018 academic through a teaching recovery plan. The University had a duly elected and functioning Student Representative Council (SRC) in 2018 and student representatives were elected to statutory committees, however, disciplinary action resulted in the disbandment of the SRC and an SRC Administrator was appointed by Council to manage the affairs of students and to present students on governance structures.

The importance of technology to the local and national economies continues to be a challenging aspect of provision for UNIZULU. The poor (the majority of our students) still do not have ready access to technology and are consequently ill-prepared for its uses in learning contexts. At the same time, the University wishes to leverage current IT trends to support student success and employability.

In addition, the University is embracing its categorisation as a comprehensive university to blend the provision of academic with professional qualifications in support of the local and national economies. Students find direct articulation between diplomas and degrees challenging, hence the University is working on a more explicit articulation relationship between the two that is likely to identify required 'bridging' relationships that it is keen to provide. The University, furthermore, developed a comprehensive new Business Plan for the Richards Bay Campus, which was submitted to the Minister of Higher Education and Training for consideration during February 2013. The Business Plan was developed with the support and buy-in of the business community of Richards Bay and Empangeni, the local authorities in the region and the FET College. This plan will be integrated into the KwaDlangezwa Master Plan. Richards Bay campus will spend a considerable amount of time reconfiguring its

programme offering to manifest the comprehensive nature of the University. Funding has also been received by the University for an engineering building on the Richards Bay Campus and the first student intake is planned for 2021.

The broad regulatory and legal framework is a key platform against which the University operates. This report itself is a good example of the new reporting environment. The Annual Reporting Regulations (DHET, 2014) create a template and a procedure that the University welcomes. As the higher education sector expands and UNIZULU grows, the need for more robust and programmed accountability is recognised and welcomed. Reporting to stakeholders becomes ever more important. The University is taking the opportunity afforded by these greater reporting requirements to model its own internal reporting so that regulatory requirements are met at the same time as provide improved managerial information. A very good example of this is how the University has used the changes to qualifications required in response to the HEQSF to modernise its qualification set and the relevance of its curricula. The Protection of Personal Information Act and Consumer Protection Act also create new reporting and communication requirements for students and third parties. The Auditor-General's reporting guidelines and King IV imperatives impact on financial and general governance; the management and monitoring of research, research ethics; the protection of the University's intellectual property; and finally the monitoring of compliance with the University's ethical framework for research.

Council implemented the Strategic Plan 2016-2021 in 2017. The UNIZULU Strategic Plan places community engagement at the centre of its core responsibilities. Alumni, as critical stakeholders of the University, are identified as of considerable importance for the delivery of the 2016-2021 Strategic Plan. UNIZULU boasts esteemed alumni who hold influential positions in many

sectors of our society and they have a strategic role to play in supporting the University's endeavours through their influence and networks. The appointment of Deputy Chief Justice R. Zondo as University Chancellor in 2018 highlighted the importance of alumni relations. The University aims to further strengthen alumni relations to the benefit of the University and its current students.

Sustainability within the South African context cannot be separated from transformation. What has become clear after more than 20 years of democracy is that transformation means very different things in different contexts. The University started the process in 2015 of defining what transformation means for UNIZULU and all of its stakeholders. The Integrated Transformation Plan identified transformation initiatives such as the development of an Employment Equity (EE) Plan, development of an Attraction and Retention Strategy, staff engagement at all levels, student leadership development, performance measurement, student

throughput, a Service Delivery Improvement Plan and disability. A five-year Employment Equity Plan was submitted to the internally established Transformation Committee for deliberations and monitoring. Using the KwaZulu-Natal Provincial Economically Active Population demographics, numerical goals and targets were determined.

As indicated above, the 2016-2021 Strategic Plan identifies alumni relations as an important target for the University. The University's alumni team will work to ensure that the University and its stakeholders work collaboratively for the benefit of all.



**Ms N. Caluza**  
**Chairperson of Council**



CONGRATULATIONS  
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# SENATE REPORT TO COUNCIL

During the period under review, the Senate continued to exercise its mandate of preserving the academic integrity of academic programmes in line with the provision of the Statute of UNIZULU. Operations of the Senate focused largely on quality improvement, restructuring of academic programmes, cleaning of the academic structure and the introduction of new career-focused programmes to address the mission of a comprehensive university.

## COMPOSITION OF THE SENATE

The Senate has been reconstituted according to the newly approved Statute of UNIZULU and in accordance with section 28 (2) of the Higher Education Act, Act 101 of 1997, as amended. Therefore, members of the Senate are:

- Vice-Chancellor (Chairperson)
- Chairperson of the Council or any other external member of the Council nominated by the Chairperson of Council
- One external member of the Council appointed by the Council
- The Deputy Vice-Chancellors
- Registrar
- Deans
- Professors, Deputy Deans and Head of Departments
- Dean of Students or a person holding an equivalent position
- Head of the Richards Bay Campus
- One academic employee from each faculty, with at least the status of an Associate Professor, elected by faculties in accordance with paragraph 31(2)
- Directors of centres, institutes or units with an academic function appointed by the Senate
- Directors or persons holding equivalent positions, of departments and units with an academic support function appointed by the Senate including, but limited to:
  - » Library services
  - » Research support
  - » Academic support
  - » Quality assurance

- Chairperson of the Institutional Forum
- Two students elected in accordance with the process described in paragraph 31 (3).

## OVERVIEW OF FACULTIES

The Faculty of Arts is led by the Acting Dean who also is the Deputy Dean of Teaching and Learning, and is assisted by another Deputy Dean of Research. The Faculty has approximately 105 academic staff members across 15 departments. The composition of the academic staff includes: three senior professors, five full professors, four associate professors, 12 senior lecturers, 63 lecturers, two junior lecturers and 16 temporary lecturers.

The Faculty of Commerce, Administration and Law is led by the Dean and assisted by both the Deputies of Teaching and Learning and that of Research and Innovation. The Faculty is made up of six departments, each led by their respective Heads of Department. There are three full professors in the Faculty, three associate professors, 16 senior lecturers, 20 lecturers and the coordinator of the Centre for Legal Services.

In the Faculty of Education, the same leadership structure of the Dean assisted by the two deputy deans also applies. The Faculty Officer, the Faculty Manager, the Secretary, the Administrative Assistant, and the Coordinator of the Resources Centre support this leadership team. The faculty has eight Heads of the Departments assisted by five secretaries, where six smaller departments share the services of one such secretary. The Faculty has four full professors and three associate professors.

The Faculty of Science and Agriculture is constituted of 14 departments, including the Science Access, which offers bridging programmes. Three departments in the Faculty offer the focus degree programmes (Agriculture, Consumer Science and Nursing Science). The rest of the BSc degree qualifications are double majors. In addition, there are two diploma programmes in Human



Movement Science and in Consumer Science. The BSc double majored programmes and B Consumer Sciences articulate while the BSc Agriculture and the B Nursing degrees (NQF 8) articulate directly to MSc. The Faculty of Science and Agriculture comprises academic and support staff. Support staff also include lab assistants and technicians. The faculty has about 100 academics and 46 % have a PhDs, only 2% are senior professors, 8% are professors and 9% associate professors. Currently, there are three female professors and two female associate professors.

## CHANGES IN ACADEMIC STRUCTURE

In 2018, there was a drive to ensure that the academic structure is correct and in line with the University Programme and Qualification Mix (PQM). Attention was paid to the total number of credits of each module and the total number of credits per programme. This exercise was accompanied by the alignment of what is in the Faculty Handbooks with the PQM of the University. The Heads of various departments in the Faculty of Arts worked hard to ensure the academic structure of programmes offered in the faculty is correct. The faculty also participated in the HEQSF Alignment Project plan, which meant revising all qualification and module coding.

The faculty, like all faculties at the University, participated in this plan and the academic structure necessitated attention that related to the following: ITS Academic structure (SACAD); Create New Qualification Codes; Create New Module Codes; Validate Qualification Types; Validate NQF Course Levels; Revise Module Credits – 15 Credits vs Notional Hours (Gazette 38116); Maintain Qualification Types and Qualification IDs; Maintain NQF Course Levels; Maintain CESM Codes as per PQM; Module Groupings; Phasing out dates – all Category C Programmes such as the current BA programme that is being phased out. It is gratifying to report that PQM Clearance has been received from DHET for the following programmes; BA, BA in Psychology, BA Hons in Psychology, Bachelor of Social Work, Hons in Industrial Sociology,

MA in Industrial Sociology, MA in History, Doctor of Philosophy in History, Diploma in Tourism Management and Advanced Diploma in Public Relations.

The Faculty of Commerce, Administration and Law saw the finalisation of the National Review of their LLB Programme in 2018. The LLB degree offered at the University received full re-accreditation from this review. This process ensured an extensive review of the LLB Curriculum. The revised LLB curriculum now offers non-law modules like Business Management and Introduction to Microeconomics, as well as new electives such as Maritime Law and Cyber Law. Legal Research is now a compulsory module at level 4. Legal research methods have also been incorporated into at least one core module in each of the other three levels.

The BCom in Accounting Science was also approved and accredited by SAICA in April 2018. The Department of Economics also had a successful review of its BCom, Honours, MCom and DCom programmes in July 2018. The Self-evaluation Report was well received by the panel of external reviewers. The department is in the process of developing a strategy to respond to the recommendations.

In 2018, the department motivated for the Economics Honours programmes that consisted of five-year modules to be converted into eight quarterly modules. The request was that five of the modules (Macroeconomics, Mathematics, Econometrics, Microeconomics and Research Project) would be core together with three electives where students could select from a number of other alternatives. The DHET approved this upgraded programme and the department will offer it to the first cohort of Honours students in 2019. In addition, the DCom and MCom programmes were renewed for another five years. The department had a review of its BCom, Honours, MCom and DCom programmes in August 2018. The reviewers' report was received recently. The

department is in the process of developing an improvement plan.

In 2018, the Faculty of Education introduced four newly accredited programmes. (BEd Foundation Phase, BEd Intermediate, PGCE (Senior & FET) and PGCE (FET)). At the end of 2018, the Faculty also received accreditation for the BEd (Senior and FET), which will be implemented in 2020. Phase out plan for all the phasing out programmes in the faculty was developed for the phasing out programmes and approved by Senate in 2018.

The Faculty of Science and Agriculture made adjustments to its academic structure, beginning in 2019, to be HEQSF aligned.

The University has taken a proactive stance in ensuring quality of provisioning across all programmes appearing in the University PQM. The currently finalised and approved HEQSF aligned Programme Qualification Mix (PQM) has been communicated to all faculties and submitted corrections to the Council on Higher Education and DHET. The PQM clean-up is meant to ensure that no students are enrolled into discontinued or de-accredited programme. There are two de-accredited programmes: Bachelor of Art in Social Work and Bachelor of Psychology. The University successfully submitted teach-out plans to ensure recognition of the qualifications for pipeline students, while proceeding with review of the curricula in both areas. These two reviewed programmes were approved by DHET, and are in the process of being submitted for accreditation to CHE and SAQA. Plans for new intake into these two programmes are only projected for the academic years 2020 and 2021.

The University has reviewed its academic structure system to allow for a more efficient management of student enrolment. The new system eliminates manual processes that created space for possible administrative glitches, and introduces an online registration process in line with approved academic structure.

On 17 May 2018, the University received the Engineering Council of South Africa (ECSA) endorsement for the following bachelor degrees:

- Bachelor of Engineering in Electrical Engineering
- Bachelor of Engineering in Electrical Engineering and Computer Engineering
- Bachelor of Engineering in Mechanical Engineering
- Bachelor of Engineering in Mechatronic Engineering
- Bachelor of Engineering in Maritime Engineering
- Bachelor of Engineering in Aviation Engineering

## SIGNIFICANT DEVELOPMENTS AND ACHIEVEMENTS IN TEACHING AND LEARNING

The highlights of each faculty's achievements in Teaching and Learning during the year under reviews are set out below:

### Faculty of Arts

The Faculty of Arts managed to have the majority of the modules offered across 15 of its departments activated on Moodle. More academics are continuously being trained and capacitated in blended learning methods and tools. In addition to Moodle, some colleagues are using various e-learning platforms depending on the accessibility of such platforms to students. The HOD of the Information Studies Department, facilitated the training sessions every Friday from 9h00-12h00. This training also formed part of the Teaching Advancement at Universities (TAU) fellowship project. The wireless Access Points (APs) has been installed in the faculty block.

The faculty also focused on the identification of students at risk, and risk modules. Reports were provided on such students and on the modules. These reports were presented and analysed by the Faculty Teaching and Learning Committee together with intervention strategies, which include remedial and corrective actions. A cohort analysis indicates that the overall pass rates of undergraduate students was 84% in 2018. In percentages, this increase has been 86% in 2014; 87% in 2015; 88% in 2016 and 89% in 2017. In 2018, the pass rate slightly decreased to 88%. These percentages remained above the University average of the same cohort. The pass rate of postgraduate students increased from 50% in 2017 to 59% in 2018.

### Faculty of Commerce Administration and Law

In the Faculty of Commerce, Administration and Law, the overall targeted pass rate of 81% for undergraduates was achieved in 2018 for the majority of modules in the respective programmes. In instances where 'modules at risk' or 'students at risk' were identified, appropriate interventions were put in place. The pass rate for postgraduate students was high at 73%.

In the Public Administration Department, 32 Honours students visited the Department of Public Service and Administration (DPSA – in Pretoria) on 29 August 2018. The aim of the visit was to develop students' work readiness through different activities that enhance their learning. The DPSA exposed students to programmes that cover different aspects of public services delivery, policy analysis and implementation issues of ethics.

In the Business Management Department, two staff members, accompanied by three Masters students, attended the Entrepreneurship Development in Higher Education (EDHE) Lekgotla in Cape Town. This was hosted by the Universities South Africa (USAf) and DHET. The focus of this event was to introduce entrepreneurship in all modules, programmes and study areas within universities. This event was an enormous success and puts UNIZULU on the map in terms of actively being involved in entrepreneurship development at university level.

## The Faculty of Education

The Faculty of Education hosted a Teaching and Learning Indaba from 22-24 May 2018 at the Protea Hotel, Empangeni. The overarching purpose of this Indaba was to engage academics in the Faculty of Education on a wide range of issues relating to Teaching and Learning in the Faculty to enhance the academic enterprise. On 14 May 2018, the Faculty of Education convened a roundtable discussion on the theme: Transforming Higher Education Curricula: The Nexus between Academia and Society. Two guest speakers, namely Prof. Francis (UNIVEN) and Dr Madondo (District Director: Ilembe District), were invited. Executive committee members of the convocation, Mr Zwane and Mr Mchunu, who are both school principals, made presentations during the discussion.

The overall pass rate for the Faculty of Education was exceptionally high with 89% for undergraduates. The postgraduate pass rate is, however, low at 50%.

## The Faculty of Science and Agriculture

The overall pass rate for the Faculty of Science and Agriculture was 79% for undergraduate students in 2018, with the postgraduate pass rate at 65%.

The Department of Physics has initiated a process of recording lectures in video format. These will be made available on Moodle and possibly on YouTube to supplement the learning of the students. The rationale behind utilising YouTube is that the videos (which are recorded in HD) are compressed into a manageable format/s, which can easily be accessed by students.

A software license has been obtained through the clinical skills lab grant, which is for unlimited use, to facilitate the Anatomy and Physiology study for nursing students. The Department of Nursing Science has informed Zoology, Sports Science and Consumer Science and the Librarian of the login details so that their students can benefit from the unlimited license to this programme.

The Department of Mathematics launched a system on 6 August for giving support to first year (SMTH112, SAMT122, SSTT112) students who are at risk. The programme provided 10 hours of support per week for students who are at risk and was championed by the postgrad students. Similarly, Human Movement Science and the Department of Physics and Engineering use the peer helper system for older students to assist the first-year students. This has resulted in improved pass rates of the modules in these programmes of study.

A debate was held on 3 August 2018 as part of the Faculty of Science Industry exposure. The theme was: 'Supplements or Nutrition with Exercise are Key to a Healthy, Active Life'. Consumer Science and Sports Science/Human Movement Science participated in the debate session. The debate highlighted and promoted the importance of Inter-Professional Education (IPE) and Collaborative Practice (CP). The two departments realised how working together could effectively solve complex problems and challenges that affect health, nutrition and the well-being of communities.

As part of their curriculum, the Sport and Exercise Diploma Students had to organise various sporting tournaments. On 17 August, the students hosted a Volleyball tournament and on 22 August, they organised a netball tournament.

The Consumer Science Department uses WhatsApp groups to discuss some matters and for updates: It is an easy communication tool where the lectures and students discuss and ask questions for clarity.

Dr Erasmus, in collaboration with NMMU, is currently conducting a nation-wide survey on employability of Human Movement Science (HMS) students who graduated from 2003 to 2018. This study will help to identify the industry sector in which there are most job opportunities, as well as the skills needed for finding jobs, thereby assisting the HMS Department to adapt teaching methods to be industry specific, if needed.

In the Teaching and Learning Centre (TLC) a workshop on the Fourth Industrial Revolution (4IR) was held at the Bon Hotel on 5 October 2018. The two guest speakers were Dr Kiru Pillay and Prof. Manoj Maharaj. Three members of the newly elected SRC were in attendance. Mr Gokhale made a presentation of the abstract at Moodle Africa on the 10-12 October 2018. The Faculty of Science and Agriculture agreed to embark on instructional designing (ID) training in collaboration with TLC and to pilot the instructional design of their content to be placed on the University's LMS.

## LEVELS OF ACADEMIC PROGRESS IN DIFFERENT DISCIPLINES AND LEVELS OF STUDY

Table 19 shows that on average, the University had a pass rate of 84%, which was far above the planned target overall pass rate of 80%. The disaggregation of this pass rate per faculty is as follows: the highest pass rate was in the Faculty of Education (89%) followed by the Faculty of Arts (87%), Faculty of Science and Agriculture (81%); while the pass rate in the Faculty of Commerce, Administration and Law was 79%.

**Table 19: Average Pass Rates (2018)**

	FACULTY	ENROLLED	PASSED	PASS RATE
1	Arts	32 282	28 009	87%
2	Science and Agriculture	34 121	27 532	81%
3	Education	44 709	39 887	89%
4	Commerce Administration and Law	27 915	21 996	79%
	<b>TOTAL</b>	<b>139 027</b>	<b>117 424</b>	<b>84%</b>

In the Faculty of Arts, the following staff members completed their University Leadership Development Programme (ULDP) facilitated by the University of Stellenbosch's Business School: Prof. L.Z.M. Khumalo, Dr G.M. Naidoo, Dr P. Mwipikeni, Mr G.T. Marovatsanga, Mr M.M. Shabalala and Mr M.M. Masuku. Furthermore, the following three academic staff members completed their doctoral degrees: Dr V. Ndabayakhe (Department of English), Dr D.H.D. Ngobese (Department of History) and Dr M.M. Masuku (Department of Anthropology and Development Studies). Two colleagues completed their postgraduate diplomas in Education (PGDIP), namely; Dr Reddy (Department of Communication Science) and Dr N. Evans (Department of Information Science).

The Faculty of Commerce, Administration and Law graduated five staff members from various departments with various postgraduate degrees through UNIZULU.

In the Department of Law, Prof D. Iyer successfully supervised the following three staff members who graduated with their doctorates in 2018, namely: Dr L.R. Calvino – LLD (2018), Dr K. Naidoo – LLD (2018) and Dr T. Matadi – LLD (2018). In the Department of Business Management, the following two female staff members also graduated in 2018, namely: Dr M.F. Magigaba – PhD (2018) and Mrs N. Koenane – Masters (2018).

In the Faculty of Education, Prof. Mandla Morris Hlongwane, the Head of the Department of Educational Psychology and Special Education, was promoted from associate professor to professor as well as Prof. A Bayaga. The following staff members were promoted to rank of senior lecturer; Dr Ms Mabusela, Dr S. Xulu, Dr S.A. Govender, Dr S. Govender, Dr I.S. Kapuela and Dr P. Pillay. At the same time, the following staff members obtained their PhDs and masters degrees in the Faculty of Education, namely Dr H.R. Mhlongo (DEd in 2016), Dr A. Mzimela (DEd 2017), Dr E.C.A. Kok (DEd in 2017), Dr L.O. Kakhonza (DEd in 2018) and Ms L.L.P. Bele (ME in 2018).

Two academic promotions were recorded in the Department of Computer Science; Dr Mudali was elevated to senior lectureship status and Prof. Matthew Adigun also received promotion to senior professorship. Dr S. Krishnannair and Dr M. Matadi in the Department of Mathematical Sciences were promoted to senior lectureship. In the Department of Physics and Engineering, Dr Ntshangase was promoted to senior lectureship.

In the Faculty of Science and Agriculture, Mrs K.M. Ndwandwe in the Department of Consumer Science obtained a PhD at UKZN. In the Department of Nursing Science, Dr Madlala obtained his D Tech degree through the Durban University of Technology (DUT) in 2018 and Mr Ngomane graduated with a Diploma in Public Health from the University of South Africa (UNISA) in the same year. Ms Z. Mbhele, a senior laboratory assistant in the Department of Botany, received her MSc in Botany on 11 May 2018 from UNIZULU. Mr P. Sokhela, a laboratory assistant in the Botany Department, received his Honours degree in Botany on the same day from UNIZULU. Prof. S. Ntshangase in the Physics Department completed a Higher Education Diploma offered by UKZN. Furthermore, three academic staff members finished the first phase of Diploma in Higher Education, namely: Prof. T.E. Motaung – Chemistry, Dr L. Linganisio – Chemistry, Prof. R. Pullabhotla – Chemistry, Dr Tebogo Segapelo – Chemistry, Dr Matadi – Mathematical Science, Dr Tilahun – Mathematical Science, Dr S. Krishnannair – Mathematical Science and Mr J. Cloete – Mathematical Science.

Prof. K. Lehloenya, Prof. J.S. Msomi and Dr Ntuli, Dr M. Mthembu successfully completed a UNIZULU Leadership Programme course, which was offered by Stellenbosch University. This is part of the succession plan supported by the Department of Human Resources to equip upcoming leaders in the Faculty of Science and Agriculture.

## AWARDS AND ACHIEVEMENTS

At the Faculty of Arts' Academic Awards ceremony, two certificates were awarded to Dr Evans in recognition of his outstanding contribution to the advancement of the Faculty of Arts and the University as a whole. One staff member received an award for managing a large class. At an individual and departmental level, colleagues received numerous awards and achievements such as the acquisition of additional qualifications. The faculty also held two very successful conferences: The Humanities and Social Sciences (9th) and Information Science (19th) conferences.

The Faculty of Commerce, Administration and Law, Public Administration and Law departments have achieved pass rates ranging from 75% to 82% across all levels. In Law, Verusha Naidoo, who graduated with distinction, received the Vice-Chancellor's Award for being the top student in the Law department. She also received an award from the Legal Practice Council (previously Law Society of South Africa) for her outstanding performance. Three of the LLB students travelled to Nuremburg (Germany) to participate in the International Criminal Court Moot Competition and in two rounds of the competition, UNIZULU won the prize for 'Best Speaker'. Students also travelled to Ghana to participate in the International Human Rights Moot Competition. In December 2018, five level 4 students participated in a vacation programme offered by Advocates Group 21 and KPMG. The students travelled to Gauteng where they were given the opportunity to shadow advocates for 10 days.

The University was awarded a certificate for the best tertiary institution by the Zululand Chamber of Commerce and Industry (ZCCI) for attaining the SAICA accreditation of their BCom (Acc.) Programme. As a result, the department had a celebratory event on 8 August 2018, which was a success as the staff and top achievers for the academic year for BCom (Accounting Science) were also honoured. High profile professionals in the Chartered Accounting fraternity attended the function. On 10 May 2018, the first cohort of BCom Accounting Science group graduated for the first time. Within that group, one student was nominated as one of the top achievers in the faculty as he obtained his degree with distinction.

Prof. Greyling, Miss Jili and Miss April were also recognised as winners of the VC's Excellence Awards for their achievements in Teaching and Learning. Prof. Greyling was the runner-up in the seasoned academic category and Miss Jili was the winner in the Emerging Category. Dr Vezi-Magigaba visited the Appalachian State University in the United States where she presented a paper

on the challenges facing women leaders within the academic environment.

At the graduation ceremony of May 2018, five undergraduate students from the Faculty of Education received the Vice-Chancellor's Top Achiever awards for their outstanding academic performance. The students were N.G. Dlamini (BEd – FET, EMS and Language), M.M. Kweyama (BEd – FET Accounting and Business Management), K. Majola (BEd – Intermediate and Senior Phase Mathematics, Science and Technology), B.P. Ngema (BEd – Early Childhood Education), and B. Ngqulunga (BEd – Intermediate and Senior Phase Life Orientation and EMS).

Ms Nontobeko Prudence Khumalo was the winner of the 2018 VC's Teaching Excellence Award in the Emerging Scholar's category. Umalusi, the Council for Quality Assurance in General and Further Education and Training Band, has invited Prof. Maphalala to serve on the Umalusi Research Forum, a sub-committee of this Council. At the same time, Prof. M.S. Mabusela, Acting Deputy Dean of Teaching and Learning, was selected as an adjudicator for the Department of Basic Education's Annual National Teaching Awards for the period 2017-2019.

Three staff members – Dr K.A. Gazu, Ms K. Maluleka and Mr M.V. Nzama – attended an editing course at the Witwatersrand Language School in June 2018. The course empowered them with text editing and proofreading skills. They were also required to do assessments that comprised two assignments and a four-hour online examination.

The Faculty of Education successfully applied for the University Staff Development Programme (USDP) in collaboration with sister faculties of Education at DUT, Rhodes University and Penn State University to ensure that 30 predominantly African (80%) teacher educators in these South African universities participate in an intensive four-year programme focused on PhD completion, mobility, supervision, capacity development and the generation of high impact research.

The Faculty of Education hosted five student teachers from Appalachian State University (Boone, North Carolina, US) who did their teaching practice in two local schools. The Departments of Chemistry and Mathematics conducted an award ceremony to recognise the top achievers in various modules. The departments also awarded recognition certificates for students who have voluntarily offered themselves to help first-year students. This programme of peer assistance involves working alongside the student council in the Faculty of Science and Agriculture and it

has motivated students within the departments to improve and put more effort into learning.

In the Faculty of Science and Agriculture, Dr Mudali and Mr Tarwireyi of the Department of Computer Science were certified as IBM Big Data Engineer instructors to enhance the mode of delivery for the modules in the programme. Mrs C.N. Sibeko received her MSc degree in Computer Science, which was awarded in May 2018 and she has been promoted accordingly to the position of lecturer. Five academics were nominated in the Faculty of Science and Agriculture for the VC Teaching and Learning Awards. Prof. U. Kolanisi received first prize in the distinguished category and Mrs C. Gouws received third prize in the emerging category.

## WORKING WITH INDUSTRY AND COMMUNITY ENGAGEMENT

The programme and qualification mix of the University is evolving in response to a number of factors: its national classification as a comprehensive University that requires the development of new University of Technology-type programmes in response to technical and vocational industry needs, as well as general requirements of professions and other workplace demands in areas where the University is training and graduating students. A new policy on community engagement in teaching and learning was developed to facilitate the processes of engaging industries for the purpose of influencing teaching and learning in diverse areas, including curriculum, teaching methods, workplace learning models, entrepreneurship and graduate attributes. In addition, a framework for graduate attributes was developed so that the graduate characteristics required by the various industries are incorporated in the quality enhancement and assurance activities of teaching and learning.

## TEACHING AND LEARNING CENTRE

The University remains committed to the development of its existing teaching and learning expertise and quality, while introducing improvements and enhancements as part of its continued development. Specifically, it focuses its attention on the first-year experience and general student support. It continues to develop its staff pedagogically and promotes the scholarship of teaching and learning, and it continues to integrate and investigate the effective use of ICT in Teaching and Learning.

A carefully planned First-Year Experience Programme provided much needed peer helpers to assist with registration of first time students and their subsequent induction. Carefully selected

senior students were called in to arrive early so that they could be trained and distributed to registration and the orientation under the teaching development grant. Classes started immediately following registration and orientation, amid challenges of the implementation of the free higher education arrangements announced by the former president in December, 2017.

Classes started smoothly, only to be curtailed by a violent student protest that erupted at the KwaDlangezwa campus and led to the loss of two weeks of academic time in February, in response to which the teaching recovery plan prepared by Deans assisted students to minimise the negative impact.

The Teaching and Learning Centre recognises and supports the role of research, scholarship and creative activity and, therefore, continues to provide workshops to build capacity and implement new trends. Furthermore, the Teaching and Learning Centre seeks to provide tools and formal processes to assist in the improvement of teaching skills through activities and workshops focusing on:

- Teaching and Learning in higher education
- Curriculum design
- Reflective practice
- Assessor-moderator training
- Postgraduate Diploma in Higher Education

In order to showcase excellent teaching and learning practice, academics are encouraged to compile a Teaching Portfolio. The Teaching and Learning Centre hosted its second Vice-Chancellor's Excellence in Teaching and Learning Awards in 2018. The awards are a national strategic imperative that seek to recognise excellent academics. These awards were established in 2009 – a collaboration between CHE and the Higher Education Learning and Teaching Association of South Africa (HELTASA). The primary purpose of the awards is that individuals who have achieved excellence as teachers can be honoured, recognised and rewarded.

The New Academic's Transitions into the Higher Education Project (NATHEP) project began in August 2018. This project concentrates on the professional development of academic developers with a focus on induction practices of new academics in higher education. As a University Capacity Development Programme (UCDP) collaborative project, it involves partnerships across 10 universities and other national higher education experts as required. This project addresses a national priority and is aligned with the Existing Academic Staff Capacity Enhancement Programme (EASCEP) of the UCDP. Its activities are aimed at

supporting the teaching, research and professional development of newly recruited academics through workshops and short courses.

Furthermore, the New Generation of Academics Programme is intended to support universities to recruit new academics in line with their staffing and development plans. Seven nGAP lecturers have been employed up to 2018. Faculties have been advised to consider the nGAP as part of succession planning. nGAP lecturers at Masters level engage in 20% of teaching and learning while pursuing their doctoral degrees. Academics at doctoral level are allocated 50% of teaching time while developing their pedagogical skills.

UNIZULU has made great strides with the appointment of a Coordinator Teaching with Technology in May 2018. A draft document on the instructional designing (ID) of the new Moodle instance was compiled, which was benchmarked against UKZN. The content creation for a personalised online Moodle training intervention has been developed.

In line with its mission to provide globally competitive graduates, the University embarks on a training initiative each year to upskill its first-year students in basic computer skills. The data received from the pre- and the post-tests conducted by the coordinator will thereafter be a key driver for the University's e-Learning Strategy.

As part of the student development programme, tutors trained in 2017 were distributed to various first-year classes to assist in the teaching and learning project for first-year level students. On 17 May 2018, DCV Prof. Songca led a full-day workshop: 'Student Development Indaba' to develop a new Protocol for the Tutorship Programme, in accordance with DHET policies and in compliance with the regulations for the University Capacity Development Grant (UCDG) funding. Five champions were appointed and trained to facilitate the programmes. These champions link the faculties and the TLC.

Another focus area of student development is the Writing Centre, which was at its second year of functioning in 2018. What was primarily a Faculty of Education support service has gained momentum across all the faculties across the campus, including the Richards Bay campus, from July 2018. The Writing Centre services have been utilised in their different forms (individual and group consultations as well as class presentations).

The entrenchment of improvements and continued teaching and learning practices ensure that UNIZULU students enjoy a

rewarding and quality academic experience. The partnership between the faculties and the supporting divisions is highly effective, and UNIZULU's intention is to maintain and even increase this effectiveness in the months ahead. Ongoing efforts continue to tighten tutorship and mentorship programmes and ongoing academic staff development opportunities continue to ensure that students receive high quality teaching and learning.

## COLLABORATIONS/PARTNERSHIPS

Departments that have a credit bearing work integrated learning (WIL) as a component of their programmes have a strong and healthy relationship with the industry that not only offers internship positions but also employment when vacancies become available. Examples are the departments of Recreation and Tourism, which have strong connections with the Tourism industry and other relevant stakeholders.

Due to the highly practical and hands-on approach to the teaching and learning of some programmes in the Faculty of Arts, for example Creative Arts, it is imperative to often engage professional artists, arts educators, drama and theatre practitioners in various fields to mentor students. Second- and third-year voice students attended a highly esteemed Ethekwini Choirs League where they watched various choirs from KZN compete and demonstrate high quality professional performance skills. The students had an opportunity to interview choristers and choir conductors as part of their learning, and on return to campus, students presented and submitted written assignments based on these work integrated learning platforms.

The Department of Information Studies worked closely with the KwaZulu-Natal Convention Bureau to secure funding for its 19th Information Studies (IS) conference that was held in Richards Bay, KZN from 12-14 September 2018.

The Faculty of Education has initiated considerable collaborations with education stakeholders. The faculty has entered into collaborations with the Ilembe and King Cetshwayo districts of Basic Education. As part of the collaboration, the Faculty organises workshops to promote the quality of education in the districts by capacitating teachers on subject content knowledge, ethical conduct as professionals, learner discipline, and learner life skills. Capacity building is also extended to the School Management teams and School Governing Body members on how they can lead and manage their schools in a way that promotes quality teaching and learning.

The support offered to Grade 12 learners is in the form of Saturday and Winter classes. The volunteering students and staff assist learners in identified subjects, which include Mathematics, Economics, Life and Physical Sciences, Accounting and Geography. This is a Community Engagement project of the National Research Foundation (NRF), which also capacitates staff in research activities while increasing the faculty and University research output.

In the Faculty of Science and Agriculture, in order to improve collaboration with industry initiated collaborations, Tronox donated three sets of lab equipment for the Chemistry Department. Tronox had already donated two automatic fluxers worth more than R2 million to the department, which can be used for teaching and learning. Nonetheless, they are ideal for research done by material scientists.

The USDP programme is a collaborative partnership among local institutions and one international institution, namely: UNIZULU, DUT, Rhodes University and Penn State University. This partnership of universities engages in innovative, high impact and transformative programmes that will see 30 predominantly African (80%) teacher educators in South African universities participating in an intensive four-year programme focused on PhD completion, mobility, supervision, capacity development and the generation of high impact research. The programme hopes to achieve its objectives by releasing the selected candidates from weighty teaching responsibilities and offering mentorship support, thus ensuring the timely completion of PhDs. UNIZULU participates in two of these programmes. This programme commenced in the 2018 academic year and will run for four years. The first three years of the programme will focus on PhD completion and the final year on the generation of scholarly publications. Ten academics (five females and five males) in the Faculty of Education are benefitting from the two programmes that support academics to complete their doctoral studies, with the hope that they will in return contribute to the enhancement of teaching and learning, postgraduate supervision and the research output of the institution.

The Faculty of Education hosted five student teachers from Appalachian State University (Boone, North Carolina, US) who did their teaching practice in two local schools, namely Mantshangule Primary School and Dlangezwa High School. The student teachers taught for five weeks during April and May 2018. Visiting students are meant to do a project while in South Africa. The five students brought library books suitable for a primary school to South Africa

and re-organised, painted and decorated the school library and Matshangule Primary.

## TEACHING AND LEARNING PRACTICE

The teaching and learning strategy was reviewed with a strong emphasis on technology enhanced teaching and learning, and this was emulated in the teaching and learning conference where student-led innovations in teaching and learning took centre stage. The University continued with the devices for students' projects, albeit under trying procurement and usage circumstances. This will be addressed through a deeper expression of technology enhanced teaching and learning in methodologies, and learning guides.

## SIGNIFICANT DEVELOPMENTS AND ACHIEVEMENTS IN RESEARCH

The year under review was a year of considerable improvement in mixed developments, with simultaneous progress in staff and postgraduate (PG) research capacity development projects. While the Research Office is undergoing significant structural transformation, it has continued to deliver its routine functions, making a notable collaborative impact in the institutional, national and international scientific, and community domains. The respective sections of this report allude to a number of initiatives in the field of ethics, research committee awards, growth in research publications, IP and technology transfer projects. The Research Office remained motivated by positive developments in the quality of PG NRF funding applications, albeit with a decline in the NRF capacity to fund these improved applications.

Indeed, research outputs (publications) have been on the rise in the past two years. Furthermore, UNIZULU has continued growth in national and international collaborative projects, including the Editorial Projects in Education (EPE), EMISHA and South Africa – Sweden University Forum (SASUF) collaborations with the EU institutions, as well as the TIA, and KZN EDTIA funded projects. As alluded to in respective sections of this report, there is an increasing recognition of UNIZULU's capacity to impact the innovative capacity of the science and policy discourse regionally, nationally and internationally – with the DVC, the Director and individual researchers invited to present, lead and review key strategic initiatives for the future of higher education and the broader national policy framework. UNIZULU's participation in the workshop on the Fourth Industrial Revolution at University of Pretoria (UP), our invitation to review British Council-NRF projects, our role in SA-Sweden University Forum (SASUF), are a few to report on during the year under review.

## Growing Local and International Collaborations

A number of external interactions were realised in the recent past:

- To maintain scholarship relevance in the field of educational technology and pedagogy, the Director Research made a presentation at the INTED2018 (Technology, Education and Development) conference in Valencia on 4-7 March 2018
- Under the leadership of the DVC, UNIZULU is playing an active role in the SA-Sweden University Forum – taking part in each of the six themes in the collaboration, with the first of the practical collaborative series initiated in May 2018 – leading to the opening of the SASUF workshop in Pretoria on 15-17 May 2018, and the second workshop is earmarked for May 2019
- The DVC, the Chief Admin Officer, and the Director attended the Inorms 2018 Conference to contribute and gather insight on international research management trends. It was at the EICC, Edinburgh (4-7 June 2018)
- On 4 July 2018, UNIZULU hosted the National Health Research Ethics audit to the university UNIZULU Research Ethics Committee (UZREC). The findings of the committee were crucial to the accreditation of the University's research regime to continue conducting research. A positive audit was received, culminating in a re-accreditation, with minor guidelines for improvement
- To conclude the EU Mundus (PLUS) collaborative project between South African and EU universities on the enhancement of the PG environment, the Research and Innovation Unit attended the project conclusion workshop to give an account of the outcome of its contribution to the project (11-13 July, 2018)
- UNIZULU continues to make contributions in an effort to shape the future of national scientific innovation development. On 14-16 August 2018, the Director of the Research Office honoured an invitation to contribute towards development on the readiness of the SA Higher Education System towards the 'New Industrial Revolution' readiness
- Ethics have become a crucial element of research in modern universities. Under the invitation of UNISA, UNIZULU participated in the development of relevant research practices at an international ethics institute workshop at UNISA on 24-29 September 2018
- In the University's process of developing an electronic management of research and ethics, the Director attended a research management support systems workshop at UCT on 8-9 October 2018
- The Director represented the DVC in a national workshop (organised by the DST) on the Draft White Paper Stakeholder Summit at the University of Pretoria on 9 November 2018

- The declining potency of the traditional funding regime is pressing the University for innovative funding alternatives. Through the Director of Research, UNIZULU headed the British Council invitation to discuss the Higher Education Internationalisation Workshop at Emperor's Palace on 13-15 November 2018;
- As a major stakeholder in the SA (NRF)-CERN collaboration, the research office honoured the invitation to attend the 10th recognition of a research and development collaboration between The European Organization for Nuclear Research (CERN) and the NRF at iThemba Labs in Cape Town (19-20 November 2018)
- The Research Office attended a mandatory Centre for Research on Evaluation, Science and Technology (CREST) facilitated Monitoring and Evaluation UCDP workshop at the University of Pretoria on 21-22 November 2018, to work on the effective way of monitoring, evaluating and reporting on the UCDP funded projects in research as well as in Teaching and Learning
- The Director was invited by the NRF to review British Council-funded submissions to a Tri-literal Research Chairs Call at the NRF on 27-29 November, 2018
- In a newly established working relationship with the British Council, UNIZULU attended a follow-up workshop in Johannesburg on 22-24 January 2019.

## Specific Projects

In 2018, the Research and Innovation Unit initiated a project to develop an electronic research and ethics administration system. Adapt IT was contracted to provide the systems development service. To inform the project, however, university research stakeholders were mobilised to inform a design of the systems requirement in March 2018. The University has since concluded the initial design process, and has entered a phase of prototype development, with the testing expected at the end of the first semester of 2019. In terms of the research capacity development activities, a number of PG and researcher training workshops were delivered.

## Funding

For the 2018 financial year, the Research Committee approved research funding for 320 applicants amounting to R4 428 203; this includes 154 honours, 103 masters, 45 doctoral and 18 departmental projects – these funds are allocated to enable students and staff to conduct their research. Several national conference attendances amounting to R330 000 were approved during the year under review. The Research Committee funded a total of 50 applicants to attend international conferences

amounting to R2 100 000 during the year under review. The Research Committee funded a total of 50 applicants.

Furthermore, two applicants were funded for visiting lecturers/scholars in the departments of Mathematical Sciences and Maths, Science and Technology Education, amounting to R70 321; the hosting of two conferences in the Faculty of Arts amounting to R95 928; one sabbatical research grant in the Faculty of Commerce, Admin and Law amounting to R124 660; one short research visit in the Department of English, amounting to R74 999 and five applications in the Faculty of Science & Agriculture for research equipment, amounting to R1 023 545.

## Student Bursaries

As from January to October 2018, NRF allocated 292 bursaries/scholarships to UNIZULU students in different categories, including additional funding received in October. Two workshops on grant writing were organised in April and May to assist masters and doctoral students on how to write a good funding proposal, which were well attended. These workshops emanated from the previous complaints from the NRF about UNIZULU proposals submitted

for funding support – most of the students who attended these workshops were funded, and some were considered fundable but they could not be funded due to budget constraints.

Table 20 indicates how many students were awarded funding for 2018.

**Table 20: PG Student Bursaries**

BURSARY	AWARDS
Honours Freestanding	25
Honours Innovation	111
Honours DST-NSFAS	60
Masters Block Grant	65
Masters Innovation and Scarce Skills	12
Doctoral	17
Post-doctoral	2
<b>Total</b>	<b>292</b>

Table 21 contains information on awards, scholarships and bursaries received from the NRF during 2018.

**Table 21: Awards, Scholarships and Bursaries**

INVESTMENT AREA	TOTAL AWARD	TOTAL RELEASED	TOTAL PAID
Human and Infrastructure Capacity Development	23 830 994.00	23 830 994.00	23 610 994.00
International Relations and Cooperation	1 170 083.00	1 170 083.00	1 170 083.00
Research Chairs and Centres of Excellence	3 955 000.00	3 955 000.00	3 955 000.00
Strategic Knowledge Fields	1 795 355.40	1 687 021.90	1 687 021.90
Strategic Platforms	5 402 000.00	57 500.00	57 500.00
<b>TOTALS</b>	<b>36 153 432.40</b>	<b>30 700 598.90</b>	<b>30 520 598.90</b>

## Research Ethics

The purpose of the research ethics and integrity function is to facilitate institutional compliance with various national and international statutory provisions of respective ethics regulatory bodies. This is achieved by ensuring, through various administrative and committee support functions, ethical awareness and adherence to ethical codes of practices among the UNIZULU research community. The following developments were carried out during the year under review:

On 28 February 2018, completed and submitted the annual report to the National Health Research Ethics Council (NHREC) as

part of the accreditation requirements for University of Zululand Research Ethics Committee (UZREC).

- A quality assurance audit was conducted on the 17 July 2018 on the UZREC in preparation for recertification
- Training for all UZREC and Animal Research Ethics Committee members took place on 20-21 November 2018 and certificates were issued
- Following the recommendation of the audit report, the ethical clearance approval period was reduced to one year after 17 July 2018
- The informed consent template was revised and uploaded on the University website

- Miss Asande Dlamini and Prof. Nhlahlhla Mlitwa attended the Globe Ethics Workshop in Pretoria for one week (15-19 November 2018)
- Miss Asande Dlamini attended training at UKZN with Mr Siyanda Manqele for two days in February 2018
- The Terms of Reference, Standard Operating Procedure and Research Ethics Policy were reviewed. The policies were then circulated to committees and faculties and approved and uploaded on the University website

## Postgraduate Studies

- Research Assistants – Research assistant positions are one of the ways for the Research Office to train and mentor PG students on research management and administration and provide them with skills and experience. The contract of four Research assistants were renewed at the beginning of 2018. They have improved the level of research administrative support for faculty-level work
- Staffing of the PG Unit – The PG Office has undergone a successful post evaluation. However, while recruitment of an ideal candidate is yet to be finalised, services of short-term contract persons were secured to support admin work until the post was filled
- Research and Ethics Admin Systems – At the demise of the NRF facilitated RIMS initiative in 2016, the Research Office has led an in-house development, electronic research and

ethics administration support system. Internal consultative processes were initiated and were at an advanced stage by the end of 2018. The actual prototype development is expected in the third quarter of 2019, followed by amendments, and implementation by the end of the fourth quarter of 2019

- Staff and PG Students' Research Capacity Development – The Research Office understands research capacity development through training, workshops and seminars to be its mission-critical function

## Training and Development

The Training and Development Unit of the Research Office conducted numerous activities focused on training and development during the year under review, as set out in Table 22. Training and Development focused on the following areas throughout the year:

- Improve PG supervision through training programmes and seminars for supervisors
- Increase research capacity development programmes for PG students
- Improve research culture through engagement with internal and external structures
- Improve grantholding success among UNIZULU researchers
- Introduce capacity development and support for experienced researchers



**Table 22: Training and Development 2018**

DATE	EVENT	FACILITATOR
5-9 March	Postgraduate Summer School	HSRC Team
10 April	Understanding and Developing Research Proposal	Prof. A. Kappo
11 April	Understanding and Developing Research Proposal	Prof. I. Kaseeram
18 April	NRF Grant Application Workshop	Prof. A. Kappo
24 April	Postgraduate Induction	Research Office
8-10 May	PG Capacity Development	Dr L. Cassim
28-30 May	Research Writing Retreat Programe (Workshop A)	Dr Graham Baker and Dr Lickindorf
30 May	NRF Grant Application Workshop	Prof. A. Kappo
3-5 July	Qualitative and Quantitative Research Design	Prof. L. le Grange
17-19 July	Qualitative and Quantitative Research Methods Using Atlas TI and SPSS	Prof. Smit and Prof. Scherman
25-27 July	Questionnaire Design	Mr S Zondo
31-02 Aug	Questionnaire Design	Mr S. Zondo
14-16 August	PG Supervision (Phase 1)	Rhodes University
20-22 August	PG Capacity Development	Dr L. Cassim
27-31 Aug	Research Writing Retreat (Workshop B)	Dr Graham Baker and Dr Lickindorf
7-9 Sept	UCDP Supervision	UKZN and UNIZULU
10-14 Sep	Research Week	Research Office
18-20 Sep	Qualitative and Quantitative Research Design	Prof. L. le Grange
2-4 Oct	Postgraduate Supervision (Phase 3)	Rhodes University
22-25 Oct	Programme for Emerging Researchers in SA	UCT
23-25 Oct	Research Writing Retreat (Workshop A)	Dr Graham Baker and Dr Lickindorf
9-11 Nov	UCDP Supervision Workshop	UNIZULU and UKZN
15 Nov	NRF Rating Application Worksop	Ferdi van der Walt

## Post-doctoral Fellow Appointments

A total number of 12 candidates (predominantly South Africans) were meant to be appointed to assist in improving the University research output. However, a low response rate from South Africans delayed the appointment until mid-2018.

**Table 23: Details of New Post-doctoral Appointments and Distribution**

FACULTY	DEPARTMENT	NAME	NATIONALITY	GENDER	MENTOR
Science & Agr	Chemistry	Dr Sixberth Mlowe	Tanzania	Male	Prof. N. Revaprasadu
Science & Agr	Chemistry	Dr Mokgaotsa Jonas Mochane	RSA	Male	Prof. T.E. Motaung
Science & Agr	Physics	Dr Steven Solethu Nkosi	RSA	Male	Prof. M.O. Ndwandwe
Science & Agr	Human Mov. Science	Dr Sunday Olawale Onagbiye	Nigeria	Male	Dr K. Bahdur
Science & Agr	Hydrology	Dr Abimbola Motunrayo Enitan	Nigeria	Female	Prof. J. Simonis
Science & Agr	Mathematics	Dr Vijay Singh	India	Male	Prof. A. Beesham
Science & Agr	Agriculture	Dr Brian Muroyiwa	Zimbabwe	Male	Dr M.M. Sibanda
CAL	Economics	Dr Victor Taiwo Ojapinwa	Nigeria	Male	Prof. D. Tewari
CAL	Business Management	Dr Alexander Maune	Zimbabwe	Male	Prof. I. Kaseeram
CAL	Public Administration	Dr Adeoye O Akinola	Nigeria	Male	Prof. I. Kaseeram
CAL	Public Administration	Dr Andrew E Okem	Nigeria	Male	Prof. D. Tewari
Arts	History	Dr Gillo Momo Lekane	Cameroon	Male	Prof. H. Simelane

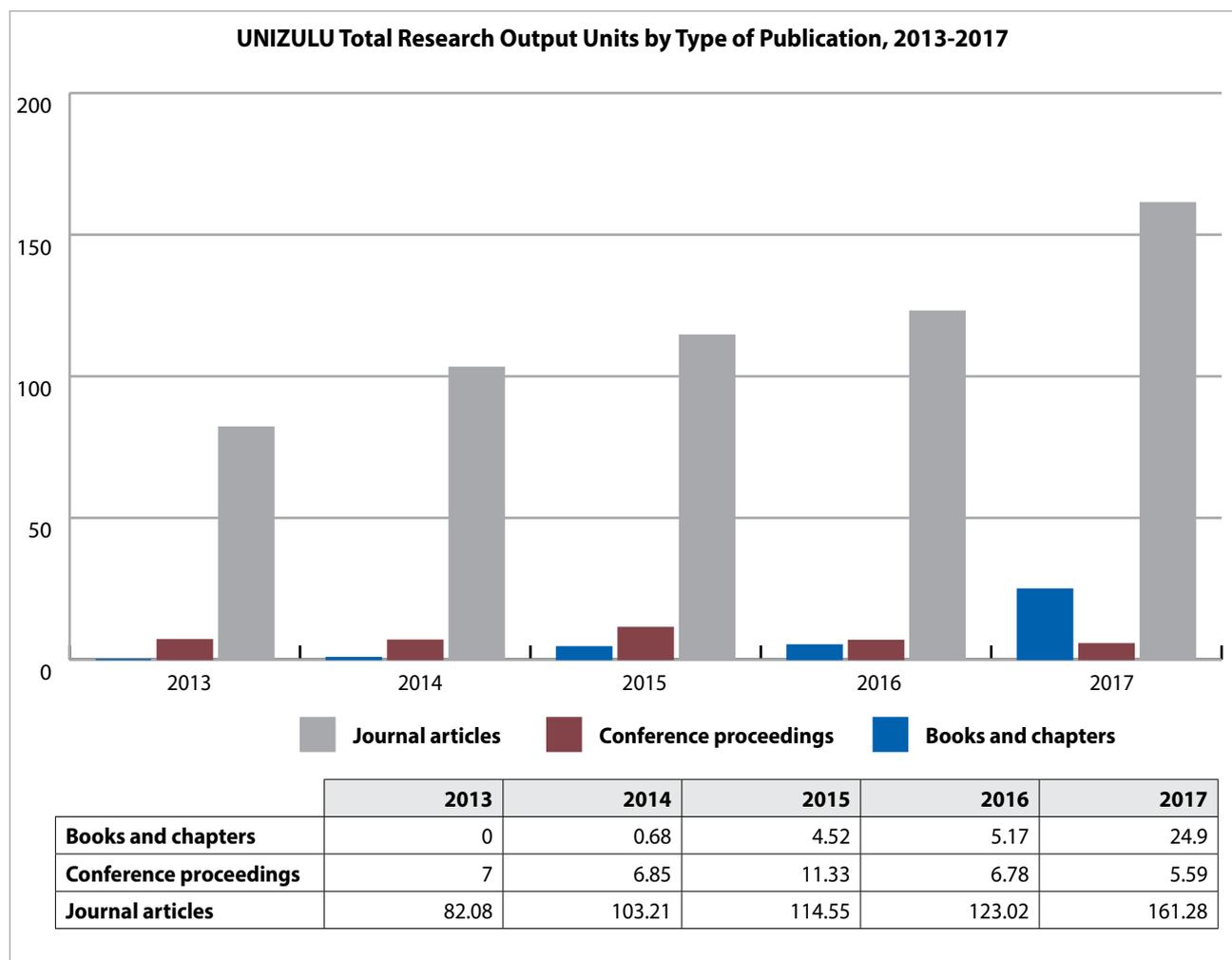
The uptake did not match the demand for Post-doctoral Fellows across faculties due to limited funds. Efforts are being made to address the need in the foreseeable future and part of the Research Development Strategy is to increase this number every year, to at least 10 Post-doctoral Fellows per faculty by 2021.

## Outputs Produced

The latest official research output statistics that are available are those for 2017. Following the assessment by the DHET, the University was awarded a total of 191.77 units for the 2017 research output. This is an increase of 56.80 units from the 134.97 units awarded for 2016 publications. The institutional publication

trend for all publications, books, book chapters, journal articles and conference proceedings, in the past five years (2013-2017) is shown in Figure 1.

The preliminary (unofficial) indicator for publication units per l/r staff for 2018 is 63.17 units (for journal publications only). This figure is expected to grow when all 2018 publications are considered, which includes journals, books, book chapters and conference proceedings. The official data will only be fully available in May 2019. The awarding of research output units for accredited publications will only be known in December 2019/ January 2020.



## Technology Transfer

Table 24 highlights the UNIZULU technology transfers for the year under review.

**Table 24: UNIZULU Technology Transfer Activities – 2018**

DATE	ACTIVITY	HOST	FACILITATOR/PRESENTERS/ATTENDEES
5 Feb 2018	KZNROTT institutional visit to UNIZULU Tech Transfer Unit	UNIZULU Research & Innovation Office	Prof. N. Mlitwa (UNIZULU); Ms N. Lundall (UNIZULU); Researchers (UNIZULU)
22 Feb 2018	KZN-ROTT Strategic Meeting	UKZN-NQBATE	Ms N. Lundall (UNIZULU); Prof. N. Mlitwa, N. Nyandeni; researchers
18 Mar 2018	KZN-EDTEA Steering Committee Meeting – Technology Transfer Fund	UKZN ENQUBATE	KZN EDTEA TEAM Ms N. Lundall (UNIZULU)
7 Mar 2018	ED-TIA institutional visit	UNIZULU Chemistry Dept.	Ms N. Lundall (Coordinators); Prof. Kolanisi; Prof. Revaprasadu; UNIZULU researchers
14 Mar 2018	Water Research Commission info session	UNIZULU Research and Innovation Office	Ms N. Lundall (Coordinator); Prof. Vivier; Prof. Mlitwa; researchers and students
26 Mar 2018	IP/Innovation Workshop (1)/Companies and IP Commission (CIPC) IP Awareness and Info Session	UNIZULU Research and Innovation Office	Ms N. Lundall; Mr M. Khoza CIPC/DTI; researchers and students
26 April 2018	World IP Day – workshops	UNIZULU Research & Innovation Office	Ms N. Lundall; C. Mashaba; P. Phiri (KZN ROTT)
30 April 2018	(NIPMO Bi-annual Update on IP activities (report 1)	NIPMO	Ms N. Lundall
12 June 2018	Departmental visits	UIZULU Research Departments	Ms N. Lundall; C. Mashaba; Research Office
6 June and 16 July 2018	Departmental visits	UIZULU Research Departments	Ms N. Lundall
13 Aug 2018	TIA quarterly submission for seed funding	UNIZULU Research office to TIA	Ms N. Lundall (attendee)
14 Aug 2018	Submission: TIA Signed Addendum to seed funding agreement	UNIZULU Research office to KZN EDTIA	Ms N. Lundall (Coordinator)
	TIA Quarterly Report 3	TIA	Ms N. Lundall
Sept 2018	Entrepreneurial and Innovation Bootcamp	TIA Pretoria	Ms N. Lundall; N. Nyandeni; researchers
11 Sept 2018	Commercialisation of research (info session)	KZN ROTT (INQUBATE)	Ms N. Lundall (Coordinator); S. Dikweni (commercialization specialist)
17 Oct 2018	WC TTO Forum (for benchmarking)	SA Medical Research Council office, CT	Ms N. Lundall
24 Oct 2018	NIPMO institutional audit visit	UNIZULU IP and Tech Transfer office	Ms N. Lundall, N. Nyandeni/Prof. N. Mlitwa
24 Oct 2018	Technology Transfer Briefing	University of Pretoria	Ms N. Lundall, Prof. Mlitwa
30 Oct 2018	Briefing session on IKS and IP Protection	IKS, UNIZULU Science Centre, Richards Bay	TIA/DST/Ms N. Lundall/UNIZULU and UKZN Researchers (attended)
31 Oct 2018	TIA/SABS engagement on food beverages	Durban ICC	N. Nyandeni (TIA intern), Prof. Kolanisi, Prof. N. Mlitwa
9 Nov 2018	Innovation through waste (waste management awareness campaign)	UNIZULU Research Office (B8)	Ms N. Lundall, and University Science researchers
14 Nov 2018	IKS and Tech Transfer Training	UNIZULU Research Office	Ms N. Lundall (Coordinator); Prof. N. Mlitwa, DST reps and UNIZULU researchers
20 Nov 2018	TIA Seed Fund Application	UNIZULU Research Office	Ms N. Lundall (Coordinator)
30 Nov 2018	NIPMO Bi-Annual Report 2, IPR Compliance	UNIZULU Research Office	Ms N. Lundall
30 Nov 2018	University Innovation Committee Meeting	UNIZULU, Amin – Room 407	Ms N. Lundall, DVC (R&I)
Dec 2018	TIA Quarterly Report 4	TIA	Ms N. Lundall

## IP Workshops/Events

Table 25 displays the workshops/events related to IP during the year under review.

**Table 25: Workshops/Events**

DATE	ACTIVITY	HOST	FACILITATOR/PRESENTERS/ATTENDEES
26 Mar 2018	IP wise – Awareness Workshop for researchers and PG students	UNIZULU Research and Innovation Office	M. Khoza (DTI/CIPC facilitator); Ms N. Lundall; researchers and PG students
26 April 2018	Workshop on World IP Day	UNIZULU Research and Innovation Office	Prof. N. Mlitwa; Ms N. Lundall; C. Mashaba; students/researchers (UNIZULU)
20 May 2018	IP Innovation Policy Workshop	NIPMO	Ms N. Lundall
Oct 2018	Venture Capita Workshop	UNIZULU Research and Innovation Office	Spoor and Fisher, KZN ROTT, Director Research and Ms N. Lundall (UNIZULU) Researchers and PG Students
Aug 2018	TIA Seed Fund WorkShop	UNIZULU Research Office	Ms N. Lundall, researchers; PG students
Sept 2018	TIA Bio-processing Pitch	UNIZULU Research Office	Ms N. Lundall; researchers; PG students
12 Oct 2017	IP, Tech Trf Workkshop – Day 3: Entrepreneur Bootcamp)	UNIZULU Research and Innovation Office (at Protea Hotel Empangeni)	Ms N. Lundall (Coordinator)

## IP Disclosures/Registered Patents

**Table 26: IP Disclosures/Registered Patents**

TITLE	INVENTOR/PROJECT LEADER	DEPARTMENT	STATUS
The Synthesis of Core/Shell Metal-Semiconductor Nano-Materials (drug delivery system)	Prof. N. Revaprasadu and Dr R. Dunpall	Chemistry	US National Phase Patent/ TIA funded
Smart Drive (software)	Dr P. Mudali	Computer Science	PCT Filing/KZN-EDTEA funded
Amaranthus Cruentus L Biscuit	Prof. U. Kolanisi	Consumer Science	Trade Secret/KZN EDTEA Funded
Development of Green Brick from Sugarcane ash and industrial waste	Dr L. Linganiso	Chemistry	Disclosure/TIA funded
Manufacturing of Biodegradable egg cartoons from Polyactic Acid	Prof. T. Montaung	Chemistry	Disclosure/TIA funded

## Technology Transfer Funding Applications

**Table 27: KZN-EDTEA: KwaZulu-Natal Economic Development, Tourism and Environmental Affairs**

PROJECT APPLICANT	DEPARTMENT	STATUS
Waste to profit	Dr L. Linganiso	Chemistry Pending outcome/ application submitted on 12 June 2017 – renewed in 2018
Waterless bio-gas plant system	Ms S. Mungondla	Chemistry Pending outcome/ application sent 12 June 2017, renewed in 2018

## Indigenous Knowledge Systems (IKS)

A successful integration of the IKS unit into the Research and Innovation sub-rectorate, as approved by the Senate and Council at the end of 2018, is a major achievement upon which further developments can be based in this reporting. Indeed, through this unit, collaborative efforts between the University and external stakeholders have already started to take shape:

- Through the IKS documentation project, collaboration with CoGTA was secured in 2018, where the University will work

with the newly elected local committee of the local house of traditional leadership to manage the affairs of IKS activities within communities

- Alongside the Dean of Science, the University is creating a three-way partnership with Health and Welfare Sector Education and Training Authority (HWSETA) in the province and the local Traditional Health Practitioners (THPs) of King Cetshwayo District Municipality. The arrangement will allow HWSETA to provide funding for skills development training of the local THPs as a way of giving back to local communities.

- However, due to UNIZULU institutional processes, the formalisation process has been very slow, dragging to the level of utter frustration on the part of external stakeholders
- The IKS office is assisting the KZN Department of Economic Development, Tourism and Environmental Affairs (EDTEA) with its pilot project on exposing local THPs to clinical testing of their traditional health products through SABS and introducing them to the local market as SABS endorsed products. The effort will involve the training of the local THPs (promised by the department). The process is still at a consultative stage
  - The IKSDC has linked with local municipalities through the local THPs structure. The MoU is being developed to formalise the partnership with local rural communities on IKS documentation and research work. Working with the science faculty, the IKSDC has had talks with representatives of KwaNgwanase in exploring involvement in their annual Marula Festival (the general Marula Development project in the area). The emerging partnership includes the IKSDC's advisory role on the functioning of the government-built

- Marula processing plant in their area. The project is funded by DST, who have linked the University's IKS unit with SANBI for fieldworkers to receive training in collecting plant species and on a recognition of endangered plant species
- Finally, the University has also re-established a link with the UKZN Centre for IKS to collaborate on the DST-driven IKS policy of the country in KZN. The two structures will work jointly to produce IKS documentation in the Province, and collaborate in guiding IK-holder communities in respective projects

## Research Awards

On 15 November 2018, the Research and Innovation Office held its sixth Annual Research Awards Gala Dinner at the Umfolozi Casino. The tradition is to recognise and encourage research performance among different levels and categories of academic staff. The Executive Director: Knowledge Advancement and Support at the National Research Foundation, Dr Andrew Kaniki, who is also a Council member at UNIZULU, was invited to deliver a keynote address and the event was a major success.

**Table 28: Research and Innovation Awards 2018**

CATEGORY	NAME OF THE AWARD	DESCRIPTION	RECIPIENTS	AWARD
	Research Office Recognition	Person/s who, without receiving any financial incentive, assisted the RO in training workshops as facilitators	Prof. J.D. Thwala Prof. A. Kappo Prof. I. Kaseeram	Gift voucher
A Service and Development	Faculty Service Award	Persons other than Deans or Deputy Deans who have contributed to administration or promotion of research and postgraduate studies within the faculty	<b>Arts</b> Prof. J.D. Thwala <b>Commerce Admin and Law</b> Ms N.N. Jili <b>Education</b> Dr Samantha Govender <b>Science &amp; Agriculture</b> Prof. H. de Wet	Gift voucher
	Research enthusiasts	Persons who attended at least three research office training workshops during the year	Mr C. Monyela Mrs N. Linda Mr N. Ndebele Ms P. Nkosi Mr I. Nojiyeza	Gift voucher

CATEGORY	NAME OF THE AWARD	DESCRIPTION	RECIPIENTS	AWARD
B Next Generation	Research Writers' Retreat graduates	RWR participants who have published or who have had articles accepted for publication in accredited journals	Dr Samantha Govender Mr S. Xulu Prof. C. Addison Dr N. Mosala-Bryant Dr B. Ntombela	Gift voucher
	Research productivity: postgraduate students	Top three postgraduate students who have published or who have had articles accepted for publication in accredited journals, with a minimum of at least 1.0 unit	Mr S.D. Ntshangase (Recreation and Tourism)	Gift voucher and certificate
	Research productivity: emerging researchers	Researchers under the age of 40 who generated the most units in their faculty, provided that a minimum of 1.5 units were met	V. Elumalai (1.71) – age 38 T.E. Motaung (2.42) – age 35 S.L. Tilahun (1.84) – age 39	Sand blasted trophy and gift voucher
	Postdoctoral Research Fellow of the year	Postdoctoral research fellow who generated the most units, provided that the minimum criterion was met	A.O. Akinola (3.00) Commerce, Admin and Law	Gift voucher

CATEGORY	NAME OF THE AWARD	DESCRIPTION	RECIPIENTS	AWARD
C Established Researchers	Research productivity: senior researchers	All researchers (excluding research fellows) who attained 1.50 research output units	C. Addison (2.00) T.C. Adetiba (3.50) A. Akpome (7.00) A. Beesham (2.91) M.C. Buthelezi (2.00) V. Elumalai (1.71) I.O. Ezeuduji (5.71) D. Iyer (2.00) I. Kaseeram (1.50) M.C. Maphalala (4.50) T.E. Motaung (2.42) D.N. Ocholla (2.33) P. Pillay (2.33) J.M. Ras (1.83) M.M. Reddy (6.00) N. Revaprasadu (3.45) M.Z. Shamase (3.34) D.D. Tewari (3.66) S.L. Tilahun (1.84) A.M. Zobolo (1.98) – ask someone in the department to collect	Gift voucher
	Faculty researcher of the year	Most productive researcher (excluding research fellows) per faculty, provided that the minimum criterion was met (1.50)	<b>Arts:</b> A. Akpome (7.00) <b>Commerce:</b> D. Tewari (3.66) <b>Education:</b> M.C. Maphalala (4.50) <b>Science:</b> N. Revaprasadu (3.45)	Gift voucher
	Supervision output	Supervisors who produced at least two research masters and/or PhD graduates at the most recent graduation ceremony (2018)	T.C. Adetiba (1 PhD + 1 M) A.K. Basson (2 PhD + 1 M) E. Contogiannis (1 PhD + 1 M) V. Elumalai (2 M) B.T. Gamede (1 PhD + 2 M) M.M. Hlongwane (1 PhD + 7 M) D. Iyer (3 PhD) A. Kappo (1 PhD + 4 M) I.S. Kapueja (2 M) I. Kaseeram (1 PhD + 5 M) N.W. Kunene (3 M) M.S. Mabusela (1 PhD + 5 M) R.A. Mosa (2 M) M.S. Mthembu (2 M) N.B. Ndlovu (2 M) S.S. Ntshangase (2 M) D.R. Nzima (3 PhD + 2 M) P. Pillay (1 PhD + 1 M) N. Revaprasadu (1 PhD + 3 M) M.Z. Shamase (1 PhD + 2 M) D.C. Sibaya (3 M) J.D. Thwala (2 PhD + 6 M)	Gift voucher
	Most productive full-time researcher in the university, including research fellows	Full-time researcher or fellow who generated the most units	M. Jury (8.00)	Gift voucher
	Top four most productive researchers in the University who are not full-time researchers	Researcher who generated the most units	A. Akpome (7.00) M.C. Maphalala (4.50) D. Tewari (3.66) N. Revaprasadu (3.45)	Sand blasted trophy and gift

CATEGORY	NAME OF THE AWARD	DESCRIPTION	RECIPIENTS	AWARD
D Departments	Productive research departments	All departments with per capita research output (including research fellows) of a minimum of 1.50	Economics (2.11) Politics and International Studies (3.65) NanoTechnology (3.79) Public Administration (1.92)	Certificate
	Most productive research department per faculty	Most productive department per faculty, per capita provided that the minimum criterion was met (1.50)	<b>Arts</b> Politics and International Studies (3.65) <b>Education</b> None Commerce, Admin and Law Economics (2.11) <b>Science and Agriculture</b> Nanotechnology (3.79)	Certificate
	Most productive research department in the University	Most productive department in the University, per capita, provided that the minimum criterion was met (1.50)	Nanotechnology (3.79)	Sand-blasted trophy
	Productive postgraduate departments	All departments with per capita postgraduate output (including research fellows) of a minimum of 2.0 unit	Biochemistry and Microbiology (3.00) Educational Psychology and Special Education (2.40) General Linguistics (3.00) History (2.50) Nanotechnology (2.00) Psychology (2.67) Public Administration (2.00)	Certificate
	Role Model	Department implementing the best and/or most innovative ideas for increasing research and postgraduate outputs	<b>Arts</b> Psychology <b>Education</b> Social Sciences Education <b>Commerce, Admin and Law</b> Economics <b>Science and Agriculture</b> Biochemistry and Microbiology	Certificate + Sand-blasted trophy



CATEGORY	NAME OF THE AWARD	DESCRIPTION	RECIPIENTS	AWARD
E Special Categories	Innovation Award	All researchers who had NEW patents registered	None	Gift voucher
	Recent NRF-rated researchers	NRF-rated researchers	Rated (2018) N. Revaprasadu (C1) K. Syed (C1)	Certificate/ Gift voucher
	Creative Arts Award	Person with evidenced success in non-traditional research, in the literary and/or creative arts fields, and includes works of fiction	Prof. D. Iyer Dr B. Ntombela	Gift voucher
	Book Prize	Award for the person whose scholarly book/ monograph received DHET accreditation (provided that the minimum criteria is met (1.50)	None	Gift voucher
	Professional Recognition	Person who obtained membership on special society and/or associations, etc.	Mrs C Gouws for being selected to participate in the Science Slam World Cup 2018 in Germany (only 22 young scientist from 5 continents are selected)  Prof A. Kappo for being elected as current President of the South African Society of Biochemistry and Molecular Biology  Mr M.M. Reddy for being appointed as one of the Editorial Board Members on the Communication and Linguistics Studies Board  Prof. M.C. Maphalala for being selected to serve on uMalusi Research Forum  Dr M.M. Shongwe for being appointed as one of the Editorial Board Members on the South African Journal of Library and Information Studies Board	Gift voucher
	Exhibitions	Best display at the most recent Research Week	Biokinetics and Sport Science Hydrology	Certificate

CATEGORY	NAME OF THE AWARD	DESCRIPTION	RECIPIENTS	AWARD
F Prestige Awards	Research Department of the Year: 3rd (Bronze)	Department that produced the third most units per capita (including research fellows), combining postgraduate and research outputs	Public Administration Graduate Output 2.00 Research Output 1.92 Total – 3.92 Average – 1.96	Floating + sand blasted trophy
	Research Department of the Year: 2nd (Silver)	Department that produced the second-most units per capita (including research fellows), combining postgraduate and research outputs	Biochemistry and Microbiology Graduate Output 3.00 Research Output 1.18 Total – 4.18 Average – 2.09	Floating + sand blasted trophy
	Research Department of the Year: 1st (Gold)	Department that produced the most units per capita (including research fellows), combining postgraduate and research outputs	Nanotechnology Graduate Output 2.00 Research Output 3.79 Total – 5.79 Average – 2.90	Floating + sand blasted trophy

## SIGNIFICANT DEVELOPMENTS AND ACHIEVEMENTS IN COMMUNITY ENGAGEMENT

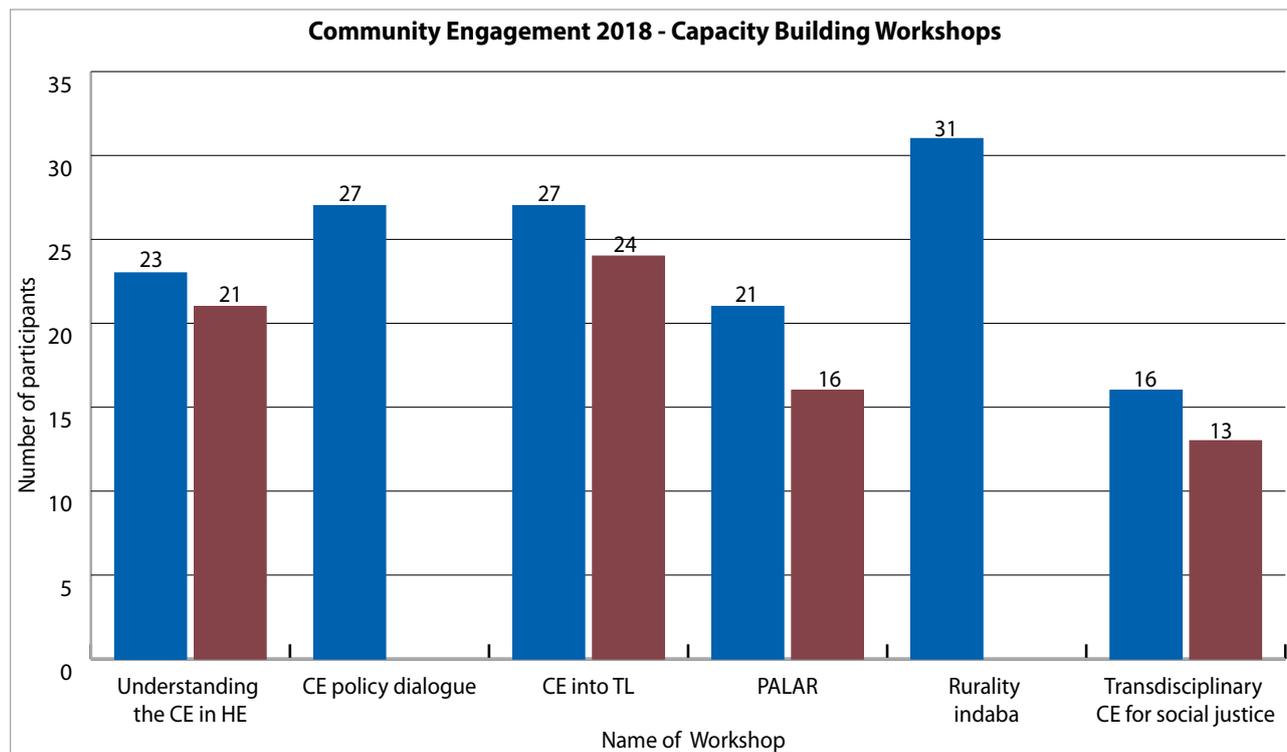
Community Engagement (CE) at UNIZULU is growing. This report presents activities undertaken from the CE office as well as CE activities that took place across the faculties. The CE office was launched in November 2018 to promote CE within the wider University community. This event attracted 150 stakeholders from NGOs, industry, business and other institutions of higher education from KZN. Subsequently, the CE Policy and Strategic Plan were approved and published to support and guide the implementation of CE activities by UNIZULU community.

Seven workshops were held to build capacity among PG students and Staff in 2018 to help UNIZULU staff understand CE in higher education, and address methodology issues and infusion of CE into research and innovation, as well as into teaching and learning.

The CE Office also attended the King Cetshwayo Traditional Leadership meeting – in support of the UNIZULU IKS Office towards securing a harvesting and documenting of indigenous knowledge from local knowledge holders.

UNIZULU also attended regional and national SAHECEF meetings, with the CE manager presenting a view on how to involve students on CE in a MANCOSA and DUT organised SAHECEF regional colloquium, which was attended by Mangosuthu University of Technology (MUT), UKZN, UNIZULU, MANCOSA, UNISA and TVET colleges.

As illustrated in the following graph, workshops were undertaken to build the capacity of academics in different faculties in 2018:



These workshops are broadly detailed in the 2018 CE Annual Report. More activities, including a promotion of the Scholarship of Community Engagement as well as engaged Teaching and learning across faculties, are planned for 2019.

### Relationship with the Community

In order to maintain relevance and responsiveness in teaching and learning with respect to the programme and qualification mix, the teaching and learning pedagogy, epistemology and praxis, it is necessary for academic departments, units and knowledge fields

to maintain active, current and working relationships with their communities outside the University. In this case, communities refers to industry and professional practice where the graduates who are produced by the University will find employment and create employment opportunities. One of the purposes of this stakeholder management is to create platforms for students to translate their knowledge and skills into practice-based learning that enable them to 'hit the ground running' in the workplace after they graduate, thus giving them a competitive advantage for employment. Two critical developments in this regard were

the development of a policy framework for CE in teaching and learning and the commencement of the three-year project for the review of academic programmes, departments and units in which community and stakeholder management must be incorporated. The UNIZULU Strategic Plan places community engagement at the centre of other core responsibilities of the University. The following community engagement initiatives took place during the year under review:

### **Faculty of Commerce, Administration and Law (CAL)**

In 2018, the Faculty of CAL was involved in several CE activities and projects. It has, in the build-up to the development of the Entrepreneurship Centre, hosted an entrepreneurship symposium. The events related to the Centre will continue to unfold in 2019. The Faculty has, at an advisory level, participated in the Black Economic Empowerment Advisory Council. Faculty of CAL in ENACTUS continues to grow and perform outstandingly on a national scale.

In partnership with national and global universities, the faculty is involved in the Economic and Entrepreneurship Education Programme (TEEEP), which aims to provide children with knowledge and skills for effective participation in the economy. There is an involvement with training primary school teachers at Mtubatuba to assist them with topics relating to research. The faculty also participated in the Life Orientation Workshop for teachers in the UGU District Municipality. The Department of Law within the faculty runs a Street Law Programme that uses graduates to capacitate various communities on their rights. The programme targets schools around the district and has a reach of at least 10 schools. The department also offers free legal advice in the legal media and continues to make presentation on matters of human rights, including in schools.

The faculty, through the Department of Accounting and Auditing,, in collaboration with the Johannesburg Stock Exchange (JSE) empowers learners from the surrounding schools on trading skills. The department uses a-trainer-to-trainee (TOT) approach, where the accounting students are the ones who continue to train these learners. The project saw one learner winning a JSE award because of the active participation of her school on the stock exchange.

### **Faculty of Education**

The collaboration between the Department of Social Sciences and Banzana High School in Nongoma dates back to 2014 when the first group of students was hosted by the department. This partnership emanated from the request by two former National

Professional Diploma in Education (NPDE) students in the Department of Social Sciences, Mr Zulu and Mr Nxumalo, who are teachers of History at Banzana High school. They requested that the department present a lecture to their Grade 12 History students on the theme selected for their annual project. This collaboration has now become an annual event.

A UNESCO flagship programme on climate change and sustainable development among the SADEC teacher education institutions has been embraced by the CE wing of the Faculty of Education. Anchored on Sustainable Development Goal 4 (Quality Education), the UNIZULU Change Project's key objectives are as follows: to build capacities of future educators on the global imperative of sustainable development by adopting transformative and socially orientated frameworks and to blend quality education and community engagement towards the attainment of sustainable, resilient and safe human settlements. Selected students have been earmarked for the roll-out of workshops that will empower future educators. Dr K.A. Gazu is the project coordinator.

The Department is servicing six local schools and provides psychological assessment, guidance and counselling services to learners who experience various learning challenges and barriers in the classroom. This is a free service to poor and marginalised learners. Two intern educational psychology students are placed and supervised at the Child Guidance Clinic free of charge as a service to the training of educational psychologists in the country and to the Health Council of South Africa (HPCSA). All UNIZULU's Master of Education (Educational Psychology) students do their practical work in local schools and provide an essential support service to schools; to both learners and teachers once a week over 10 months. This project is ongoing and has been in operation since the accreditation of the Educational Psychology Programme in 1991. This is the EP and SE's major contribution to local schools, the Department of Basic Education and the HPCSA.

### **Faculty of Arts**

There are pockets of CE activities across the 15 departments that have not yet been consolidated into a faculty project. Examples:

- The Department of Recreation and Tourism has engaged uMhlathuze Local Municipality to develop Strategic Marketing Plans for their businesses. This project is in the process of being registered as a CE project in the University.
- The Department of Social Work has a strong relationship with the Department of Social Development, Sanca and Famsa. These organisations have accommodated UNIZULU's final-year social work students to do their WIL.

## Research Surveys

The Institutional Research Office's main roles are to provide leadership in monitoring and evaluation of University strategic plans through institutional research, and to develop research protocols and manage the data gathering and analysis on specific research questions.

### Graduate Destination Survey

The purpose of the Graduate Destination Survey is to gain more information about the career destinations and satisfaction of students who have graduated from UNIZULU in addition to the perceptions of graduates regarding the quality of education they receive. Following the successful completion of the Graduate Opinion Survey Class of 2016, the study presents results for the class of 2017.

In total, 3 060 survey responses were successfully collected and captured in electronic format. The data has been checked and cleaned to uphold the quality of the data. Records that did not provide enough information were excluded, leaving in total 2 993 responses that provide relevant information for the analysis, representing 73% of the graduate cohort. The analysis of the close ended and open ended have been completed by the Institutional Research Office (IRO). The report is in the initial drafting phase.

In response to the 2017 CHE special audit's recommendation, a study was designed to measure the institutional climate within UNIZULU of both staff and students.

Three surveys were used to target the different populations within this study. Student and staff surveys were uploaded to Survey Monkey and distributed electronically. Paper-based staff surveys were adapted for staff members who would not normally have access to the Internet as a result of their work, and translated into IsiZulu. An English and IsiZulu version of the survey was designed on a similar template to ensure that the information was clear, and the surveys were printed in booklet form.

The online surveys were distributed to staff via email and through the CMD office. Some flyers for staff members were distributed with assistance from the Human Resources Department where workshops were held during the collection period. Distributions to students were done through their student email accounts via SMS, as well as posters placed on noticeboards. Per invitation by lecturers, quick presentations were made at several classes to spread awareness among students, in addition to handing out flyers on campus. Distribution of the paper-based surveys were

conducted in person to staff who do not have access to emails. Through the stakeholder meetings, appropriate times for staff members were arranged with their managers to ensure that they had the necessary time to participate in this study if they wanted to.

In total, 429 staff members completed the staff climate survey (200 online, and 229 via paper-based surveys), representing 39, 94% of the accessible population. Furthermore, an additional 144 staff members initially started the online survey, however, for various reasons, decided to discontinue with the online data collection tool. Thus, a total of 516 were deemed useful for the purpose of the project and analysed (48,04% of the accessible staff population).

Five-hundred-and-twenty-five students completed the student climate survey online, representing 92% of the total student population. The student survey was estimated to take about 21-23 minutes to complete, however, on average, students only spent 14 minutes on this survey. Furthermore, an additional 784 students started the online survey, however, for various reasons decided to discontinue. Thus, a total of 1 046 were deemed useful for the purpose of this project (5,83% of the total student population).

Both closed-ended and open-ended responses were analysed by the IRO, and a preliminary draft of the report has been completed. The report is prioritised to be finalised.

### First-year Experience Survey

The purpose of the First-year Experience Survey is to collect information about the level of student satisfaction regarding the process students are exposed to when applying at UNIZULU, the initial stages of becoming part of the student community, and when they have settled as part of the student body of UNIZULU. The questionnaire was loaded onto Survey Monkey and distributed to all first time entry (FTEN) students via their email accounts and SMS. Posters were also placed on noticeboards to increase the visibility of the project. In total, 356 completed surveys were captured. An additional 453 partially completed surveys were captured, totalling the potential usable responses to 809. The survey took an estimated 25-27 minutes to complete, where students seem to, on average, spend only 15 minutes on this survey. The SMS distributions for this project seems to have been the most effective in reaching students since 766 of the started responses were facilitated through this link. Only 37 responses were started via email, and six responses were actively started via the poster. Note: the posters actively directed students

to check their email accounts. Analysis and a write up of the project is pending due to the completion of priority projects.

## Postgraduate Student Experience Survey

This project aims to gain more insight into the experiences of currently registered postgraduate students at UNIZULU. Specifically, to capture student experiences on the following factors: educational experience, initiation into the community of research, support services, as well as quality and access to facilities. The overarching objective of this research study is to assist the University to enhance the quality of the student experience by collecting feedback from current postgraduate student in a systematic way.

The questionnaire was loaded onto Survey Monkey and distributed to all postgraduate students via their email accounts and SMS. Posters were also placed on noticeboards to increase the visibility of the project. In total, 164 completed surveys were captured. An additional 152 partially completed surveys were captured, totalling potentially usable responses to 316. The survey took an estimated 17-20 minutes to complete, where students seemed to, on average, spend only 14 minutes on this survey. The SMS distributions for this project seems to have been the most effective in reaching students, since 239 of the started responses were facilitated through this link. Thirty-nine responses were started via email, and 38 responses were actively started via the poster. Note: the posters actively directed students to check their email accounts. Analysis and a write up of the project is pending due to the completion of priority projects.

The IRO was able to accomplish a lot of work during 2018. However, several events occurred that unfortunately delayed the progress on several projects, which may have adversely affected the data collection. Two approaches that may assist in the data collections will be implemented during 2019, including distributing the surveys earlier in the year, as possibly including incentives for participants. The IRO is currently running with limited capacity due to the shortage of available posts available. A possible interim solution seems to be the use of temporary or fixed-term contracts, however, this approach is not consistently feasible due to budgetary constraints.

Several delays were experienced in gaining ethical clearance for the abovementioned studies. These processes delayed the data collection processes, possibly negatively impacting response rates. The IRO is in the process of streamlining submissions and clarifying alternative routes with the Research Office and UZREC,

to ensure timely feedback and that all projects adhere to the highest ethical standards.

Some issues were experienced with the SMS systems employed by UNIZULU where some students unnecessarily received duplicate messages. Some duplicates counted more than 15 times, with two students in the sample each receiving up to 55 SMSs in total. This may have affected the reach of the abovementioned studies, and clarification was sought from the relevant offices. While UNIZULU does not yet have an enterprise license to make use of online survey platforms, the IRO is making use of a single licence from Survey Monkey to host online surveys as part of the operational needs of the office. However, alternative platforms and methods of delivery are being investigated in order to find an effective process.

## LIMITATIONS IN TEACHING AND LEARNING AND RESEARCH

### Limitations on Access to Certain Courses in all Faculties

The limitation to access of some programmes in the Faculty of Arts is due to various reasons such as the de-accreditation of some programmes, lack of supervision capacity and shortage of staff. The faculty has had two professional degrees de-accredited, those being the Bachelor of Psychology and Bachelor of Social Work. Students can no longer register for these programmes as they have been phased out. The Department of African Languages and Culture is unable to offer postgrad programmes in SeSwati and Sesotho due to the shortage of staff.

The lack of facilities in terms of venues for lectures and tutorials, as well as student computer and internet wireless access, added to the challenges faced by the Faculty of Commerce, Administration and Law to meet some of the strategic goals and initiatives of the University. Contract lecturers have always staffed the Foundation Programme. The lack of permanent staff proportionally increases the workload on the remaining staff complement. The lack of senior academic staff in some departments has hindered the intake of postgraduate students. The number of tutors has decreased dramatically in 2018 and this has impacted negatively on performance. The fact that tutors are only available for the first-year cohorts has impacted negatively on teaching and learning. The unsatisfactory throughput rates in some programmes and modules can be attributed to various variables, including poor staffing, heavy workload, lack of tutorials and venues for tutorials and support structures.

Access to professional training in Educational Psychology is severely limited by obsolete infrastructure. The EP and SE needs urgent repairs to its training rooms and equipment in the Child Guidance Clinic (CGC) due to imminent review by the Health Professions Council of South Africa (HPCSA) on 10 September 2019. Repairs are a priority in retaining the accreditation of the CGC by the Professional Board of Psychology.

All academic staff in the Faculty of Science and Agriculture use Moodle to disseminate information regarding modules. For example, study guides, notes and some selected question papers are now uploaded onto the system. The difficulty that has been found during surveys conducted is that some of the students, who stay off-campus, find access difficult because they do not have Wi-Fi.

Major issues exist in respect of a Province-wide shortage of South African Nursing Council-approved clinical training facilities because all training institutions place their student nursing trainees at these few facilities. This leads to over subscribing of student numbers per clinical facility.

The Physics and Engineering Department has its own computer laboratory and all the undergraduate students have access to this facility, especially the third- and final-year students. The ageing infrastructure and renewal of software license, which has not been attended to by the ICT Department, is affecting teaching and learning negatively. The department experienced a shortage of lecture halls to accommodate a high number of students studying at levels one, two and three.

The study by Mr Cloete who teaches Statistics showed that large first-year classes pose challenges to students with regard to the following skills, namely: timeously assessing the 'remembering of definitions'; the 'understanding of examples'; and the 'application of problem-solving techniques'.

## Limitations on Research

The following challenges have remained persistent, suggesting a need for continuous (and increased) efforts:

- Limited supervision capacity
- Low publication statistic
- Poor proposal writing capacity
- Limited grant proposal writing capacity
- Budget constraints

Strategies and more resources need to be invested in ensuring that these problems are addressed. The Training and Development Unit is continuously trying to develop and improve programmes to address some of these challenges. Limited resources, limited staff with PhDs and human capacity contribute to these complexities. Unless alternative interventions are secured, a reduced budget, which is a fraction of the required budget to effect all the planned training programmes, may force a cancellation of many crucial events planned for the training of postgraduate students and academics over the 2018 academic year. Several research projects that have disclosed, and are being supported by the Technology Transfer Office, have no funding at present.

## COMPOSITION AND SIZE OF THE STUDENT BODY

The University's Enrolment Plan had caused the University not to grow in numbers, but rather to restructure its enrolments and, in particular, to strive towards increasing its intake of students in the Natural and Business Sciences, while limiting its intake of students in the Humanities, and, even more so, in Education.

Student registration trends up to 2018 include the following, among others:

- The overwhelming majority of students are officially classified as South Africans, followed by relatively small numbers of foreigners and the South African minority groups.
- The University enrolled 7 584 males and 10 361 female students. Female students outnumber male students by 2778.

Although statistics in respect of the official category of less abled students are not recorded to the same extent as those of other students, the University has made provision for this category of students to be represented on the SRC and the Institutional Forum, by such students, elected by fellow students falling under the same category.

Tables 29-35<sup>1</sup> illustrate student size and composition of the student body according to the level of study, race, gender and graduation statistics.

1. Data presented in Tables 29-35 is derived from the Management Information System that provides live data that constantly changes as corrections and minor adjustments are made. It was important for this section of the report to use MIS data since it can be categorised according to faculties. A similar kind of analysis done using HEMIS Data would only give a breakdown of enrolments according to CESM categories. While there is an understanding that CESM categories can be linked to knowledge areas based on faculties, there are instances where this can apply to more than one faculty.

# TOTAL NUMBER OF REGISTERED STUDENTS

**17 943**

Total First-time Entry Enrolments



Total Undergraduate Enrolments



Total Postgraduate Enrolments



## UNDERGRADUATE



GRADUATES

**3 760**

## POSTGRADUATE



GRADUATES

**494**

TOTAL GRADUATES

**4254**

**84%**

UNIVERSITY SUCCESS RATE



Research Masters Graduates

**89**



Doctoral Graduates

**38**

% of Male Students

**42.2%**

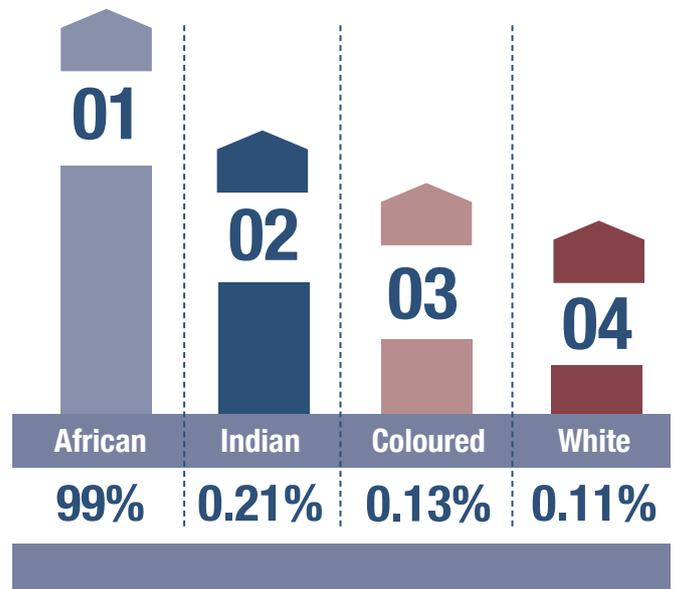


% of Female Students

**57.3%**



## ENROLMENT BY RACE



**Table 29: 2018 Student Size and Composition According to the Level of Study**

LEVELS OF STUDY	1	2	3	4	TOTALS
<b>Undergraduates</b>					
Faculty: Arts	977	1 259	1 524	136	3 896
Faculty: Commerce, Administration and Law	1 146	1 239	1 321	432	4 138
Faculty: Education	1 405	1 046	1 127	1 356	4 934
Faculty: Science and Agriculture	1 177	927	1 092	285	3 481
Faculty: Other/NDP	0	0	0	0	0
<b>Totals:</b>	<b>4 705</b>	<b>4 471</b>	<b>5 064</b>	<b>2 209</b>	<b>16 449</b>
<b>Postgraduates</b>					
Faculty: Arts	339	206	0	0	545
Faculty: Commerce, Administration and Law	137	68	0	0	205
Faculty: Education	160	157	0	0	317
Faculty: Science and Agriculture	278	149	0	0	427
Faculty: Other/NDP	0	0	0	0	0
<b>Totals:</b>	<b>914</b>	<b>580</b>	<b>0</b>	<b>0</b>	<b>1 494</b>
<b>Total UG + PG</b>					
Faculty: Arts	1 316	1 465	1 524	136	4 441
Faculty: Commerce, Administration and Law	1 283	1 307	1 321	432	4 343
Faculty: Education	1 565	1 203	1 127	1 356	5 251
Faculty: Science and Agriculture	1 455	1 076	1 092	285	3 908
Faculty: Other/NDP	0	0	0	0	0
<b>TOTALS:</b>	<b>5 619</b>	<b>5 051</b>	<b>5 064</b>	<b>2 209</b>	<b>17 943</b>

**Table 30: Student Size and Composition According to Gender and Race**

GENDER AND RACE	WHTM	WHTF	COLM	COLF	INDM	INDF	BLKM	BLKF	TOTALS
<b>Undergraduates</b>									
Faculty: Arts	1	2	3	3	0	1	1 479	2 406	3 895
Faculty: Commerce, Administration and Law	0	0	4	7	3	5	1 861	2 257	4 137
Faculty: Education	0	0	0	0	1	2	2 006	2 925	4 934
Faculty: Science and Agriculture	0	1	2	3	3	5	1 465	2 002	3 481
Faculty: Other/NDP	1	0	0	0	0	1	0	0	2
<b>Totals:</b>	<b>2</b>	<b>3</b>	<b>9</b>	<b>13</b>	<b>7</b>	<b>14</b>	<b>6 811</b>	<b>9 590</b>	<b>16 449</b>
<b>Postgraduates</b>									
Faculty: Arts	0	3	0	0	1	3	280	258	545
Faculty: Commerce, Administration and Law	1	0	1	0	2	1	120	80	205
Faculty: Education	1	0	1	0	1	2	119	193	317
Faculty: Science and Agriculture	4	5	0	0	2	4	222	190	427
Faculty: Other/NDP	0	0	0	0	0	0	0	0	0
<b>Totals:</b>	<b>6</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>6</b>	<b>10</b>	<b>741</b>	<b>721</b>	<b>1 494</b>
<b>Total UG + PG</b>									
Faculty: Arts	1	5	3	3	1	4	1 759	2 664	4 440
Faculty: Commerce, Administration and Law	1	1	5	7	5	6	1 981	2 337	4 343
Faculty: Education	1	1	1	0	2	4	2 125	3 118	5 258
Faculty: Science and Agriculture	4	6	2	3	5	9	1 687	2 192	3 908
Faculty: Other/NDP	1	0	0	0	0	1	0	0	2
<b>TOTALS</b>	<b>8</b>	<b>11</b>	<b>11</b>	<b>13</b>	<b>13</b>	<b>24</b>	<b>7 552</b>	<b>10 311</b>	<b>17 943</b>

## OUTPUTS PRODUCED

Undergraduate and postgraduate degrees' diplomas/certificates awarded in 2019 (2018 cohort) are contained in the tables below:

**Table 31: Graduation Statistics (Overall by Gender)**

OVERALL GRADUATES (BOTH UNDERGRADUATE AND POSTGRADUATE)					
Faculty Names	Females	Males	Total	% Females	% Males
Faculty of Arts	685	383	1 068	64%	36%
Faculty of Comm, Admin and Law	555	400	955	58%	42%
Faculty of Education	873	537	1 410	62%	38%
Faculty of Science and Agric	482	339	821	59%	41%
<b>Totals</b>	<b>2 595</b>	<b>1 659</b>	<b>4 254</b>	<b>61%</b>	<b>39%</b>

**Table 32: Graduation Statistics (Percentage and Figures of Male/Female Graduates – Overall)**

FACULTY NAMES	UNDERGRADUATE				POSTGRADUATE				TOTAL
	Fem	% Fem	Male	% Male	Fem	% Fem	Male	% Male	
Faculty of Arts	601	56%	307	29%	84	8%	76	7%	1 068
Faculty of Comm, Admin and Law	512	54%	354	37%	43	5%	46	5%	955
Faculty of Education	823	58%	501	36%	50	4%	36	3%	1 410
Faculty of Science and Agric	402	49%	260	32%	80	10%	79	10%	821
<b>Totals</b>	<b>2 338</b>	<b>55%</b>	<b>1422</b>	<b>33%</b>	<b>257</b>	<b>6%</b>	<b>237</b>	<b>6%</b>	<b>4 254</b>

**Table 33: Graduation Statistics (Percentage of Male/Female Graduates – Overall)**

FACULTY NAMES	NO. OF GRADUATES IN PERCENTAGES				TOTAL IN NUMBER
	UG Females	UG Males	PG Females	PG Males	Total
Faculty of Arts	56%	29%	8%	7%	1068
Faculty of Comm, Admin and Law	54%	37%	5%	5%	955
Faculty of Education	58%	36%	4%	3%	1 410
Faculty of Science and Agric	49%	32%	10%	10%	821
<b>Totals</b>	<b>55%</b>	<b>33%</b>	<b>6%</b>	<b>6%</b>	<b>4 254</b>

**Table 34: Graduation Statistics (Doctoral Graduates)**

PERCENTAGE MALES AND FEMALES PER FACULTY (DOCTORAL STUDENTS)					
Faculty Names	No. of Graduates				
	Females	Males	Total	% Females	% Males
Faculty of Arts	3	6	9	33%	67%
Faculty of Comm, Admin and Law	0	6	6	0%	100%
Faculty of Education	7	5	12	58%	42%
Faculty of Science and Agric	4	7	11	36%	64%
<b>Totals</b>	<b>14</b>	<b>24</b>	<b>38</b>	<b>37%</b>	<b>63%</b>

**Table 35: Graduation Statistics (Masters Graduates)**

PERCENTAGE OF MALES AND FEMALES PER FACULTY (MASTERS STUDENTS)					
Faculty Names	No. of Graduates				
	Females	Males	Total	% Females	% Males
Faculty of Arts	9	11	20	45%	55%
Faculty of Comm, Admin and Law	6	6	12	50%	50%
Faculty of Education	15	14	29	52%	48%
Faculty of Science and Agric	10	18	28	36%	64%
<b>Totals</b>	<b>40</b>	<b>49</b>	<b>89</b>	<b>45%</b>	<b>55%</b>

## THE LIBRARY

The University Library and Information Services (UNIZULU LIS), under the Directorship of Ms Laila Vahed, had 43 full-time permanent staff members during 2018, which included six vacancies appointments and three resignations. UNIZULU LIS includes a Main Library at the KwaDlangezwa Campus and a Branch Library on the Richards Bay Campus.

### Materials Budget

The materials budget for 2018 amounted to R22m, split as follows:

**Table 36: Materials Budget (R)**

Print Journals	3 750 000
e-Resources	11 000 000
Faculty of Arts	698 910
Faculty of Education	279 564
Faculty of Commerce Admin and Law	465 940
Faculty of Science and Agriculture	861 989
Faculty Reserve Funds	543 596
Library General	4 400 000
<b>Total</b>	<b>22 000 000</b>

The amount allocated to print journals purchased 201 titles, while 85 electronic resource packages were purchased, resulting in subscriptions to in excess of 35 million individual titles.

Holdings at UNIZULU Library for 2018:

**Table 37: Holdings**

CAMPUS	VOLUMES 2018
KwaDlangezwa Campus Library	318 843
Richards Bay Campus Library	2 146

Facilities in the KwaDlangezwa Campus Library included, inter alia, 14 seminar rooms, 80 study cubicles, an e-classroom, two newly established e-labs, Info Cellar, Research Commons reserved exclusively for masters, doctoral students and researchers, a conference room and a committee room. The seating capacity in the Library is 1 600. The Richards Bay Campus Library, albeit small, is very well utilised and also provides access to all the e-resources that are subscribed to. All e-resources are also accessible by authenticated staff and students off campus from any remote location.

UNIZULU LIS participates actively in the Committee for Higher Education Libraries of South Africa (CHELSA), the South African National Library and Information Consortium (SANLiC), the eastern seaboard Association of Libraries (esAL) as well as the Library and Information Association of South Africa (LiASA), among others. The Director currently serves as the Chair of the Board of Directors of SANLiC.





2018

HANDBOOK OF  
Education  
Policy Research

developing  
and  
understanding  
young children

**EQUAL**  
EDUCATIONAL  
OPPORTUNITIES

Comprehensive perspectives in education from  
Africa • Board  
of Education  
in 28 and  
Demographic  
South Africa  
in 18

Charles J. Baxton  
John Beckmann  
Jonathan D. Janson

## ACADEMIC RISKS

The misalignment of academic structure to the Programme Qualification Mix was a main risk reflected in the University's risk register and attributed to inadequate skills and capacity to develop academic structures of programmes, inadequate integration of information and communication technology systems, inadequate validations on the management information system, and non-compliance of authorisation levels. Academic structures were developed in 2018, including prerequisites, co-requisites, electives, substitutes, progression and exclusion rules, and these were committed to the management information system and validated. Faculty handbooks were aligned to these academic structures so as to provide accurate information for students so as to aid in their course enrolment choices. The result is that this risk will have been reduced from critical to manageable in 2018 and will be easily eliminated thereafter.

From a research and innovation standpoint, there are three critical risks warranting urgent attention. These include:

- A slowing PG throughput rate
- A deteriorating PG funding regime
- Skewed teaching and research (PG supervision and publishing) workload distribution, with no clear standard for academics between and within faculties

The first risks are linked to (i) supervision capacity issues; (ii) loopholes in the PG process control measures within faculties (iii) academic readiness of PG students; and finally, (iv) socio-economics and funding matters for PG students. In addition to a fast-tracking of capacity development efforts for PG students and supervisors, UNIZULU has opened a discourse with faculties and supervisors to attend to supervision shortfalls, and to tighten a control of the PG supervision contracts. There must be a commitment to enforceable rights and responsibilities in PG supervision contracts, with accountability to outcomes by students and supervisors. To this end, the matter of academic workloads becomes a matter of urgent attention, both from a policy and strategic perspective. The PG funding challenge is more complex. The NRF funding capabilities have shrunk in 2018 (without any warning), resulting in major strain towards the funding of PG students. This emergency situation has been tabled to the University executive – for emergency interventions. UNIZULU will need additional funding to keep PG programmes afloat.

## CONCLUSION

In conclusion, developments in teaching and learning as well as activities and related milestones in research and innovation suggest that 2018 was a year of notable progress and growth in the UNIZULU academic work. As a basis, about 17 943 (16 449 undergraduate and 1 494 postgraduate) students were registered across the faculties of Arts, Commerce, Administration and Law, Education, and Science and Agriculture at UNIZULU in 2018. The Education Faculty remains the largest, with 5 251 (4 934 undergraduate and 317 postgraduate) students, followed by Arts, with 4 441 (3 896 UG and 545 PG), and then Commerce, Administration and Law with 4 343 (4138 undergraduate and 205 postgraduate), and finally, Science and Agriculture, with 3 908 (3 481 UG, and 427 PG) students. Over 99% of the students are black, with female students representing the majority of the total student population at UNIZULU.

Notable developments were put in place in teaching and learning to shape the quality of University offerings in 2018. All faculties initiated curricula changes in their academic structures and structures were all aligned to the HEQSF Policy. Numerous new programmes were accredited and the University's LLB was reaccredited after national reviews. The University's accounting programmes also received full accreditation from SAICA.

In addition, the University continues to achieve pass rate targets. For example, on average, the University had a pass rate of 84%. This pass rate was far above the planned target overall pass rate of 80%. The disaggregation of this pass rate per faculty is as follows: the highest pass rate was in the Faculty of Education (89%) followed by the Faculty of Arts (87%), Faculty of Commerce, Administration and Law (81%); while the pass rate in the Faculty of Science and Agriculture was 79%.

The University has seen a major transformation in its research and innovation profile over the past couple of years. In particular, the Kagiso Trust – Beyers Naude Memorial Lecture series (introduced in 2018), the rebirth of the inaugural professoriate addresses, and the incremental development of the Research Niche Area strategies for the faculties clearly describes 2018 as a year of notable developments.

A positive report on the UZREC audit by the NHREC in July 2018 is a case in point. Continued international collaborations in the

recent EU Mundus Plus funded Editorial Projects in Education (EPE) and EMISHA projects, and UNIZULU's active role in the South Africa Sweden University Forum (SASUF) additional examples. The strengthening of the CE office, together with the approval of the internationalisation office, the DramAide incorporation into UNIZULU administration structures in 2018, as well as a revitalisation and a transformative incorporation of the IKS unit into the research and innovation sub-rectorate reaffirms a practical commitment to 'restructuring for relevance'.

Consistent growth in research publications and related subsidy income as well as advances in innovative projects describe UNIZULU as a university on the rise. Growth in research policy frameworks, guides and processes continued to strengthen in 2018, with a myriad additional forward-looking policies in the approval pipeline in 2019.

With the exception of the slower PG throughput growth rate, a fast-tracked policy environment, stability in quality assurance and the oversight regime substantiate this observation. Indeed, practical research capacity development efforts and growth in externally linked project awards by UNIZULU researchers could start to silence the cynics. As in previous years, the University

continued to capacitate PG students, researchers and academic supervisors with a myriad expertise development and training interventions in 2018.

Evident growth in the quality and quantity of research outputs in 2017 and 2018 may spell a reasonable cause for utmost optimism. Nevertheless, this 'mouth-watering' trend is a mere start to an even brighter future for research and innovations at UNIZULU.

Finally, the academic throughput in terms of graduations in honours, masters and doctoral programmes continues to reflect an upward trend and suggests that the Research and Innovation Unit, and ultimately, the University as a whole, is on a promising path. For this reason, UNIZULU can conclude that research and innovation, teaching and learning initiatives, as well as the Community Engagement reflect a promising start.



**Prof. X. Mtose**  
**Vice-Chancellor**





# REPORT OF THE INSTITUTIONAL FORUM

## INTRODUCTION

The composition of IF is contained in section 31(2) of the Higher Education Act, Act 101 as amended, and section 40 of the revised Institutional Statute of the University of Zululand dated 19 October 2018 as published in Government Gazette 41982, Vol. 640, Number 1110. The composition is as follows:

- a. Two representatives of the Management Committee appointed by the Vice-Chancellor
- b. Two representatives of Council, elected by Council
- c. Two representatives of Senate, elected by Senate
- d. One representatives of academic employees elected by the academic employees
- e. One representatives of administrative and support staff elected by the administrative and support staff
- f. One representative of women employed at the University elected by the female employees of the University
- g. Two representatives of students appointed by the SRC
- h. Two persons with disabilities – one is a member of staff and one is a student – elected by the employees and students of the University respectively
- i. Two representatives of the recognised union(s) appointed by the union
- j. A maximum of three employee or student members, appointed by the Vice-Chancellor after consultation with the IF:
  - i. On the basis of their expertise and experience
  - ii. In order to represent a specific interest group or groups on campus not already represented in the IF

A duly elected IF for the year under review was comprised as follows:

**Table 38: Composition of IF**

NAME	REPRESENTATIVE CAPACITY
Ms G. Nhleko	Management representative
Mr A. Parusnath	Management representative
Mr N.L. Nkwanyana	Council representative
Mr E. Dube	Council representative
Prof. G.D.F. de Wet	Senate representative
Dr N.R. Ngcobo	Senate representative
Mr N.H. Ngwenya	Academic staff representative
Dr P.J. Coetzee	Academic staff representative
Mr S.J. Mvubu	Administration and support staff representative
Mr T. Maphosa	Administration and support staff representative
Ms T. Biyela	Women employee representative
Ms B.T. Mngadi	Women employee representative
Mr C. Mbandlwa	SRC representative
Mr N. Ntshangase	SRC representative
Mr D.E. Janse van Rensburg	VC Appointee: Experience and Expertise
Vacant	Disabled staff and student representative
Vacant	Union representative



In terms of clause 43(1) of the UNIZULU Statute, the elected Chairperson, Deputy-Chairperson and Secretary were:

- Dr N.R. Ngcobo Chairperson
- Ms G. Nhleko Deputy-Chairperson
- Ms T.N. Biyela Secretary

The Chairperson, Dr N.R. Ngcobo was, during this reporting time, a member of Council by virtue of the provisions of clause 18(1)(l) of the UNIZULU Statute.

Clause 45 of the UNIZULU Statute also establishes the Executive Committee of the Institutional Forum (IFEX). The following members form part of and were elected as members of IFEX:

**Table 39: Composition of the Executive Committee of the Institutional Forum (IFEX)**

NAME	REPRESENTATIVE CAPACITY
Dr N.R. Ngcobo	Chairperson
Ms G. Nhleko	Deputy Chairperson
Ms T.N. Biyela	Secretary
Prof. G. de Wet	Senate representative
Mr C. Mbandlwa	SRC representative
Mr S. Mvubu	Additional member

The following changes to IF and IFEX membership occurred during the year under review:

- Ms T.N. Biyela resigned from IF on 29 May 2018 and lost her seat as the women employees' representative;
- Dr P.J. Coetzee resigned from the University and lost her seat as the academic employees' representative; and
- DR N.R. Ngcobo has retired and lost his seat as the Senate representative.

The functions and duties of the IF are set out in section 31 of the Higher Education Act 101 of 1997 as amended and the UNIZULU Statute, with specific reference to clauses 39-46. As stipulated in section 31(1) of the Higher Education Act, the IF of a higher education institution must advise the Council on the following issues:

- The implementation of the Higher Education Act and the national policy on higher education
- Race and gender equity policies
- The selection of candidates for senior management positions
- Codes of conduct, mediation and dispute resolution procedures
- The fostering of an institutional culture, which promotes tolerance and respect for fundamental human rights

IF is a component of the statutory governance structures of a public university and acts as a space for discussion on matters of transformation. This report presents activities of the IF relative to the above functions.

## ADVISORY INVOLVEMENT

IF advised Council mainly on the selection of candidates for senior management positions. The following positions were considered by IF:

### Dean of Students

IF resolved that the shortlisted candidate met the minimum requirements but raised a concern that its pronouncement was limited to one candidate. IF further resolved that the position be re-advertised given that there were no other candidates shortlisted.

## Dean – Faculty of Arts

IF resolved that the shortlisted candidate complied with all requirements for the position and found the candidate suitable for selection.

## Dean – Faculty of Administration, Commerce and Law

IF resolved that one of the two shortlisted candidates shortlisted complied with all requirements of the position and found one candidate suitable for selection.

## Deputy Vice-Chancellor: Teaching and Learning

IF resolved that both candidates who were shortlisted were suitable for selection.

The above recommendations were submitted by IF to the Chairperson of the Selection Panel en route to Council for consideration.

## MEETING ADMINISTRATION

IF held three meetings during the period under review.

## Race and Gender Policies

No such policies were submitted to IF to solicit its advice during the year under review.

## Selections of Candidates for Senior Management Positions

IF pronounced on the suitability of several candidates for senior management positions, which were referred to Council.

## Codes of Conduct, Mediation and Dispute Resolution Procedures

IF has not engaged on this matter during the period under review. This, however, does not imply that there were no issues to be dealt with in this area.

## The Fostering of an Institutional Culture that Promotes Tolerance and Respect for Fundamental Human Rights and Creates an Appropriate Environment for Teaching, Research and Learning

The IF reviewed the Institutional Language Policy during the year under review. There was no formal engagement between the Council and the IF regarding the question of fostering of an institutional culture.

## Workshops

The DHET organised a workshop for IF Chairpersons and personnel from the Offices of the Registrar and Transformation, which was successfully held on 12 April 2018 at Emperor's Palace, OR Tambo International Airport. The main aim of the workshop was to share guiding principles to strengthen and establish community of practice for the IF. The information presented at the workshop was shared to all IF members during the year under review.

## Revision of UNIZULU Statute

The IF considered the proposed revisions in the statute and recommended the revised statute to Council for submission to the Minister of Higher Education and Training.



**Ms G. Nhleko**  
**Acting Chairperson**



# REPORT FROM THE VICE-CHANCELLOR ON MANAGEMENT AND ADMINISTRATION

## INTRODUCTION

Higher education is facing rapid change and UNIZULU, like other institutions, is dealing with fundamental challenges. Nonetheless, within a turbulent higher education climate, the University has succeeded in strengthening its position as a leading comprehensive university. Management notes with pride that the accomplishment of various endeavours would not have been possible without the diligence and teamwork of staff and students.

The year 2018 showed progress towards redefining and refreshing the University's academic purpose and identity as a comprehensive university in a rapidly transforming society. This integrated report presents the results of efforts as well as reflections on what has been achieved as the UNIZULU community. This report further highlights managerial/administrative achievements in terms of the plans, goals and objectives set for the period under review; managerial/administrative aspects of the operations of the Institution, including new senior executive/administrative appointments; the achievements of the administrative structures and resources regarding both personnel and systems; the adequacy of staffing levels; the extent to which equity targets in the workplace have been realised; the quality of information available to management and the administrative processes involved; student services and extra-curricular activities; relationships with the community, both academic and service; the changing patterns in the provision of academic courses; and a statement of self-assessment of the achievement of the Vice-Chancellor in attaining the objectives set for the period under review with summary detail of realised achievements.

## STRATEGIC IMPERATIVES IN 2018 AND SELF-ASSESSMENT

The University has identified six strategic priorities for the period 2016-2021, and these are in line with the Education White Paper of 1997 (DoE, 1997), which emphasises the need to meet skills requirements within a framework of effectiveness and efficiency. The strategic vision for 2016-2021 forms part of ongoing exercises needed to unite the University communities and all its stakeholders to redefine and refresh the University's academic purpose and identity it as a comprehensive university in a complex and rapidly transforming society. The University continued striving to restore academic excellence and service delivery by consolidating its strategic choices; reinstating excellence in institutional administration, management and governance; infusing academic renewal; and supporting quality enhancement initiatives. In line with the DHET's reporting requirements, the University submitted its 2018 Annual Performance Plan (APP) after it was approved by Council. The 2018 APP contained annual targets against which the University's performance was measured. The 2018 APP presented a comprehensive framework of how the University intended to operationalise its Strategic Plan 2016-2021; the Enrolment Plan 2013-2019; the Teaching and Learning Plan approved in 2017; the Research and Innovation Plan approved in 2017; the Integrated Transformation Plan 2017-2022; the UNIZULU ICT Strategic Plan 2017-2022, as well as the CHE Improvement Plan 2018 based on the CHE Special Audit of 2017.

The Institution's performance against the annual targets is contained in the performance report of this annual report. The strategic imperatives for the year under review were:

**Table 40: Strategic Goals and Performance**

STRATEGIC GOAL	PERFORMANCE
<p><b>1. Improve governance through enhanced operations to support the academic enterprise and ensure sustainability</b></p>	<p>The University continued its development of a rural comprehensive university to cater for excellence in administration, governance and core business through efficient and sustainable systems. The culture of good governance that prevails in the University was enhanced through numerous policy approvals and implementation as well as through a performance assessment of Council and the Executive in order to ensure effective administration and institutional governance. The University is compliant to the Higher Education Act (as amended) and other related legislation, policies and regulations applicable to higher education. The newly approved institutional statute was a great achievement to further strengthen governance.</p> <p>Several programmes were submitted for approval and accreditation in 2018, including curricula for maritime and engineering studies. These programmes are part of the comprehensive drive of UNIZULU. The approval of the LLB after review and SAICA accreditation were highlights in 2018. The development of research niche areas and CE in the context of the rurality of UNIZULU received significant attention.</p> <p>Operations were strengthened by improved transactional efficiency; improved recruitment and retention; the full implementation of a performance management system, which was rolled out to all levels of staff; and increased attention to staff well-being and their development through focused and directed staff development programmes. The vacancy rate reduced from 26.7% to 22.9%, falling within the higher education sector limits.</p> <p>Student relationships received significant attention with numerous developments in teaching and learning, student governance and the relationship between management and the SRC. Undergraduate and postgraduate grievance procedures were developed and much emphasis was placed on the first-year experience, extra curricula activities and student health and counselling. Several student surveys were conducted in order to understand student needs and plan for improvements.</p> <p>Sound financial management remained key to enhance internal financial controls. A financial budgeting and reporting system was developed and implemented and several financial policies were created and revised in 2018.</p>
<p><b>2. Create a quality teaching and learning environment as a comprehensive university</b></p>	<p>The University continued to apply innovative pedagogies and best practice to teaching and learning with a view to enhance quality and improve the student experience.</p> <p>Attempts to enrich student experiences included the institutionalisation of programmes for student support, staff development, quality and the use of 21st century technologies and ICT platforms to promote effective learning. The University has, through the Quality Assurance Unit and Registrar's Office, successfully aligned all the University offerings to HEQSF with approved learner guides in place.</p> <p>Some of the imperatives in this regard included the development of the scholarship of teaching and learning; curriculum transformation; re-accredited programmes; developing meaningful partnerships and collaborations; institutionalisation of the statement of graduateness; putting in place an early warning system for student tracking; and improving student throughput.</p> <p>Emphasis remained on the timely and correct capture of data as evident in the HEMIS report. The LIS continues to provide quality service to support all areas of teaching and learning and research.</p>
<p><b>3. Enhance research and innovation</b></p>	<p>An improved Research Plan (2016-2018) was developed with the aim of promoting the research culture and enhancing experiences of academic staff and postgraduate students. The University remains committed to develop junior academics into fully-fledged research staff, improving the qualification profile of all staff, particularly those without doctoral level qualifications, and setting targets to improve the research output of the University to align with DHET's research norms.</p> <p>During the year under review, UNIZULU conceptualised community engagement and developed and established a CE Intermediary Platform and Framework. Research niche areas were identified and a set of proposals of potential niche areas were developed. Several inaugural lectures were held to showcase talents. UNIZULU promoted and raised awareness of the value of innovation through numerous workshops. An Institutional Research Strategy was also developed, aimed at innovation with systems for reward.</p> <p>There was a significant growth in postgraduate (masters and PhD) throughputs. A total amount of 4 322 graduated from the University during the year under review, of which 858 were postgraduates. The University conferred a total of 38 doctoral degrees, 89 masters degrees, 375 honours degrees, 10 postgraduate diplomas and three 346 postgraduate certificates on postgraduate students.</p> <p>The preliminary (unofficial) research output for 2018 is 233.72, consisting of 191.43 journal articles, 11.14 conference proceedings and books and 31.15 book chapters. The awarding of research output units for accredited publications will only be known in December 2019/ January 2020.</p> <p>The University has 16 rated researchers and 20 research fellows in different fields.</p>

STRATEGIC GOAL	PERFORMANCE
<b>4. Enhance the quality and profile of UNIZULU graduates</b>	The teaching and learning environment continued to implement best practice approaches to quality enhancement and quality assurance as a way of enhancing the quality and profile of its graduates. Programmes for student support, staff development, particularly the enhancement of academics as teachers and the development of a new generation of academics, enhancement of teaching and learning, particularly technology and ICT enhanced teaching and learning, scholarship of teaching and learning, curriculum transformation, including clearing of unaccredited programmes, partnerships and collaborations, community engagement, teaching and learning innovations, were all successfully introduced in 2018. Identifying high risk modules and the tracking of students that are at risk remains a priority and focus. An Institutional Framework of Graduate Attributes was developed, together with an E-Learning Strategy, a Teaching and Learning Strategy and a Workload Policy. An approved framework for alumni engagement and strategic plan was developed and will ensure engagement with alumni to maintain lifelong relationships.
<b>5. National and international reputation management of UNIZULU</b>	Reputational restoration remained key in 2018. The University successfully completed an improvement plan based on the Special CHE Audit, which was submitted to and accepted by CHE. The first quarterly report on the improvement plan was submitted to CHE in 2018. The University fully co-operated with all investigations that were conducted into the affairs of the Institution and Council complied with the Ministerial directive by submission of full audit reports and documentary evidence on allegations leveraged against the Institution in December 2018. Emphasis was placed on portraying the good news of the Institution and to tighten all internal controls. The Institution continues to collaborate with numerous national and international universities to enhance its reputation and display its excellence.
<b>6. Accelerate infrastructure development</b>	<p>There were delays in the implementation of infrastructure projects since 2013 as a result of various litigation and capacity challenges that prevailed between 2012 and 2018. Despite these challenges, UNIZULU has appointed a project manager to fast-track all the DHET-funded projects. A schedule of projects was presented to Council for consideration and approval during the year under review. The projects are proposed for implementation in the period 2019-2022. Starting in 2018, the University has put in place organisational mechanisms to address efficiency in new built and maintenance projects.</p> <p>As far as ICT infrastructure is concerned, several new initiatives were introduced in 2018. The integrated ICT network system embraces enhanced wireless connectivity, improved storage solutions and a more robust network backbone.</p> <p>The installation of security cameras in examination centres and upgrading of existing CCTV equipment assisted greatly with on-campus security. Systems development contributed greatly to the design and implementation of the online registration system, which is currently in Phase III of implementation. System upgrades have afforded new opportunities to improve data management and analysis.</p>

## HUMAN RESOURCES MANAGEMENT

### Performance Management

The main objective of performance management is to drive the Institution's growth in order to live its vision of becoming a leading comprehensive university. In 2018, all executives went through a thorough performance assessment process conducted by the University Council. These assessments were evidenced and directly linked to operational plans and performance contracts signed between each executive, the Vice-Chancellor and the Chairman of Council. In so doing, the University has again sent a clear message that it takes its Strategic Plan seriously and performance management was implemented at all levels of staff in 2018 in order to enhance institutional performance. To facilitate the process, Project Blue Sky (a change management initiative) was introduced to ensure the successful and effective implementation of the performance management system.

### Staffing

A crucial consideration in the success of UNIZULU would be the calibre of its management and leadership. Key appointments place the Institution at the cutting edge of sound corporate governance and management practice, both locally and internationally. The Human Resources Department worked hard to fill vacancies during the year under review. In a high staff turnover employment sector, the overall institutional vacancy rate reduced from 26.7% to 22.9%. The academic vacancy rate reduced from 21.6% to 18.5%. The e-Recruitment System Project was launched in 2018 to improve the turnaround times, however, it will start to make an impact in the new year.

Council approved the new Finance Division organisational structure, which consists of Financial Services and Supply Chain Management sections. At the end of December 2018, 29 employees had been placed within the Financial Services section. The matching process on the Supply Chain Management section had to be delayed pending performance review of this section.

Table 41 sets out the total vacancy rate, which includes both academic and support staff.

**Table 41: Unizulu Vacancy Rate as at 31 December 2018**

CATEGORY	ESTABLISHED	VACANCY ACTIVE	% OF VACANCY	VACANCY NOT ACTIVE	% OF ESTABLISHED	VACANCY TOTAL	% OF VACANCY AGAINST ESTABLISHED
Faculty of Arts	135	30	88.24%	4	11.76%	34	25.19%
Faculty of Cal	67	8	80.00%	2	20.00%	10	14.93%
Faculty of Educ	96	14	77.78%	4	22.22%	18	18.75%
Faculty of Science & Agric	186	18	64.29%	10	35.71%	28	15.05%
Richards Bay	19	1	100.00%	0	0.00%	1	5.26%
Professional Services	806	31	14.76%	179	85.24%	210	26.05%
<b>Grand Total</b>	<b>1 309</b>	<b>102</b>	<b>7.79%</b>	<b>199</b>	<b>15.20%</b>	<b>301</b>	<b>22.99%</b>

Table 42 displays the status of the academic staff establishment at UNIZULU and includes all temporary, contract and full-time staff.

**Table 42: Academic Staff as at 31 December 2018**

	MALE						TOTAL	FEMALE						FOREIGN NATIONALS		TOTAL	GRAND TOTAL
	AFRICAN	COLOURED	INDIAN	WHITE	DISABLED	AFRICAN		COLOURED	INDIAN	WHITE	DISABLED	TOTAL	AFRICAN	OTHER			
<b>Faculty of Arts</b>	<b>43</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>50</b>	<b>28</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>37</b>	<b>9</b>	<b>2</b>	<b>11</b>	<b>98</b>	
Permanent	38	0	4	3	0	45	22	0	3	6	0	31	5	1	6	82	
Temporary	5	0	0	0	0	5	6	0	0	0	0	6	1	1	2	13	
Contract	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	3	
<b>Faculty of CAL</b>	<b>18</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>28</b>	<b>12</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>18</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>50</b>	
Permanent	16	0	4	3	0	23	12	0	2	4	0	18	4	0	4	45	
Temporary	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	
Contract	1	0	1	2	0	4	0	0	0	0	0	0	0	0	0	4	
<b>Faculty of Educ</b>	<b>24</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>28</b>	<b>34</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>39</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>73</b>	
Permanent	20	0	2	2	0	24	29	0	3	2	0	34	4	0	4	62	
Temporary	4	0	0	0	0	4	5	0	0	0	0	5	1	0	1	10	
Contract	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	
<b>Faculty of Science and Agric</b>	<b>30</b>	<b>0</b>	<b>3</b>	<b>10</b>	<b>0</b>	<b>43</b>	<b>18</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>28</b>	<b>18</b>	<b>4</b>	<b>22</b>	<b>93</b>	
Permanent	27	0	1	10	0	38	16	0	1	9	0	26	13	3	16	80	
Temporary	3	0	1	0	0	4	1	0	0	0	0	1	1	0	1	6	
Contract	0	0	1	0	0	1	1	0	0	0	0	1	4	1	5	7	
<b>Richards Bay</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	
Permanent	4	0	0	1	0	5	0	0	1	2	0	3	0	0	0	8	
Temporary	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	
Contract	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Grand Total</b>	<b>119</b>	<b>0</b>	<b>14</b>	<b>22</b>	<b>0</b>	<b>155</b>	<b>92</b>	<b>0</b>	<b>10</b>	<b>23</b>	<b>0</b>	<b>125</b>	<b>37</b>	<b>6</b>	<b>43</b>	<b>323</b>	

The University made a total of 68 new appointments in 2018 as displayed in Table 43.

**Table 43: New Appointments as at 31 December 2018**

	AFRICAN		TOT	COLOURED		TOT	INDIAN		TOT	WHITE		TOT	GRAND TOTAL
	M	F		M	F		M	F		M	F		
Executive	0	1	1	0	0	0	0	0	0	1	0	1	2
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>
Full-time Academic	15	13	28	0	0	0	0	0	0	3	2	5	33
Full-time Professional	11	13	24	0	0	0	0	1	1	1	0	1	26
<b>TOTAL</b>	<b>26</b>	<b>26</b>	<b>52</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>59</b>
Contract Academic	1	3	4	0	0	0	1	0	1	1	0	1	6
Contract Professional	0	1	1	0	0	0	0	0	0	0	0	0	1
<b>TOTAL</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>7</b>
<b>GRAND TOTAL</b>	<b>27</b>	<b>31</b>	<b>58</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>8</b>	<b>68</b>
% of Empl.	39%	45%	85%	0%	0%	0%	1%	1%	2%	8%	2%	11%	100%

The following critical appointments were made in 2018:

**Table 44: Critical Appointments**

JOB TITLE	DEPARTMENT	FACULTY/DIVISION
Executive Director: Infrastructure	Office of the VC	Physical Planning & Operations
Executive Director: Finance	Office of the VC	Finance
Director	Quality Assurance	Institutional Planning
Manager: Transformation	Quality Assurance	Institutional Planning
Faculty Manager	Office of the Dean	Faculty of Arts
Professor	Law	Faculty of Commerce, Admin and Law
Professor	Information Science	Faculty of Science and Agriculture
Professor	Human Movement Science	Faculty of Science and Agriculture
Professor	Social Work	Faculty of Arts
Professor	Information Studies	Faculty of Arts
Professor	Criminal Justice	Faculty of Arts
Associate Professor	Sociology	Faculty of Arts
Manager	Energy Engineering	Physical Planning and Operations
Manager	Student Records	Registrar

The following senior managers resigned during 2018:

- Deputy Vice-Chancellor, Teaching and Learning
- Executive Director – UNIZULU Foundation
- Director – Teaching and Learning Centre
- Director – DramAide
- Research Professor – Economics

The following senior managers passed away in 2018:

- Dean – Faculty of Arts
- Professor – Faculty of Arts

## Academic Promotions

The University has a policy which, among other objectives, ensures that quality academic staff members are promoted according to criteria that are transparent and consistently applied in all faculties. This is to acknowledge their contributions towards achieving the University's goal of being a high-quality academic institution, particularly in the fields of teaching and learning, research, university service and community engagement. It is a form of reward to staff members for actual and sustained service and achievement above standard thresholds set for their current appointment levels. The following academic promotions were approved:

**Table 45: Academic Promotions**

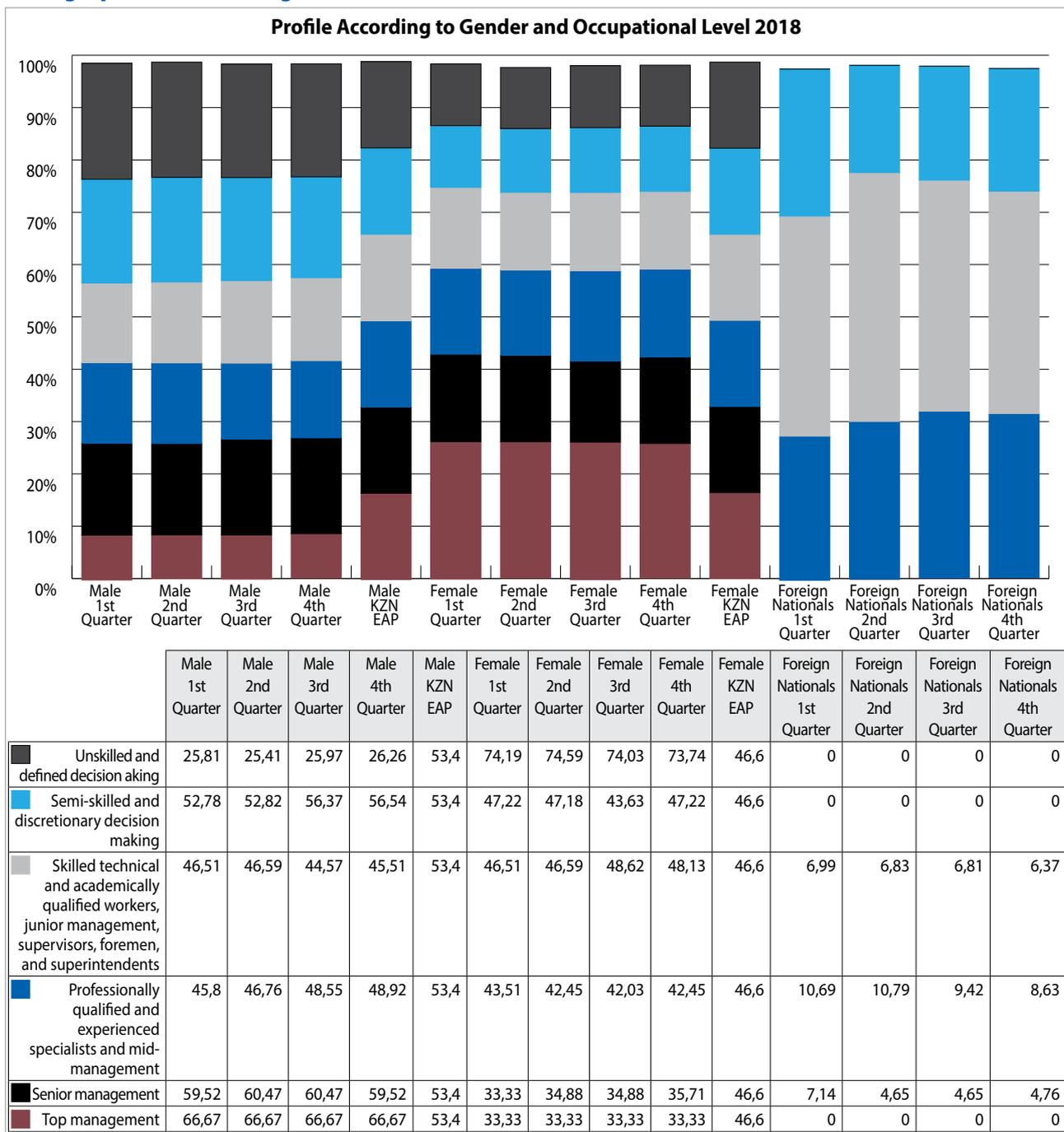
FACULTY	FROM POSITION	TO POSITION
Faculty of Science and Agriculture	Associate Professor	Professor
Faculty of Science and Agriculture	Lecturers (4)	Senior Lecturers (4)
Faculty of Arts	Senior Lecturer	Associate Professor
Faculty of Education	Associate Professor	Professor
Faculty of Education	Senior Lecturer	Associate Professor
Faculty of Education	Lecturer	Senior Lecturer

## Equity Targets

The University submitted its Employment Equity Report to the Department of Labour in January 2019. The report covered the period from 1 October 2017 to 30 September 2018. The first focal point of redress was the underrepresentation of women at senior and professional levels. The current percentage of the economically active women in KZN is 47,3%. UNIZULU has a

representation of 32.0% of women at Senior Occupational Level and 41.3% at the Professionally Qualified Level. The second focal point is improving the number of employees with disabilities. When the plan was prepared in 2016, only one staff member had declared a disability. After disclosure campaigns, the number increased to three. The latest workforce profile reflects a significant increase in black women at the semi-skilled and unskilled occupational levels due to in-sourcing.

## Demographic Profile Changes



# STAFF INFOGRAPHIC

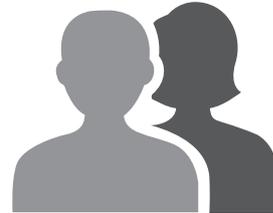


TOTAL  
ACADEMICS

323



125  
FEMALES



155  
MALES

GENDER

RACE

AFRICAN

211

COLOURED

0

INDIAN

24

WHITE

45

STAFF WITH  
DISABILITY

3

FOREIGN  
NATIONALS

43

NEW  
APPOINTMENTS

68

STAFF WITH

PhD

46%

ACADEMIC VACANCY RATE 18.5%

OVERALL VACANCY RATE 22.99%



WOMEN AT SENIOR  
OCCUPATIONAL LEVEL

32.0%

WOMEN AT THE PROFESSIONALLY  
QUALIFIED LEVEL

41.3%

LEARNING AND DEVELOPMENT  
EXPENDITURE

R9 631 919



## Skills Development

Individual Performance Contracts incorporate Individual Development Plans that capture the annual development needs of each employee. The training needs identified are used to compile the Workplace Skills Plan. In 2018, 29 employees from academic and professional support services attended the acclaimed University of Stellenbosch Leadership Development Programme. All successfully completed the programme and received their certificates.

**Table 46: Learning and Development Expenditure**

CATEGORY	SOURCE OF FUNDS	AMOUNT
Individual Development Plans	HR budget/ Mandatory grant/ Departmental budget	R3 436 425
Teaching and Learning	Teaching and Learning Development grant	R3 000 000
Research and Innovation	Research Development grant	R2 631 100
<b>TOTAL</b>		<b>R9 631 919</b>

## Pension/Provident Funds

The increase in the employer contributions effected in 2017 as a result of the contribution holiday, has proved to be costly in the environment of budgetary constraints. Council approved that management investigate the conversion from defined benefit to defined contribution funds.

## Stakeholder Relationships (Union Relations)

There is still no recognised trade union at the University. Trade union recognition is a statutory process that must take place in line with S21 of the Labour Relations Act 66 of 1995 as amended. The National Education, Health and Allied Workers' Union (NEHAWU) and The South African Liberating Public Sector Workers Union (SALIPSWU) resuscitated their quest to exercise organisational rights at the University. Various meetings were held with both unions to deliberate on this matter. These meetings did not yield any results as NEHAWU and SALIPSWU's membership are far below the threshold for them to be recognised for bargaining purposes.

## IMPROVING STAFF QUALIFICATIONS AND CAPACITY

The University intends to grow the proportion of staff with PhD degrees from the present 45,76% to 55% by 2025 through structured initiatives that are aimed at:

- Increasing support for young and emerging academic staff have more time and resources to earn higher degrees and develop their research and postgraduate supervision capacity. Wherever appropriate, raising the minimum qualification expectations for new academic appointments, introducing a policy and practice of putting emphasis on the PhD as a sine qua non for appointment and promotion of academic staff has encouraged more staff to pursue PhDs and this will allow the University to appoint people with PhDs into academic posts. There are various programmes in place to support academics pursuing PhDs and those seeking to develop more research skills in order to professionalise teaching in the University.
- There will be more directed performance management systems that focus on the role of academic leadership (Heads of Departments, Deans, etc.) in developing the academic standing of staff within their areas of responsibility and ensuring that academic staff perform at a more efficient and effective level.
- The University seeks to fill up existing academic post vacancies with academics who possess high-level qualifications. Some of vacancies that are based in support services may be converted into academic posts after due diligence has been conducted to determine the needs of academic departments and support services. Based on these plans and processes that have already started within the University, UNIZULU will have sufficient capacity to respond to teaching and learning needs emanating from the enrolment growth stated in the 2020-2025 Enrolment Plan.
- The approval of the 2020-2025 Enrolment Plan will necessitate a renewed conversation about academic staffing arrangements, especially in new areas where programmes are being designed for start-up provisioning in the University, for example, Engineering and Music. Academic seniority will also be a particular area of interest given the envisaged growth in postgraduate enrolments.

## TEACHING AND LEARNING

In line with the Teaching and Learning Strategy and Principles, the University recognises that teaching and learning forms the basis for the achievement of all aspects of the academic vision for a comprehensive university. The University has developed a set of core principles for its academic staff, graduates, programmes and sites of delivery in terms of excellent teaching and learning. Central to all that, the University focuses on the achievement of academic excellence in the context of a comprehensive university. Teaching and learning strategies and activities that work are required to intersect effectively with research and community

engagement, and address low retention, success and throughput rates. Parity of provision across sites of delivery needs to be assured while permitting each to reflect its location and leverage of local opportunities.

## Vice-Chancellor's Excellence in Teaching and Learning Awards

The Teaching and Learning Centre hosted its second Vice-Chancellor's Excellence in Teaching and Learning Awards on 14 September 2018 in Richards Bay. The awards are a national strategic imperative that seek to recognise excellent academics. These awards were established in 2009 – a collaboration between and HELTASA.

The winners were as follows:

CATEGORY	EMERGING ACADEMIC	DISTINGUISHED ACADEMIC
Winner	Mrs Nontobeko Prudence Khumalo	Professor Unathi Kolanisi
1st Runner Up	Miss Nokukhanya Jili	Prof. Lorraine Greyling
2nd Runner Up	Mrs Chantell Gouws	

## Viability Analysis

Through the Strategic Analytics and Business Intelligence Office of the Institutional Planning Directorate, the University has institutionalised viability analysis for the development of new programmes with the aim to determine, evaluate and forecast the financial viability of new programmes. The viability analysis relies on the DHET funding framework; operational budget; instructional and research staff servicing the programme; and student intake to determine the costs to start and then calculate the break-even point. To date, viability analysis has been done for the following programmes:

- Bachelor of Arts Honours in Industrial Sociology
- Master of Arts in Industrial Sociology
- Master of Arts in History
- Doctor of Philosophy in History
- Engineering Programmes in the Richards Bay Campus
- Bachelor of Education Honours (Curriculum Studies; Education Management and Leadership)
- Bachelor of Law (LLB)

In the period between March 2018 and June 2018, the Strategic Analytics and Business Intelligence Office of the Institutional

Planning Directorate has completed viability analysis for the development of the following new programmes with the aim to determine, evaluate and forecast the financial viability of programmes:

1. Bachelor of Commerce Honours (Economics)
2. Bachelor of Education Honours (Foundation Phase Teaching)
3. Bachelor of Education Honours (Science Education)
4. Bachelor of Education (Foundation Phase Teaching)
5. Bachelor of Education (Intermediate Phase Teaching)
6. Bachelor of Education (Senior Phase and FET Teaching)
7. Postgraduate Certificate in Education (PGCE)
8. Advanced Diploma in Hospitality Management
9. Bachelor of Arts Honours (Sociology)
10. Master of Arts (Sociology)

## UNIZULU HEQSF Aligned PQM

The UNIZULU PQM has been submitted through the statutory bodies of the Institution for approval before DHET submission. This PQM has to include all the new programmes that have been accredited for offering in 2018. New programmes included are:

- Advanced Certificate in Accountancy
- Advanced Diploma in Communication Science
- Postgraduate Certificate in Education in Senior Phase and Further
- Education and Training Teaching
- Postgraduate Certificate in Education in Further Education and Training Teaching
- Bachelor of Education in Foundation Phase Teaching
- Bachelor of Education in Intermediate Phase Teaching

Council approved the introduction of an online registration system to be fully implemented by 2020. In order to achieve this, the Office of the Registrar had to drive a programme of academic structure revision to ensure that the academic structure of the Institution corresponded with the Institution's PQM and that the structure was correctly reflected on ITS to enable online registration. Phase III was successfully completed in 2018 and the University embraced the enhancement of numerous academic administrative processes during the year. Staff members, from within the ambits of both academic and faculty administration, were timeously introduced and workshopped on the proposed initiatives for 2018 to ensure that all were well informed of the positive impact these interventions would have on the academic administrative processes in 2019.

## RESEARCH AND INNOVATION

### Policy Development and Review

A resurgence of the University research and innovation policy environment in the previous academic year is encouraging. Equally important has been the development of five new policies: (i) the Emerging Researcher Development Policy; (ii) inaugural Lecture Policy; (iii) Instrumentation Policy; (iv) the Research Niche Area Development Policy; and (v) a Sabbatical Policy. In addition, the research office has concluded a revision of numerous existing policies during the year under review. While the (a) University Research Strategy, the (b) Inaugural Lecture policy, the (c) Research Niche Area, and the (d) Instrumentation Policy were approved by Senate and Council in 2017, the unit is consulting University stakeholders to facilitate the approval of the rest of the policies – including the PG student charter over the first and second quarter of 2018.

### Growing Local and International Collaborations/Partnerships

UNIZULU continues to integrate into a wider academic, industrial, governmental, scientific and societal collaborative linkages across the local, regional, national, continental and global networks. UNIZULU attended an international EU Mundus academic collaborative workshop, the Enhancing Postgraduate Environments (EPE) on the week 16-19 February, 2018. The idea was to report on progress regarding UNIZULU's contribution to the collaboration, to plan the next set of collaborative events, and to prepare for the international conference on this project – as earmarked for July 2017 (in Pretoria). It was agreed in this workshop for UNIZULU to co-host the next institutional visit by international collaborating institutions on 19-20 March. Under the leadership of the Research Office, the Institution geared itself for the PG students and supervisors' capacity development interactive workshop. Secondly, the University of Zululand chaired a R30m international academic development collaborative initiative between South African and Swedish Universities (STINT). On 10 February, the Research and Innovation Unit facilitated a theme identification, leadership and task definition workshop among its academics to drive programmes that will see UNIZULU benefit, and also deliver its responsibilities on this initiative. The IKS workshop, under the leadership of Prof. De Wet, was held at the Department of Science and Technology (DST) in Pretoria, with national and international participation – with transformative success.

The Computer Science Department is collaborating with the Council for Scientific and Industrial Research (CSIR) on a national

project to monitor spectrum usage in the country. A spectrum analyser was installed on the main campus in April 2018 and is feeding spectrum usage data from the immediate vicinity into a national database. The spectrum usage database will be used by the government and the telecommunications regulator to inform national policy and spectrum allocations for future 5G telecommunications networks in South Africa.

On 22-24 August 2018, a delegation from Consumer Science joined UKZN's Centre for IKS and the Forum for Former African Heads of State and Government to build on the legacy of Nelson Mandela's love of life (bioethics) for children and youth in reviving the Africa-Asia Bandung Summit held in 1955 in Bandung, Indonesia. The Head of Department, Prof. Kolanisi, chaired and facilitated the welcoming session where she shared the stage with His Excellency former President Joaquim Chissano of Mozambique and the first women of Africa to host the Deputy President Chair, Dr Specioza Naigaga Wandira Kazibwe of Uganda.

The International Astrolab Workshop, held by the Physics and Mathematics departments at the University, was a direct and necessary response to the University's mission and underpinned the values that the University stands for. The workshop came at an appropriate time when the Physics Department is developing an Astronomy/Astrophysics curriculum with the intention of teaching and producing global competitive Astronomy/Astrophysics researchers now that South Africa is host to the Square Kilometre Array (SKA), which is the biggest science project ever to be undertaken by South Africa and partner countries. The Mathematics Department, on the other hand, is firmly established in the field of Cosmology, which is highly related to the discipline of Astrophysics. Therefore, the International Astrolab Workshop injected a much needed catalyst to enhance inter-departmental collaboration as far as teaching and learning, innovation and research are concerned. Apart from acquiring such valuable knowledge from the workshop, the University was once again placed on an international stage since the delegates were coming from different countries around the world (Belgium, France, England, India, Nigeria, Ethiopia, Malawi, Kenya, Tanzania, Zambia, Zimbabwe and South Africa). Importantly, collaborations between the University and the institutions represented have been cemented.

The Things Network is a global initiative to build crowd-sourced wireless sensor networks using LoRaWAN technology. The primary aim of this global initiative is to build a fully distributed network infrastructure for the Internet of Things as an alternative to offerings from commercial operators. The Things Network

promises long coverage ranges, low bandwidth, low battery usage and subscription-free connectivity. The Computer Science Department currently possesses the only sensor gateway in KZN that is compatible with The Things Network and will be used in upcoming research projects focusing on energy efficiency, network performance and innovative use cases.

UNIZULU has established a laboratory through which it has gained successful groundbreaking research collaboration with well-known researchers across the world (China, Russia, India, South Africa, Mexico, Brazil and Germany). Prof. Elumalai has applied to the BRICS collaboration project with five countries: South Africa with China, India, Brazil and Russia (R 2.1million) researching the influence of urban processes in the context of global climate change on hydro geochemistry and the vulnerability of aquifer contamination.

The International Geographical Union (IGU) Commission on African Studies was formed in May 2017 (<https://iguafriacommission.org/>). It has headquarters in the Department of Geography and Environmental Studies in the University and its founding Chair is Dr Innocent. It is a research and scientific body composed of and dedicated to African and Africanist scholars researching on issues in Africa, ranging from social sciences to natural sciences, but mainly informed by geographical, multi- and interdisciplinary perspectives. This Commission operates under the auspices of and is guided by the IGU. This is the first such scientific body on the African continent since the formation of the IGU in 1922. The first meeting was held in May 2018 in Namibia, and the meeting in 2019 will be hosted by UNIZULU.

## COMMUNITY ENGAGEMENT

Various community engagement activities within faculties continue to enhance teaching and learning, research and innovations, as well as outreach and volunteerism. The following highlights for 2018 are reported on:

### Faculty of Commerce Administration and Law

The Faculty of Commerce and Administration and Law (FCAL) has been involved with Enactus South Africa. The faculty, through its entrepreneurship expert (Dr Magigaba), has been approached to provide input at national level by the Presidential Black Economic Empowerment Advisory Council. At the University, the Department of Business Management will respond and implement the Universities South Africa's call to make entrepreneurship compulsory in universities.

The Law Department in the faculty is involved with the Law Clinic as well as the Street Law Programme. The Street Law Programme has seen students visiting local schools such as John Ross College and Ongoye High School to teach learners about their Constitutional rights. The Law Clinic continues to provide free legal services to the indigent community. Part of the ongoing community engagement initiatives are the Entrepreneurship Education Programme and Johannesburg Stock Exchange projects by Accounting and Economics departments respectively.

### Faculty of Education

The Faculty of Education continues to work with local schools as part of their CE project to support schools with a suite of subjects offered at these schools. The faculty ran a winter school across eight local schools. Students were involved and continue to assist with Saturday schools. Lecturers mentored the students during the winter schools and continue to do so during Saturday classes. Two intern educational psychology students are placed and supervised at the Child Guidance Clinic free of charge as a service to the training of educational psychologists in the country and to the Health Council of South Africa (HCSA).

### Faculty of Arts

In the Department of Anthropology and Development Studies in the Faculty of Arts, students critically engage on societal issues like land reform, drought and water scarcity. Students volunteer their services in municipalities across the three District Municipalities (uMkhanyakude, King Cetshwayo and Zululand district municipalities). In the Department of Psychology Dr Carol Hermann does group therapy with retirees and is aspiring to expand the project to accommodate correctional services in Mtunzini.

### Faculty of Science and Agriculture

The Faculty of Science and Agriculture continues to be involved with community engagement activities through teaching and learning, research and innovation, outreach and volunteerism, working with local schools to enhance science teaching and learning. The Consumer Science Department continues to enhance CE in teaching and learning through experiential learning and interfaculty collaborations. The department works with local hotels and bed and breakfasts (B&Bs) across the province to place students whom they continue to supervise. The Department of Physics and Engineering, in collaboration with the South African Institute of Physics and DST visited Dlangenzwa and Mbuyiseni High schools.

The Department of Chemistry has two projects that enhance CE through research and innovation involving PG students. The projects are Renewable Energy Research Group, which was initiated in collaboration with the National Centre for Renewable Energy, and Sustainable studies in Stellenbosch. The second project deals with the production of bio-bricks. The project uses gypsum, fly ash and sugarcane ash and a secret ingredient to produce the bricks.

Volunteerism and outreach related initiatives included involvement with the Eskom Science Expo where Dr Mthembu from the Department of Biochemistry and Microbiology was a judge. Dr T.H.C. Mostert contributed to the local Fairbreeze Tronox Heavy Metal Mine meetings as a specialist on safety, health and environmental related issues. Dr Mostert also made presentations to the Harold Johnson Nature Reserve (a course on tree identification and diversity survey) and Enseleni Nature Reserve (a course on tree identification). Prof. Kolanisi provided a keynote address, while Dr Ndwandwe and Ms Mkhathwa staged exhibitions and presentations in Mtubatuba (Department of Agriculture), Dr S. Krishnannair, in collaboration with Prof. Pillay from UKZN, facilitated a workshop on Euclidean Geometry to Grade 12 Mathematics teachers from uMhlathuze Municipality.

The Department of Physics and Engineering was involved in the Science Week from 28 July to 3 August. The theme of the Science Week was 'Deepening our Democracy through Science'. The country's Constitution incorporates the Bill of Rights. The theme enables the showcasing of how science enhances these rights. The vision of the DST, 'Increased well-being and prosperity through science, technology and innovation', is consistent with the Bill of Rights, particularly the socio-economic right. Two staff members performed science demonstrations through the use of optical instruments, van de Graaff generators and the telescope. The Department of Physics and Engineering, in collaboration with

the South African Institute of Physics and DST conducted school visits. The schools visited were KwaDlangezwa and Mbuyiseni High School. Physics staff conducted physics demonstrations and motivated learners.

The Renewable Energy Research Group recently initiated a collaboration with the National Centre for Renewable Energy and Sustainable Studies in Stellenbosch University. This was initiated after a special visit to King Cetshwayo District Municipality in April 2018 to find out about their challenges regarding waste. The Department invited King Cetshwayo District Municipality to come on board through the eDakeni location project. There is no electricity at eDakeni village; biogas technology is being implemented to serve the community. The University plans to assist the municipality and take the project further by introducing an awareness campaign and short-medium academic programmes for people to gain more interest in green energy (biogas). In their technology, cow dung is used as feed. Both biogas and the dome technologies are implemented.

## STUDENT ENROLMENT

After the registration of students at the beginning of 2018, the headcount enrolment targets were as follows:

The University exceeded all its headcount target enrolments for 2018 apart from its PG target. In the larger scheme of things, the institutional enrolment for the 2018 academic year was in line with the University's Enrolment Plan 2014-2019 targets agreed upon with the DHET. Over enrolment can largely be contributed to non-exclusion of students already in the system and pressure from the #FeesMustFall campaign.

The headcount enrolments by race and gender are contained in Table 48:

**Table 48: Student Profile by Race and Gender: 2018**

RACE	2018	%	MALE	FEMALE	% MALE	% FEMALE
African	17 863	99.5%	7552	10 311	42.1%	57.5%
White	19	0.11%	8	11	0.04%	0.06%
Indian	37	0.21%	13	24	0.07%	0.13%
Coloured	24	0.13%	11	13	0.06%	0.07%
<b>TOTAL</b>	<b>17 943</b>	<b>100%</b>	<b>7584</b>	<b>10 359</b>	<b>42.2%</b>	<b>57.3%</b>

It is clear from the table above that the University's major enrolments are from African descent with 99.5%, followed by Indian (0.21%), Coloured (0.13%) and white (0.1%). The majority of enrolments are females (57.35) compared to males (42.25).

The University prepared and submitted its mid-term review of the student enrolment plan to DHET in November 2018. There is a focus on growing enrolment in scarce skills such as Accounting, Science, Mathematics and allied subjects coupled with growth in PG training, while maintaining robust enrolments in teacher development to strengthen the performance of the further education sector in these scarce skills. Faculties made plans to closely manage student enrolment planning as a way of monitoring, evaluating and enhancing course and programme enrolment management.

## STUDENT THROUGHPUT

The University has managed to strike a good graduation balance between UG and PG qualifying students. This implies that the

University is contributing to the generation of intellectual capital at all levels in line with its size and shape, and institutional mandate. The University exceeded all its targets as per Table 49.

**Table 49: Headcount Graduations in 2018**

GRADUATION TYPE	TARGET	ACTUAL
UG qualified	3 217	3 760
PG qualified	424	494
Total graduates (UG and PG)	3 641	4 254
Success rate	80%	84%

Table 50 displays both UG as well as PG statistics for 2018. The table includes statistics on student throughput by gender (male and female) at both UG as well as PG level. A total amount of 2 595 females graduated from UNIZULU in 2018 compared to 1 659 males. Female graduates outnumbered male graduates at both UG as well as PG level, however, the gap is considerably reduced. The total number of female postgraduates are 257 compared to 237 males.

**Table 50: Graduation Statistics (Percentage and Figures of Male/Female Graduates – Overall)**

FACULTY	UNDERGRADUATE					POSTGRADUATE					Total
	Fem	% Fem	Male	% Male	Total UG	Fem	% Fem	Male	% Male	Total PG	
Faculty of Arts	601	56%	307	29%	908	84	8%	76	7%	160	1 068
Faculty of Comm, Admin and Law	512	54%	354	37%	866	43	5%	46	5%	89	955
Faculty of Education	823	58%	501	36%	1324	50	4%	36	3%	86	1 410
Faculty of Science and Agric	402	49%	260	32%	662	80	10%	79	10%	159	821
<b>Totals</b>	<b>2 338</b>	<b>55%</b>	<b>1 422</b>	<b>33%</b>	<b>3760</b>	<b>257</b>	<b>6%</b>	<b>237</b>	<b>6%</b>	<b>494</b>	<b>4 254</b>

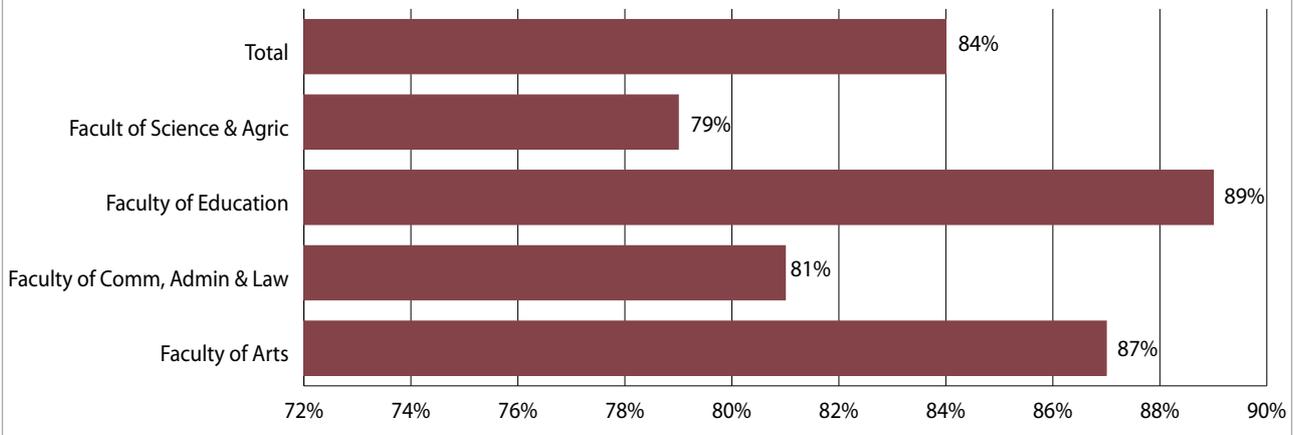
## STUDENT PERFORMANCE

Student performance in terms of modules registered for and those passed continues to improve as shown in the following tables.

Data presented in Table 51 shows that, on average, the University had a pass rate of 84%, which was far above the planned target overall pass rate of 80%. The disaggregation of this pass rate per faculty is as follows: the highest pass rate was in the Faculty of Education (89%) followed by the Faculty of Arts (87%), Faculty of Commerce, Administration and Law (81%); while the pass rate in the Faculty of Science and Agriculture was 79%.



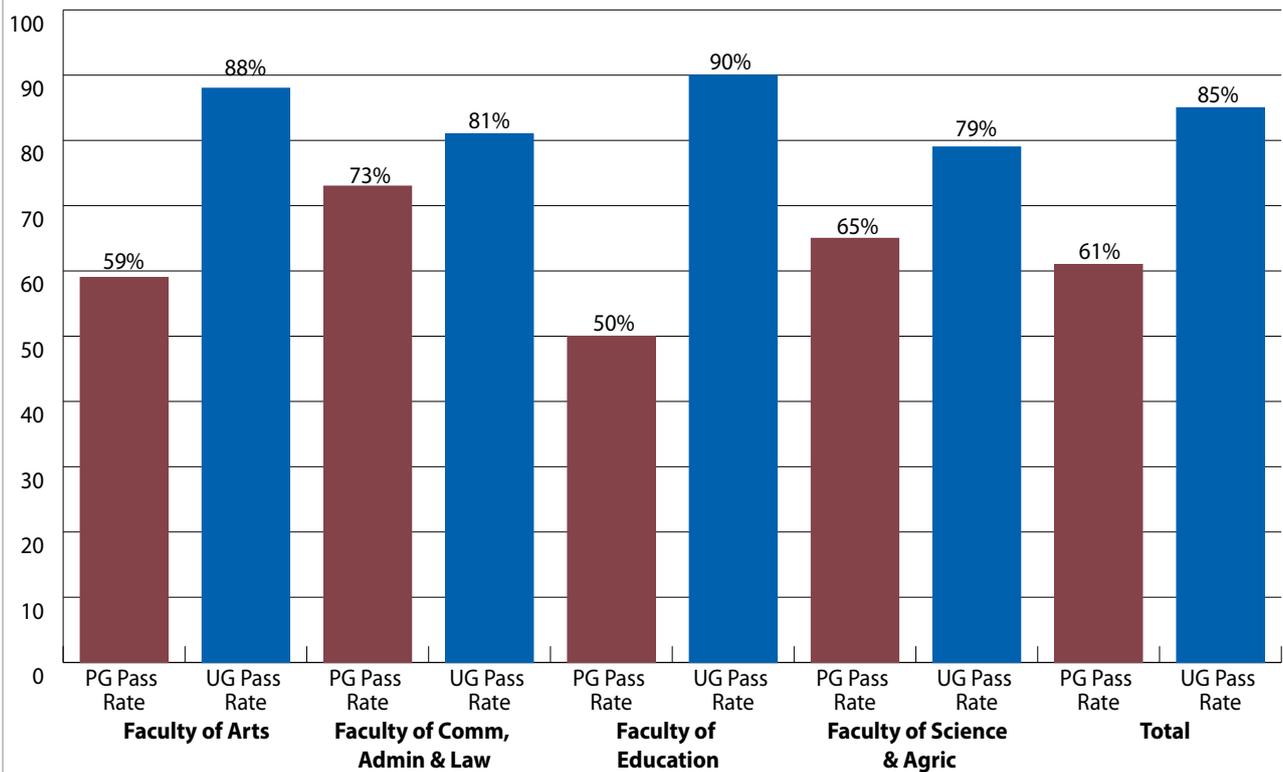
**Table 51: Pass Rates across all Faculties**



FACULTY NAME	ENROLLED	PASSED	PASS RATE
Arts	32 282	28 009	87%
Commerce, Administration and Law	34 121	27 532	81%
Education	44 709	39 887	89%
Science and Agriculture	27 915	21 996	79%
<b>TOTAL</b>	<b>139 027</b>	<b>117 424</b>	<b>84%</b>

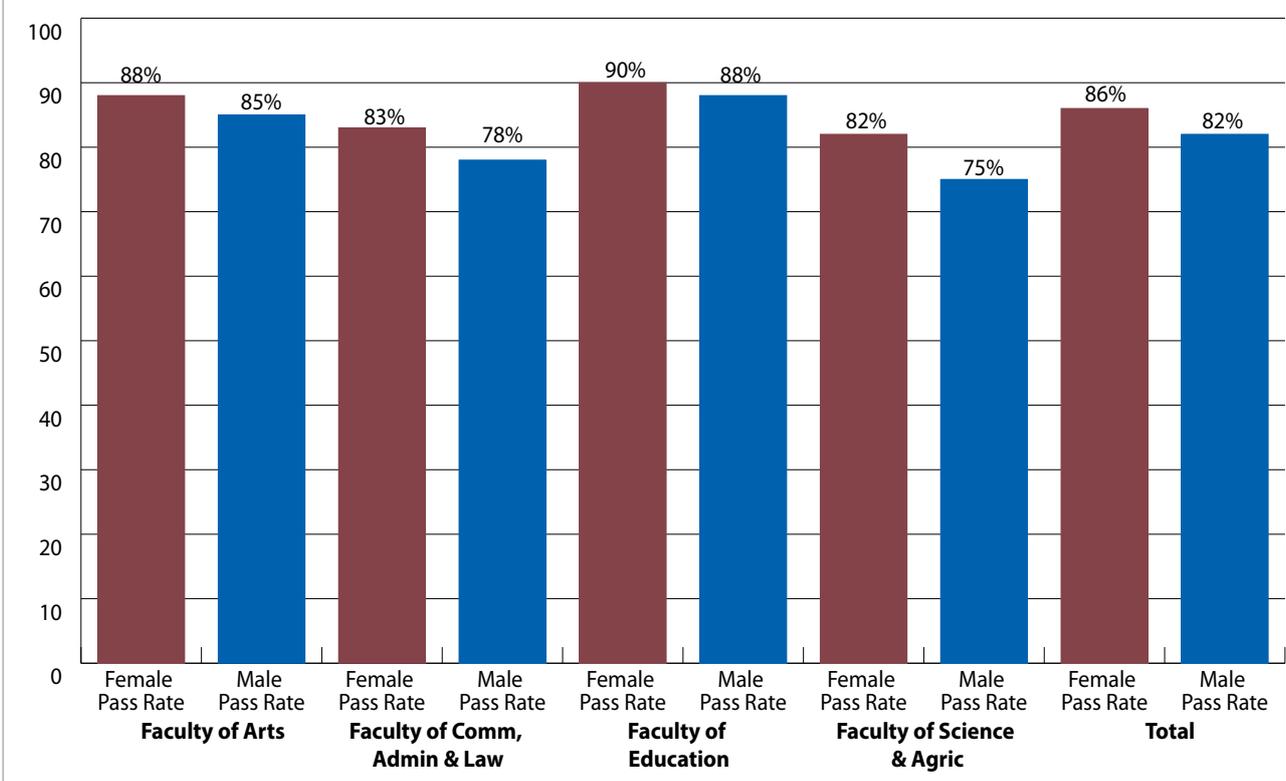
Data depicted in Table 52 show that the highest pass rates are at UG level (85%) compared to the pass rates in the PG level (61%). However, this does not affect the overall pass rate as presented in Table 51. The lower pass rate at PG level is mainly due to the fact the majority of programmes at PG above honours level are predominately research based. A similar trend as the overall pass rate by qualification level in the faculties is also presented in Table 52.

**Table 52: Pass Rates by Postgraduate and Undergraduates 2018**



Data on pass rates by gender show that female students, on average, performed 4% better than their male counterparts. The notable difference is in the Faculty of Science and Agriculture, where the female students are excelling more than 7% above the male students, while the difference in the other faculties does not deviate significantly from the overall difference (see Table 53).

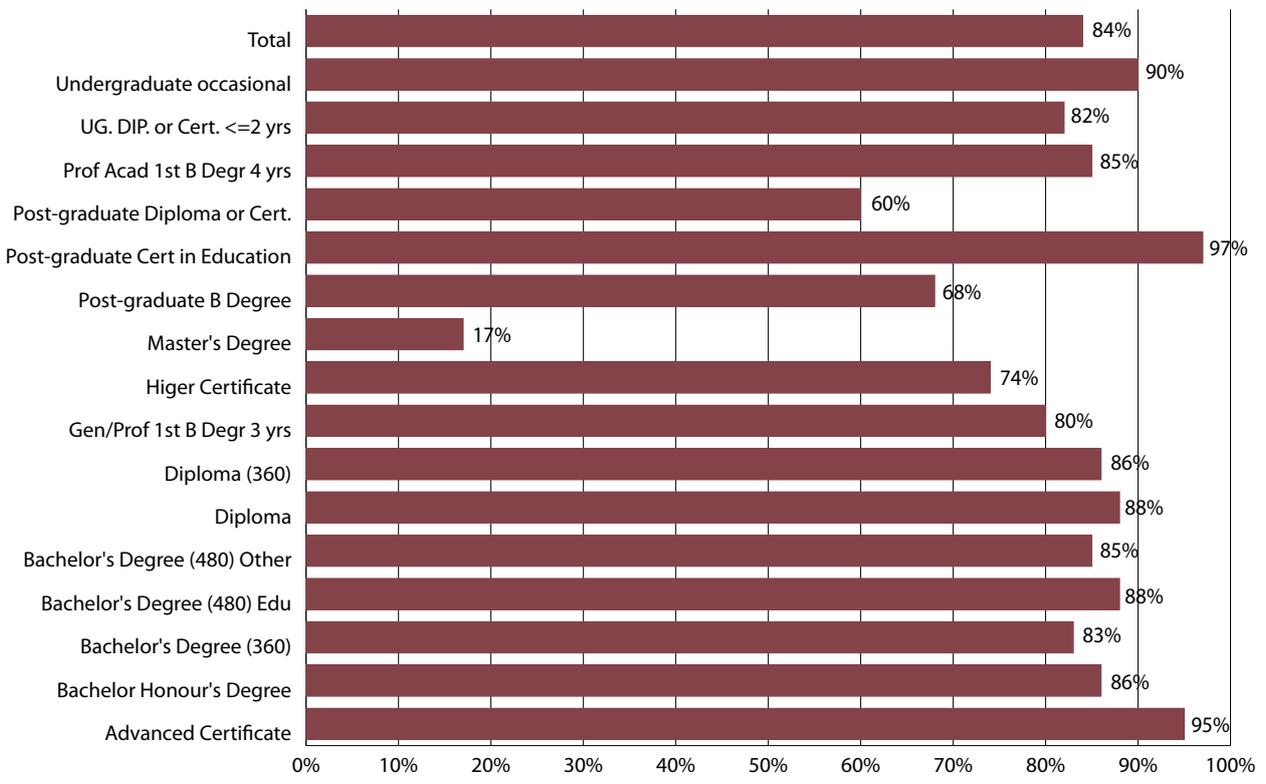
**Table 53: Pass Rates by Gender 2018**



Data in Table 54 below is consonant with the analysis above, which shows that pass rates at the UG level were predominantly high across the faculties. It is worth noting that the highest pass rate among these were the four-year first bachelor's degrees between 85% and 88%; while the pass rate for the three-year first bachelor's degrees was 83% on average. The highest pass rates were in the PGCE and the Advanced Certificate at 95% and 97% respectively.



**Table 54: Pass Rates by Qualification Type in 2018**



## ENROLMENT PLANNING 2019 AND BEYOND

The revised enrolment plan for the University 2020-2025 was approved by Council in 2018.

The University intends to reduce the total headcount enrolments in the BEd programme and PGCE programmes from 5 540 in 2016 to 2 526 total headcount in 2025, inclusive of the four-year and one-year programmes. This represents an almost 50% reduction in enrolment during the period 2014-2019. The University has invested in accreditation of PGCE programmes to train highly specialised cohorts of teachers and address the scarce skills imperatives in teacher education.

Given the national need for a greater focus on subject specialisation, especially in scarce skills areas at the secondary schooling level, UNIZULU has taken the decision to consolidate teacher education enrolments and regularise this to an average of 900 headcounts per annum for both BEd and Postgraduate Certificate in Education (PGCE) students. The plan is for enrolments in the PGCE to be kept at approximately 400 per annum, over the period 2020-2025. In taking a large number of PGCE registrations, UNIZULU intends to actively market and recruit students who

have completed three-year degrees with majors in subject such as: Biology and Life Sciences, Geography, Mathematics and the Pure Sciences, Language Studies, Accountancy and Economics.

The University considers focusing on areas of subject competence in these and similar disciplines as important areas of need in its contribution to teaching development in South Africa.

## DATA MANAGEMENT

The University established the Strategic Analytics and Business Intelligence Office to deal with data warehousing and analytics. The Strategic Analytics and Business Intelligence Office's main role is to help management develop policies, strategies, and programmes through benchmark reports, trend analysis, and internal reporting on performance indicators. The unit conducts analysis that is complementary to tactical or operational intelligence analyses, which are focused on specific targets or individuals and support the day-to-day activities of operational line units that examine trends and future development in different discipline areas as aligned to the strategic objectives. The University has finalised the implementation of PowerHEDA. The tool has the following specialised modules:

- Funding Allocation Model – This is crucial for resource allocation decisions
- Business Plan Generator – This is crucial for the implementation of a changing curriculum (phasing in and out of programmes) and supports the Quality Review process of programmes
- Enrolment Planning – Assists the University with enrolment planning and institutional monitoring
- HEMIS Manager – This will support the Data Governance Framework of the Institution
- Student Tracking – These analyses report detailed longitudinal intake, drop out, stop out, and graduate and retention statistics per cohort over time
- Annual Performance Plan Monitor – This module supports the executive reporting to Council and Government
- Viability Model – An important component of financial scenario planning and management

SABIO has commenced Phase 3 of the project, which is to open up the system and provide training to University stakeholders and users.

In 2018, the Strategic Analytics and Business Intelligence Office, in consultation with key stakeholders within the University, institutionalised the collection of comprehensive school and home background information from the First-Time Entering students (FTENs). This information helps the Institution to enhance the understanding of how a student's socio-economic background would influence his/her chances of success at University level. This Biographic Questionnaire is embedded on the online/web-based registration process on ITS iEnabler and it collects comprehensive data on a number of variables in relation to student background. This demographic data will work towards helping the faculty-based FYE programme to implement tailor-made interventions and student support initiatives for students to achieve high levels of success.

The 'Feeder Schools' project is designed for South African students from economically and socially disadvantaged schools to ensure that they have a better chance of gaining access to university and are, therefore, better able to succeed. Furthermore, the programme will not only help students to gain access to university but more to gain access in the Science, Technology, Engineering and Mathematics knowledge areas. The programme will be conceptualised to offer 'educational enrichment and systematic support aimed at success in the cognitively-challenging subject areas. The award-winning UNIZULU Science Centre will also provide their teachers and families with the capacity to support the learners in their studies, and providing orientation and

transition programmes to enable a successful transition to university'.

The focus of the UNIZULU Integrated Experience in STEM is to ensure that the targeted learners perform better in their school-leaving examination, go beyond the academic support and ensure that learners are better prepared for university level studies, so that they also adopt the kind of learning and study skills that are better suited to university and make the kind of subject choices that will allow access to particular degree programmes.

It is important to note that the University does not have a Research Data Management System in place. All records are kept in desktops and laptops. The risk to this is data integrity – the maintenance and the assurance of the accuracy and consistency of data over its entire lifecycle – that is a critical aspect to the design, implementation and usage of any system that stores, processes or retrieves data. This data should also be stored in the proposed data warehouse. In association with the Research Office, SABIO has initiated an integration of Research Administration and reporting that will be done via two components: HEDA Research Administration Data Warehouse and HEDA Research Administration Publications.

A cohort analysis dashboard was developed on PowerHEDA during the year under review and a report generated of the cohort analysis 2013 to 2017. The purpose of this report was to present a detailed analysis of the University UG cohort for three- and four-year degrees. The cohort analysis allows the University to compare the progression and transition of different cohorts of students over time. The University can, therefore, find the highest-performing (or lowest-performing) cohorts, and what factors are influencing this performance. Additionally, cohort analysis helps to isolate and evaluate the impact of different interventions applied on a specific group of students, instead of noise in the data.

Strategic Goal 2 of the strategic plan of the University aims to create a quality learning and teaching environment as a comprehensive university. As part of this goal, strategic objective 3 aims to enhance learning and teaching by improving success rates of first-year students in high-risk modules, among other things. Similarly, as part of this goal, Strategic Goal 5 is early identification and tracking of students at risk to be instituted via the student management system. Strategic Goal 4 of the strategic plan aims to enhance the quality and profile of University graduates. As part of this goal, the Strategic Goal 1 aims to provide a supportive learning and teaching environment for students by

establishing tutoring and mentoring systems to support students in their studies and to support at-risk students once identified. The analysis in the success rates report presents high-risk modules in all levels of study in all faculties.

This publication 'Facts and Figures' provides brief, factual information on a selection of important key figures and main student, staff and research trends in the University. The document is pocket sized, offering all stakeholders a glimpse into the state of enrolment, staffing and research output while offering some highlights of 'the good and the great' about UNIZULU.

Other institutional data is stored on the ITS system, specifically related to student registration and qualifications, finance as well as human resources. The Legal Department has a case management system that integrates with the ITS system. Legal cases as well as student disciplinary cases are recorded and managed through the system. The Secretariat Department utilises Agenda Works (external) as well as a specialised 'Z' drive (internal) as a data storage and management system. All agendas and committee records are stored and managed through the system. The University also utilises a repository for archiving records through dataSTOR EDMS.

Access to information is made available through the Institutional Records Management in line with the Access to Information Policy of the Institution.

## STUDENT SERVICES

### Student Governance

The University recognises the critical role that students play in the drive to deepen democracy and broaden transformation among the different communities in South Africa, and, therefore, worked closely with the student body in order to ensure that the election of a democratic and representative SRC took place. The University held successful SRC elections and the elected members were inaugurated on 2 October 2018. This was followed by an SRC Strategic Planning to assist the members to map out their plans for the following year. The Student Governance Section played a pivotal role in renewing the affiliation of student structures within the SRC. It also facilitated presentations of programmes of action and encouraged political formations to hold annual general meetings in accordance with their constitution. In order to promote and deepen constitutional democracy, student structures were presented with an opportunity to elect their new leadership. For example, successful elections of Faculty Councils and executive committees of different student structures and

House Committees took place. It is unfortunate that despite these initiatives, 12 members of the 2018/2019 SRC were found guilty of misconduct and suspended from the University. Council had to invoke the provisions of the SRC Constitution to appoint an SRC Administrator (Ms N. Zulu) to administer the SRC affairs in 2018. The SRC Administrator presented students on all statutory bodies, including Council.

### Student Development

The University embraces the national and global drive to recognise students as future citizens of the world. Students participated in the following activities under the programme of Student Societies:

- **Student Leaders' Workshop:** The aim of the workshop was to unpack the meaning of 'Good Governance'. The workshop was facilitated by Ms Zanele Mbokazi who focused her address on the qualities of good governance. In a country where there are a number of commissions and court cases on corruption, as SSD, exposing student leaders who are likely to become leaders of the future to the principles of good governance was a deliberate contribution to the promotion of good citizenry.
- **Student Societies:** After the SRC had been inaugurated the registered, societies renewed their affiliation and presented their plans of action in order for the office to allocate funding towards the plans based on the activities in which they were to engage. All these were done and reports were submitted as proof that activities had indeed taken place.
- **Toastmasters' Workshop:** About 20 student leaders from various student structures were thoughtfully selected and workshopped about speech-craft and public speaking after which certificates were issued to the 19 participants. The programme prepares participants to be effective and eloquent speakers. Their confidence levels increase and they may become eligible to be appointed as spokespersons in various sectors and organisations through the engagements they have with other branches.
- **Debating Union UFS Benchmarking and SANUDC 2018 Participation:** UNIZULU Debating Union was hosted by the UFS Debating Union in Bloemfontein. Their participation was very insightful and informative. Eleven students from UNIZULU went to UFS accompanied by the Administrator of the Societies and the SRC. The excursion proved to be empowering in terms of developing leadership qualities and the ability to think critically and laterally. The UNIZULU Debating Union participated in SANUDC 2018, at DUT. UNIZULU saw one of its teams reaching quarter finals, which was a major achievement

from the previous year's championships that took place at the University of Johannesburg's Soweto Campus.

- **Black Lawyers Association (BLA) National Congress:** BLA National Congress was hosted at UNIZULU Richards Bay Campus. Universities that offer LLBs and have a BLA chapter attended.
- **Department of International Relations and Co-operations (DIRCO) Diplomatic Training:** The SRC President Mr Duze and Deputy Secretary-General Ms Hlongwa attended a week-long diplomatic training programme through DIRCO's Branch Diplomatic Training, Research and Development (DTRD) in Pretoria. The programme prepares young people to be ready for deployment, at the right time, to diplomatic missions.
- **Leadership Tour:** Students were taken on a tour to historic sites that had a major significance in the history of the struggle for the liberation of South Africa. The route went from UNIZULU to the Luthuli Museum in Groutville to Howick at the Nelson Mandela Capture Site and ended in Durban. Students from both KwaDlangezwa and Richards Bay campuses were included in the tour.
- **Nuremberg Moot Court:** Three members of BLA attended the World Moot Court held in Nuremberg, Germany. This is part of student development that empowers leaders with knowledge and skills required in the legal fraternity. This event was one of the highlights in 2018 as students came back reporting the difference the exposure made to them in their career as prospective lawyers.
- **UNIZULU Choir Germany:** 12 members of the UNIZULU Choir were selected to participate in a festival in Germany that was organised as part of the programme to honour and celebrate 100 years of Nelson Mandela. The Choir is scheduled to release its long-awaited debut CD in 2019.

## Student Health and Counselling

The University attracts both young and mature students from different parts of the country as well as international students. Upon entering the University, these students encounter challenges of a physical nature, life-threatening illnesses and violence. The following are the most common medical challenges reported to the Campus Clinic: sexual and reproductive health problems, unwanted pregnancies, violence of various forms, and the scourge of HIV and AIDS.

Access to student-friendly healthcare facilities offer a lifeline to these students as UNIZULU is not within a walking distance of secondary and tertiary healthcare facilities. A student-friendly primary healthcare facility on site, therefore, becomes mandatory.

The Clinic aims at disseminating information on self-care in order to promote a healthy lifestyle. The following services illustrate the functioning of the Clinic:

- **Students and employees:** All services that are provided at the clinic are at a primary healthcare level and they all follow the Department of Health guidelines.
- **Primary healthcare:** A holistic care approach is rendered continuously to students and employees of UNIZULU. While the Campus Clinic caters largely for students, staff members take advantage of the services rendered. Increasingly, probably because of the background of disadvantage from which students come, there are more students who rely on the Campus Clinic than private healthcare facilities. Primary healthcare has three components:
  - » **Disease Prevention and Health Promotion:** Health education plays an important role in preventing diseases and encouraging a healthy lifestyle that is necessary in order to enable students to concentrate on their main purpose at university, namely to study. Health professionals at the Clinic are qualified, specialised and experienced to assist and advise the UNIZULU community members with regard to all health related issues and problems. Health awareness campaigns are scheduled from time to time in collaboration with external health professionals from the Department of Health through the Memorandum of Agreement that exists between the University and the Provincial Department of Health.
  - » **Curative Service:** At this level of care, it is where medical interventions are provided. Conditions that UNIZULU deals with at this level include: headaches, influenza, chest problems, gastro intestinal tract problems, skin problems and sexually transmitted infections (STIs). Major problems or health issues that fall beyond primary healthcare are referred to medical practitioners at nearby hospitals and private healthcare facilities.
  - » **Rehabilitative Services:** Individual students and staff who suffer from the following conditions or problems are assisted and educated to maintain a healthy lifestyle that will reduce the adverse impact of these conditions on their quality of life, productivity and learning ability: HIV and AIDS, hypertension, TB, diabetes, getting infected through living with a person who has an infectious disease and alcohol and drug addiction. Nursing practitioners make a special effort to help individual students or staff members to adopt a behavioural change that is required to maintain optimum health.

UNIZULU was privileged to be the first university in the KZN Province where the second phase of PrEP rollout was launched. This was a momentous occasion that was attended by the Provincial Government officials from the Department of Health, WHO, NDoH, HEAIDS, KZNDoh, KZN universities and King Cetshwayo District DoH. The launch was a resounding success where the Honourable MEC for Health Dr Sibongiseni Dhlomo was a guest speaker. Other guests included SRC representatives, Nkosi Mkhwanazi and Mayors of uMhlathuze and King Cetshwayo districts. The PrEP launch was preceded by a massive week-long promotional launch that included the First Things First Programme.

The King Cetshwayo DoH is UNIZULU's strategic partner on health matters, especially on HIV/AIDS, TB, STIs and reproductive health. In terms of UNIZULU's MoU, they supply the necessary medication, training and IT software for the abovementioned diseases. UNIZULU holds regular monthly meetings to discuss issues of mutual interest. One such issue relates to the high number of Choice on Termination of Pregnancy (CTOP), which allegedly comes from UNIZULU. A number of meetings were held on this issue, culminating in an agreement where IMBIZO would be summoned to deliberate extensively on this issue. A tentative date of March 2019 was set for this purpose. On 25 July 2018, a team from King Cetshwayo DoH (KCDDoH) came to train one of UNIZULU's own members on a data capturing programme, TIER.NET. This was done as part of UNIZULU's MoU with DoH. On 12 October 2018, UNIZULU was subjected to an audit from DoH, which was about data capturing. UNIZULU is proud to announce that its team passed with flying colours, attaining a score of 99%.

HEAIDS is UNIZULU's strategic partner for the Campus Health Clinic. The University receives funding annually and submits quarterly reports to account for the funding. To date, UNIZULU has received unqualified audit reports from HEAIDS.

The orientation of first-year students is a mandatory programme aimed at assisting first-year students in their tertiary adjustment. This is an ongoing programme until the students find their feet. The Guidance and Counselling Section recorded a number of gender-based violence incidences and male students mainly were aware of their violent tendencies, hence the establishment of a forum called B A Man. The men's forum was launched at Mtunzini Lodge on 11-13 June 2018. The camp was run by a multidisciplinary team consisting of two highly ranked scouts, a nurse, two internal psychologists, an HIV/AIDS counsellor, and other SSD personnel.

## Disability Unit

The University strives to comply with DHET policies and the Bill of Rights, which forms the basis of the Constitution of South Africa. Over the years, disabled students have been struggling on their own without a particular office that is dedicated to their special needs. A Disability Coordinator was appointed in 2016, and the Unit is playing a crucial role in advocating for accommodations for students with disabilities. The University is working on a number of policies pertaining to students with disabilities and these include the Examination and Assessment Policy, Admission Policy, Student Housing Policy, and Infrastructure and Access Policy. A comprehensive Symposium on Students with Disabilities was held in 2018. With input from various Institutional Support departments and the Society for Students with Disabilities, a project proposal for the establishment of mini computer lab creating special need learning spaces at residences as well as a specialised student computer laboratory for students with special needs, was accepted. Lab space has been identified and an accessible computer lab layout agreed on. It is planned that the new laboratory will seat 15 students, be equipped with a mix of standard and specialised devices and assistive technologies that respond to special needs requirements.

## Sports and Recreation

The Sports and Recreation section exists to coordinate sport activities for the students of UNIZULU so as to enhance academic and leadership excellence for students. UNIZULU believes that students who play help themselves to shy away from unbecoming and unhealthy habits and focus on their academic activities. One of the goals of the University is to position it as one of the institutions that take sport as a critical contributor to the welfare and social needs of the country and by so doing, promote a positive image of the University through sport. Students featured prominently in the following national sports activities:

- Seven students were selected for University Sport National colours (two in volleyball; one in ladies' football; two in body building and two in softball)
- Bodybuilding: Students were crowned for the fourth time as champs of USSA National and Gold Medalists (2015-2018)
- Rugby: Champions of USSA Rugby Section C. The team was able to reach the finals but unfortunately lost to Rhodes University for the Rugby Varsity Shield slot. These games were held on 19-21 August 2018 at Rhodes University
- Boxing: the University received silver medals
- Volleyball Men: Silver medalists and finalists
- Mr Elijah Mushka Mantshi: 2018 Comrades Marathon runner (finished in eight hours and received a medal)

- Karate: The University continues to hold the second position in the USSA National Institutional Tournament
- Softball: the team came third in 2018
- UNIZULU Ladies Football: Participated in the 2018 and qualified for Varsity Football 2019
- Netball: Defended Section A status
- One member of staff in USSA NEC was elected as the first Vice-President of USSA
- In the KZN PEC, one staff (Chairperson) and one student from the University were elected
- One staff member is serving as Deputy Chairperson of King Cetshwayo District Sport Confederation Executive Committee

These statistics indicate that the University achieved the set targets to feature prominently in national and provincial activities.

## INSTITUTIONAL RESOURCES MANAGEMENT AND CAMPUS DEVELOPMENT

The University acknowledges that there was a delay in the implementation of its infrastructure projects since 2013, given various litigation and capacity challenges that prevailed between 2012 and 2018. For this reason, the University was unable to proceed with the implementation of these projects pending the finalisation of the case, or an out-of-court settlement. Since then, the new management has committed itself to putting in place measures to fast-track the development and implementation of the physical infrastructure programme. In addition to this challenge, the University has experienced capacity challenges in the Physical Planning and Operations Unit. These combined factors have continued to delay the implementation of all infrastructure projects in the University.

In order to address the capacity challenges, an Infrastructure Delivery Unit has been created within the Property, Plant and Operations Department. This is headed by a resident engineer. A project manager was also appointed to fast-track the infrastructure project through the appointment of a turnkey provider for all the DHET funded projects. The newly appointed Executive Director: Infrastructure will ensure that project plans are completed and milestones monitored.

A schedule of projects was presented to Council for consideration and approval during the year under review. The projects are proposed for implementation in the period 2019-2022. These projects include the DHET Efficiency Grant funded projects and Council budget funded projects. Infrastructure development projects in this schedule cover both the new build and

maintenance projects with funding drawn from the DHET Efficiency Grant; the Presidential Fund Grant and the loan from the Development Bank of Southern Africa (DBSA). Starting in 2018, the University has put in place organisational mechanisms to address efficiency in new built and maintenance projects.

The Facilities Management Department plays a leadership role in developing and implementing a financially responsible capital improvement programme and a facilities management service for the University. A proactive approach is taken to build successful partnerships with other local and national government departments, communities, private and non-profit groups to acquire resources and maximise results on behalf of the University.

## MANAGEMENT OF FINANCIAL RESOURCES

The University needs to keep on growing its reserves and cash flow by ensuring that it generates the income needed as well as by applying controls over expenses to ensure value for money. This will be managed through cost control measures, ensuring that expenditure is within budget, managing funding requirements and enhanced student debt management.

The Finance Structure has been approved by Council and important vacancies in the Finance Department have been filled, including that of the Executive Director: Finance. Enhancing of controls and addressing critical audit findings is a priority.

The challenge for the coming year would be to grow the income potential of the University by increasing research and PG outputs as well as to deliver on a greater number and size of donor funds as UNIZULU remains vulnerable to student protests in the face of overstretched, limited funding.

## UNIZULU FOUNDATION

The University of Zululand Foundation was established as a charitable, non-profit Trust dedicated to advancing the goals of the University, including academic excellence and innovation in research. With the University as its sole beneficiary, the mandate was to enable UNIZULU to achieve its strategic goals.

After reviewing the sustainability of the University of Zululand Foundation, the University of Zululand Council decided to dissolve the Foundation as a separate entity and to integrate the activities, staff as well as assets and liabilities of the Foundation into that of the University. This would prevent the duplication of certain costs as the Foundation funded its own operations mainly from investments income, which became increasingly difficult as

third-stream income generated is usually for designated projects and bursaries. With declining investment income, its sustainability as an operation was failing and needed to be addressed. The University has the same tax status as the Foundation and can, therefore, offer the same tax benefits and there should be minimal disruptions in integrating the funding and operations of the Foundation into that of the University.

The challenge going forward will be to ensure that the University Strategic Plan finds expression with a new thrust for fundraising.

## RISK MANAGEMENT

The Council and Management of the University are committed to the implementation and maintenance of a formal enterprise risk management strategy, including the integration of risk management throughout all levels of the University as fundamental to achieving its strategic and operational objectives. The commitment for sound risk management practices is aligned to the requirements of the King IV Report on Corporate Governance, globally regarded as best practice to which the Council has committed to adhere to as a responsible corporate institution.

The University applies an enterprise-wide approach to risk management, which aims to ensure that each function, department, process and project is included in a structured and systematic process of risk management. UNIZULU considers health, safety and well-being management, business continuity and incident management and IT disaster recovery, as well as fraud management as crucial components of its Enterprise Risk Management Framework. All staff members are accountable for identifying and managing risk, in so far as is reasonably practicable within their area of responsibility. Sound risk management principles and practices must become part of the normal management strategy for all organisational units within the University.

Risk management is one of the most important factors guiding the implementation of strategic goals and general operations of the University. The University has reviewed the internal Risk Management Committee, consolidated identified strategic risks, compiled risk registers for the respected risk owners in line with the strategic risk framework, formulated a fraud risk management presentation that will be rolled out to relevant departments, and mapped out a process to institutionalise risk management. A compliance framework has been developed and various aspects of it are being implemented.

## MATTERS OF SIGNIFICANCE UNIZULU CHE Special Audit

The Performance Assessment Report of this annual report highlighted the progress made in respect of the CHE Improvement Plan, which the University submitted as a result of the CHE Report dated November 2017. The recommendations made in the CHE Report and UNIZULU's subsequent Improvement Plan 2018 was duly incorporated into the revised 2018 APP of the University, which was approved by Council. Management's performance in terms of meeting the objectives of the CHE Improvement Plan was also measured during the executive performance management by Council. As stated in the approved UNIZULU Special Audit Improvement Plan 2018, the recommendations made by the DHET Administrator in 2013 and the recommendations of the CHE Audit of 2010 were linked and embedded into the recommendations of the CHE Special Audit Report of 2017. All recommendations made in those two processes prior to the CHE Special Audit were addressed as an integral part of the CHE Special Audit recommendations. There will be no further isolated reporting on the UNIZULU 2013 Administrator's Report, and the CHE UNIZULU Audit Report of 2010, since these instruments are both addressed as part of the UNIZULU Special Audit Improvement Plan 2018. Issues raised in these two reports are addressed in the CHE Progress Report as part of the mainstream recommendations of the CHE Special Audit Improvement Plan 2018. While various targets and indicators set in the UNIZULU CHE Special Audit Improvement Plan 2018 need more time to fully implement and achieve, the University has put in effort and started initiatives to ensure that these targets are achieved. In relation to the 2019 improvement priorities, sufficient resources have been allocated to support achieve these targets.

## CONCLUDING REMARKS

The year 2018 showed significant progress towards redefining and refreshing the University's academic purpose and identity as a comprehensive university in a rapidly transforming society. This is evident from the managerial/administrative achievements in terms of the plans, goals and objectives set for the period under review and reported on in the Performance Assessment Report. Numerous milestones have been reached during the year under review. The reduction in vacancies from 26.7% to 22.9% and improvement in internal staff qualifications and capacity has been a highlight, as well as the successful graduation ceremonies with positive comments from internal and external stakeholders. The alignment of the academic structure to HEQSF policy, the

development of new programmes, especially in the Engineering field as well as the accreditation of the LLB and accounting programmes are more examples of significant achievements in 2018 as it contributes to the comprehensivity drive of UNIZULU.

There is an impressive uptake and entrenchment of scholarship of teaching and learning. Transformation in teaching and learning has been characterised by the integration of technology into teaching and learning featuring Moodle, the eLearning platform, ITS iEnabler, ITS mobile and digital/audio-visual infrastructure. International collaboration allows for the creation of attitudes and climates that in turn stimulate meaningful social transformation. These projects succeed in raising the profile of UNIZULU.

The University also invested in data management as a tool in 2018 to analyse and effect necessary change. This has become a valuable source of information to redress and implement change and ensure quality of information.

No university can operate without its most vital clients, namely its students. UNIZULU has invested in numerous student development initiatives in 2018. Student health and counselling played a significant role in 2018 to ensure student well-being. UNIZULU students excelled at various sports and recreation activities and it is great to see so many students defying the odds associated with disadvantaged backgrounds to develop into national and international sportsmen and women.

Lastly and most importantly, all the accomplishments of UNIZULU are due to dedicated services and efforts of its university community. That's why UNIZULU takes pride in its slogan 'My UNUZULU, YOUR UNIZULU, OUR UNIZULU'.



**Prof. X. Mtose**  
**Vice-Chancellor**





# REPORT ON INTERNAL ADMINISTRATIVE OPERATIONAL STRUCTURES

## INTERNAL CONTROL

The University maintains systems of internal control over financial reporting and the safeguarding of assets against the unauthorised acquisition, and the use or disposal of such assets. Such systems are designed to provide reasonable assurance to a public higher education institution and the Council regarding an operational environment that promotes the safeguarding of a public higher education institution's assets, and the preparation and communication of reliable financial and other information.

This includes documented organisational structures setting out the division of responsibilities, as well as established policies and procedures, including a Code of Ethics that is communicated throughout the Organisation to foster a strong ethical climate and the careful selection, training and development of its people.

Information systems utilising modern information technology are in use throughout the Institution. All have been developed and implemented according to defined and documented standards to achieve efficiency, effectiveness, reliability and security. Accepted standards are applied to protect privacy and ensure control over all data, including disaster recovery and 'back up' procedures. Password controls are strictly maintained, with users required to change passwords on a regular basis. There are regular reviews to ensure that there are no clashes in user access rights and that the basic internal control concept of separation of duties is maintained. Where, for capacity reasons, an occasional clash does occur, sufficient manual controls are in place to ensure that these clashes are mitigated. Systems are designed to promote ease of access for all users and the systems are sufficiently integrated to minimise duplication of effort and ensure minimum manual intervention and reconciliation procedures. The development, maintenance and operation of all systems are under the control of competently trained staff.

In utilising electronic technology to conduct transactions with staff and with third parties, control aspects receive close scrutiny and procedures are designed and implemented to minimise the risk of fraud or error.

Internal auditors monitor the operation of internal control systems and report findings and recommendations to management and to the Audit and Risk Committee of Council. The University outsourced its internal audit function to a firm of auditors. The scope of the internal audit for 2018 was based on the risk profile. The role of the Internal Audit Services is to add value to UNIZULU by providing independent, objective assurance on the adequacy and effectiveness of the internal controls, governance and risk management. UNIZULU maintains systems of internal control to ensure:

- The operating activities are conducted effectively
- Compliance with legislation, regulations, policies and procedures
- Reliability of financial reporting
- Safeguarding of assets

Reports on the findings of the internal auditors, together with management's responses, were reviewed by the Audit and Risk Committee. The meetings of the Committee were attended by the internal and external auditors of the University. Although UNIZULU is committed to maintaining systems of internal control over financial reporting and the safeguarding of assets against the unauthorised acquisition, use or disposal thereof, there is much room for improvement.

There are inherent limitations to the effectiveness of any system of internal control, including the possibility of human error and

the circumvention or overriding of controls. Accordingly, even an effective internal control system can provide only reasonable assurance with respect to financial statement preparation and the safeguarding of assets. Furthermore, the effectiveness of an internal control system can change according to circumstances.

## ANTI-FRAUD INITIATIVES

The whistleblowing service, which is provided by an independent service provider, is a reliable conduit for all stakeholders to anonymously report suspicious transactions or irregularities. Reports are evaluated by the Risk and Compliance Department and thoroughly investigated, where necessary. The appropriate remedial action is taken in relevant instances. The Risk and Compliance Department also continuously assesses fraud risks. All matters are reported to the Audit and Risk Committee of Council.

## ENTERPRISE RISK MANAGEMENT

Enterprise risk has been delegated to the executive management and is addressed at the Internal Risk Management Committee. Management is responsible to Council for designing, implementing and monitoring the process of enterprise risk management. Risk management is also a key performance area, both collectively as well as individually for members of the Executive. The Risk Management Framework, approved by Council and monitored through the Office of the Executive Director: Institutional Planning, who ensures maintenance of risk registers, compliance with risk mitigation programmes and provides training on enterprise risk management throughout the institution. The Audit and Risk Committee ensures that processes and controls are both efficient and effective. The University's policy with regard to insurance and risk cover is set and monitored by the Finance Committee. Appropriate insurance and risk cover is implemented to mitigate insurable risks where it is cost effective.

## FINANCIAL RISK

Decisions on the level of financial risk undertaken are made by the University's Finance Committee and enforced by the Executive Director: Finance and the Finance Division in terms of established limits by reference to the particular transaction type and are based on an assessment, in each case, of the values and the counter-

parties involved. Financial risks faced by the University include credit risk, liquidity risk, foreign currency risk, interest rate risk and investment risk. As far as these can be assessed and quantified, the respective levels of exposure and the measures taken to mitigate such risks are described in the notes to the Consolidated Annual Financial Statements.

## STATEMENT ON INTERNAL AND OPERATIONAL STRUCTURES

The systems and policies are designed to provide reasonable assurance to the University regarding an operational environment that promotes the safeguarding of the University's assets and the preparation and communication of reliable financial and other information. This includes documented organisational structures setting out the division of responsibilities, as well as established policies and procedures, including a Code of Ethics, which is communicated throughout the Institution to foster a strong ethical climate and the careful selection, training and development of its people. Inadequate and ineffective internal controls are being pointed out by the University's assurance providers and management is continuously working on improving internal controls and implementing the recommendations of internal and external auditors. Findings from auditors are taken very seriously and are followed up robustly by the Audit and Risk committee. Only 1.5% of the findings that were reported to the committee by the external auditors during 2018 were not resolved at the time of this report. It must be emphasised, though, that even effective internal control systems can provide only reasonable assurance with respect to financial statement preparation, effectiveness of operational activities and the safeguarding of assets.

The Audit and Risk Committee reviewed the Report on internal administrative/operational structures and controls in the year under review at its meeting of 24 June 2019, which had a quorum.



**Mr C. Saunders**

**Chairperson: Audit and Risk Committee of Council**



# REPORT ON RISK EXPOSURE ASSESSMENT AND ITS MANAGEMENT

## INTRODUCTION

Management is responsible for the design, implementation and monitoring of the process of risk management. In this regard, the University management is accountable to the University Council. A challenge exists to instil a culture of risk awareness in the Institution and to integrate the responsibilities in this regard with the management approach and performance appraisal of line managers. Based on the need to balance the achievement of specific performance against the need to protect its stakeholders (conformance), the Council of UNIZULU has approved the implementation of an integrated risk strategy as a key component of its Corporate Governance Framework.

UNIZULU's proposition is that risk management provides the entity processes and tools that are needed to become more anticipatory and effective at evaluating, embracing and managing the uncertainties that are faced as the University creates sustainable value for stakeholders.

The following factors require consideration when integrating enterprise risk management into the UNIZULU decision-making structures and ensuring that the management of risk is inculcated in the culture of the University:

- Aligning risk management with objectives at all levels of the University
- Introducing risk management components into existing strategic planning and operational practices

- Including risk management as part of employees' performance appraisals
- Continuously improving control, accountability systems and processes to take into account risk management and its results

Council has established the Audit and Risk Committee, which is responsible to assess all areas of risk (financial and non-financial), monitor changes in the University's risk profile and gain assurance that risk management is effective. The Committee establishes materiality levels and determines the University's risk appetite. All risks are considered as well as their likelihood and risk mitigation procedures established, where applicable. The Committee also ensures that the risk register is maintained. The Chairperson of the Audit and Risk Committee, the Vice-Chancellor and other members of Executive management report regularly to Council on risk management activities and results.

## MANAGEMENT AND CONTROL OF CONSEQUENCES OF RISK

Management conducted a risk assessment workshop in 2018 to identify risks in consideration of the strategic goals (2016-2021). A Strategic Risk Assessment Report was compiled by SNG Grant Thornton after a risk assessment process on 20 September 2018. Management has identified, through defined responsibility and accountability for management, each risk event condition and area. The resultant risk register in terms of the Strategic Plan 2016-2021 is enclosed in Table 55:

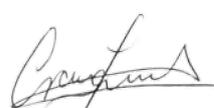
**Table 55: Institutional Risk Register and Status Update**

REF. NUM.	STRATEGIC GOALS	RISK NAME	RESIDUAL RISK RATING	CONTROL IMPROVEMENTS
1	Linked to all goals	Misalignment of academic programme structure to PQM	5	<ol style="list-style-type: none"> <li>1. Audit academic programme structure internally and every third-year audit externally</li> <li>2. Internal resubmission of the academic programme structure every year for validation by Senate</li> <li>3. Three-year review of academic programme and curriculum</li> <li>4. Annual Alignment of Faculty Handbooks to approved academic structures</li> <li>5. Training focusing on academic administration (on-going)</li> </ol>
2	Linked to all objectives	ICT Governance and Infrastructure	13	<ol style="list-style-type: none"> <li>1. Enhance existing DRP and BCP</li> <li>2. Approve and implement ICT structure</li> <li>3. Upgrade existing ICT infrastructure</li> <li>4. Conduct awareness of ICT infrastructure (both internally and to students)</li> </ol>
3	Linked to goals 2, 3 and 6	Infrastructure development and maintenance	20	<ol style="list-style-type: none"> <li>1. Develop an integrated university master plan to include Richards Bay Campus</li> <li>2. Development of an ICT framework</li> <li>3. Capacity building and consultation with DHET</li> <li>4. Develop a five-year Maintenance Plan</li> <li>5. Develop Infrastructure Maintenance Policy and strategy</li> <li>6. Establish University Infrastructure Planning Committee</li> <li>7. Implement maintenance of identified high risk infrastructure</li> </ol>
4	Linked to all goals	Fraud and corruption	13	<ol style="list-style-type: none"> <li>1. Continuous awareness campaigns</li> <li>2. Monitoring the ITS controls</li> <li>3. Review and implementation of policies to strengthen controls</li> <li>4. Continuous validation of data</li> </ol>
5	Linked to all goals	Governance and compliance	3	<ol style="list-style-type: none"> <li>1. Continuous alignment of policy framework to legislation and best practice</li> <li>2. Approve and implement the Compliance Framework</li> <li>3. Revised Statute submitted to DHET</li> </ol>
6	Linked to goals 2, 3, 4 and 5	Research and innovation	3	<ol style="list-style-type: none"> <li>1. Improve quality of supervision</li> </ol>
7	Linked to all goals	Financial sustainability	12	<ol style="list-style-type: none"> <li>1. Increase research output</li> <li>2. Increase postgraduates throughput</li> <li>3. Enhanced financial planning and reporting</li> <li>4. Establish advancement office</li> <li>5. Partnerships for the offer of short courses</li> <li>6. Rationalise academic offerings with a view to increase subsidy</li> <li>7. Academic exclusion</li> </ol>
8	Linked to all goals	Stakeholder management	6	<ol style="list-style-type: none"> <li>1. Develop strategy to improve management communication</li> <li>2. Develop alumni engagement system</li> <li>3. Develop a Crisis Communication Policy</li> <li>4. Development of the marketing strategy to manage perception</li> </ol>

## CONCLUSION

Council approved that the staff establishment be expanded to include a risk manager. The risk manager will be the officer identified to prepare the University's report on risk and risk management. In the absence of such an officer, the responsibility rested with the Vice-Chancellor in 2018.

Council is satisfied with the risk assessment conducted.



**Mr C. Saunders**

**Chairperson: Audit and Risk Committee of Council**



# ANNUAL FINANCIAL REVIEW

## INTRODUCTION

This report is a presentation of the consolidated Annual Financial Statements of UNIZULU for the year ended 31 December 2018. It provides an executive overview of the main financial activities and results of the University and the UNIZULU Foundation.

## OPERATING RESULTS

**Table 56: Comprehensive Income**

EXECUTIVE SUMMARY: STATEMENT OF COMPREHENSIVE INCOME (R'000)	2016	% INCREASE	2017	% INCREASE	2018
Surplus/(loss) before non-recurrent Income	154 290		77 985		156 020
Non-recurrent items	(76 033)		(112 922)		(122 585)
Sub-total net surplus/(loss)	78 257	-145%	(34 937)	196%	33 435
Other comprehensive income items	(67 742)	121%	13 936	76%	24 517
Total comprehensive income	10 515	-300%	(21 001)	376%	57 952

The Statement of Consolidated Comprehensive Income for 2018 reflects a surplus before Other Comprehensive Income of R33,4 million (2017: deficit of R34,9 million). While UNIZULU budgeted for a small surplus for the 2018 year, the positive results are mainly attributable to operational budget savings.

After taking into account the items related to post-retirement obligations as well as change in fair value of investments and revaluation of land and buildings, the total comprehensive income for the year is R58 million (2017: deficit of R21 million).

Tables 57 and 58 illustrate the various reportable segments and the operating results pertaining to each one.

**Table 57: Surplus before Non-recurrent Income per Reportable Segments**

SURPLUS BEFORE NON-RECURRENT ITEMS	2016	2017	2018
	R'000	R'000	R'000
Council controlled	165 000	87 115	181 404
Designated funds	(11 391)	42	(7 252)
Auxilliary services/student accommodation	4 399	(9 015)	(16 764)
UNIZULU Foundation	(3 718)	(157)	(1 368)
Total	154 290	77 985	156 020

**Table 58: Comprehensive Income/(Loss) per Reportable Segments**

TOTAL COMPREHENSIVE INCOME/(LOSS)	2016	2017	2018
	R'000	R'000	R'000
Council controlled	23 448	(14 035)	68 211
Designated funds	(11 391)	42	(7 221)
Auxilliary services/student accomodation	4 399	(9 015)	2 791
UNIZULU Foundation	(5 941)	2 007	(5 829)
Total	10 515	(21 001)	57 952

## REVENUE

There is a positive trend in recurrent income growth, and in 2018 recurrent income increased by 7,7%. Table 59 provides a breakdown of the R1 085 million recurrent income by income type.

**Table 59: Recurrent Income**

TOTAL RECURRENT INCOME (R'000)	2016	% MOVEMENT	2017	% MOVEMENT	2018
State appropriations – subsidies and grants	486 313	-1.1%	481 078	11.4%	535 779
Tuition and other fee income	361 446	9.3%	394 995	10.3%	435 760
Sale of goods and services	50 413	-77.3%	11 462	-33.4%	7 632
Private gifts, grants and donations	43 439	-20.7%	34 450	-27.8%	24 872
Other income	17 839	6.3%	18 971	8.2%	20 535
Investment income	63 649	4.4%	66 480	-9.0%	60 481
Total	1 023 100	-1.5%	1 007 438	7.7%	1 085 059

In terms of the proportional contribution by each type of income there has been no significant change in the past year with State Appropriations at 49% (2017: 48%) of total income, while Tuition Fees contributed 40% (2017: 39%). The decline in Sale of Goods and Services from 2017 to 2018 was due to the closure of University dining halls.

**Table 60: Proportional Representation of Recurrent Income**

TOTAL RECURRENT INCOME PROPORTIONAL %	2016	2017	2018
State appropriations	48%	48%	49%
Tuition and other fees	35%	39%	40%
Sale of goods and services	5%	1%	1%
Private gifts and donations	4%	3%	2%
Other income	2%	2%	2%
Investment income	6%	7%	6%
	100%	100%	100%

## EXPENDITURE

In 2018, recurrent expenditure largely remained the same to that of the previous period. This includes a reduction in minor capital expenses of 55%. In addition to this, finance costs decreased by 57% due to the 2017 number that included penalties and interest on late submission of VAT returns when the University registered for VAT. The biggest portion of recurrent income, being personnel costs, only had an increase of 4.4%. These decreases, coupled with increases in recurrent income, resulted in the University reporting much improved performance as compared to that of the previous year. Personnel costs remain below the benchmark of 62% of income.

Table 61 reflects the recurrent expenditure trend over the last three years.

**Table 61: Recurrent Expenditure**

RECURRENT EXPENDITURE	2016	% CHANGE	2017	% CHANGE	2018
	R'000		R'000		R'000
Personnel costs	416 213	11.4%	463 502	4.4%	483 706
Other operating expenses	410 423	1.9%	418 349	-3.6%	403 160
Depreciation and amortisation	27 654	16.6%	32 247	9.7%	35 371
Minor capital items expensed	12 150	-14.0%	10 443	-55.2%	4 674
Finance costs	2 370	107.3%	4 912	-56.7%	2 128
Total	868 809	7.0%	929 453	0.0%	929 040

SALARY BENCHMARK	2016	2017	2018
	R'000	R'000	R'001
Income	1 023 100	1 007 438	1 085 059
Personnel costs	416 213	463 502	483 706
Post-retirement benefit expense	76 033	112 922	122 585
Personnel costs including post-retirement expense	492 246	576 424	606 291
As a % of income	48%	57%	56%

## PROPERTY, PLANT AND EQUIPMENT

The closing book value of property, plant and equipment was R1 189 million (2017: R1 171 million). In terms of UNIZULU's accounting policies, land and buildings are stated at fair value and revalued at least every five years. Management undertook an assessment of fair values of its land and buildings and results showed that there was a significant movement in the value of land and buildings, which necessitated a valuation in this current financial period.

The total net increase of R18 million was made up of R20.9 million additions offset by depreciation of R34,5 million. Revaluation adjustment made to land and buildings totalled R32.5 million.

The additions consist of:

- R3,4 million work in progress
- R2 million for Buildings
- R12 million for Furniture and Equipment
- R2,5 million for Data and Computer Equipment
- R0,9 million for Motor Vehicles

The unspent portion of government grants is reflected under Deferred Government Grants and appear under Non-current Liabilities in the Statement of Financial Position. Further information is provided under note 10 to the Annual Financial Statements, which indicates that the unspent portion of grant funding for property, plant and equipment amounts to R1 001 million.

## INVESTMENTS AND CASH

At year-end, cash and cash equivalents amounted to R1 689,3 million (2017: R1 257,9 million). The increase is attributable to positive operating cash flows. In addition, the University received earmarked grants amounting to R236 million, the biggest portion of which remains unspent for the current financial year. Expenditure towards infrastructure maintenance and new build will be spent towards the end of the following financial period, which would, in turn, contribute to possible decline in Cash and Cash Equivalents.

The amounts pertaining to the DHET expansion build programme and other designated grants are separately invested in identifiable investment portfolios.

The investment of funds is done in terms of the approved Investment Policy.

**Table 62: Financial Assets and Cash and Cash Equivalents**

INVESTMENTS AND CASH	2016	2017	2018
	R'000	R'000	R'000
Financial assets at fair value	535 755	526 732	521 996
Cash and cash equivalents	891 802	1 257 863	1 689 340
Total	1 427 557	1 784 595	2 211 336

## POST-RETIREMENT BENEFITS AND OBLIGATIONS

The University has a pension and provident fund that are defined benefit plans as defined in IAS19. Due to aggressive contributions made into these funds by the University in recent years, there is a surplus in both funds. This surplus is not reflected in the Statement of Position due to the asset ceiling effect. A Board of Trustees representing the members and the University meets on a quarterly basis to review the fund and investment performance.

In addition to this, the University has a post-employment medical benefit for employees that were employed prior to 1 August 2005. On retirement, these employees are entitled to a subsidised medical contribution to medical schemes. At year-end, the post-retirement obligations, as actuarially calculated in respect of this scheme, amounted to R99,6 million (2017: R98,0 million). This liability is not separately funded.

## STUDENT DEBT

The total student debt before impairment provision, was R178 million (2017: R219 million), reflecting a decrease of R41 million compared to the prior year. The main reason for this decrease is the student debt of R34,9 million that was written off during the year. Recovery of debt from unfunded students still remains a challenge and debt management strategies are constantly being implemented.

The provision for doubtful debts at the end of 2018 totalled R91,6 million compared to R93.5 million in the prior year. This significant reduction is mainly due to the debt written off during the year. In calculating the impairment loss, UNIZULU took into account allocations from NSFAS for 2018 that were only received in 2019. This effectively reduced the amount required as a provision for impairment. Refer to note 7 of the Annual Financial Statements for further details.

## INTEREST-BEARING BORROWINGS

The interest-bearing borrowings at R24,5 million (2017: R26,8 million) relate to a loan raised from DBSA for the construction of student residences in 2007. There's a cession agreement in place between the University and DBSA for a certain investment portfolio with a market value of R51,1 million at year end. Refer to note 12 of the Financial Statements.

## DEFERED GOVERNMENT GRANT

In terms of IAS20: Accounting for Government Grants and Disclosure for Government Assistance in respect of capital projects are recognised as deferred income and released to the Income Statement over the useful life of the asset.

Grants utilised to acquire property, plant and equipment, but not yet released to income, amounted to R217,9 million (2017: R198 million), while unspent grants totalled R1 001 million (2017: R769 million). Further details can be found under note 10 of the Financial Statements.

## ACCUMULATED FUNDS

The University has a total of R1 795,1 million (2017: R1 737,2 million) in accumulated funds. Over the last three years, the University has maintained a high level of funding/equity with a healthy level of Council-controlled funds.

**Table 63: Equity Funds**

SUMMARY OF EQUITY FUNDS	2016	2017	2018
	R'000	R'000	R'000
Non-distributable	469 904	483 082	508 366
Restricted	47 770	38 797	14 781
Council controlled	1 240 495	1 215 290	1 271 975
Total	1 758 169	1 737 169	1 795 122

**Table 64: Proportional Representation of Equity Funds**

PROPORTIONAL REPRESENTATION OF EQUITY FUNDS	2016	2017	2018
	R'000	R'000	R'000
Non-distributable	27%	28%	28%
Restricted	3%	2%	1%
Council controlled	71%	70%	71%
Total	100%	100%	100%

## CONCLUSION

The Institution is in a sound financial position and is committed to continuing to strengthen the past achievements through continued fiscal discipline and financial oversight. Surpluses have been achieved in two of the three financial years and accumulated funds have also steadily increased (with the exception of 2017). The Organisation has thus sufficient funding sources to implement its strategy.



**Mr J. Kunji-Behari**

**Chairperson: Finance Committee of Council**



**Mr P. du Plessis**

**Executive Director: Finance**





# REPORT OF THE AUDIT AND RISK COMMITTEE

## AUDIT AND RISK COMMITTEE TERMS OF REFERENCE

The Audit and Risk Committee of the Council is a committee instituted in terms of paragraph 27 of Chapter 4 of the Statute of the University of Zululand, promulgated in terms of the Higher Education Act, 1997, as approved by the Minister of Education and published in Government Gazette 35784 of 12 October 2012. The Committee has conducted its affairs in compliance with its detailed charter that is based on the regulatory requirements of the Statute of the University of Zululand, principles of good corporate governance and other responsibilities assigned to it by the Council.

The Charter of the Audit and Risk Committee of the Council has the status of Institutional Rules of the University of Zululand as contemplated in section 29(4) of the Higher Education Act, 1997.

## COMPOSITION AND MEETINGS

The members of the Committee are independent and non-executive and appointed by Council. Information on the membership and composition of the Audit and Risk Committee and meetings held are set out in Table 6 of the Chairperson of Council's report.

## KEY DUTIES AND FUNCTIONS

The Audit Committee carried out its functions through the Audit and Risk Committee meetings, discussions with executive management, internal audit and external advisers, where appropriate.

In giving effect to its charter during the year under review, the Committee:

- Assisted Council:
  - » To evaluate the adequacy and efficiency of the internal control systems to safeguard the University's assets
  - » To ensure that proper accounting practices, cash flow management, information systems and auditing processes applied in the day-to-day management of the University
  - » To ensure that the University risks are adequately managed and monitored

- Facilitated and promoted communication between management, external auditors and Internal Audit on matters that the Committee are responsible for
- Made recommendation to the Executive Committee of Council that Ngubane & Co, as registered auditors, be appointment as external auditors, since, in the opinion of the Committee, they were independent of UNIZULU
- Determined the fees and terms of engagement of the external auditors

## EXTERNAL AUDITORS

The external auditors presented to the Committee the 2018 Annual Audit Plan. The presentation highlighted the following salient aspects, but was not limited to: the determination of materiality was set at R14.4 million (this figure was to be updated if necessary on receipt of the final trial balance), and errors greater than the audit misstatement posting threshold (R720 000) would be reported to the Committee. After thorough consideration, the Committee approved the Audit Plan and audit fees for the 2018 financial year. The 2018 audit fees decreased when compared with the 2017 fees due to the fact that the 2018 audit would not be a joint audit by two audit firms as was the case in 2017.

The Committee has satisfied itself that the external auditors were independent by using the criteria relating to independence or conflicts of interest, as prescribed by the Independent Regulatory Board for Auditors. Requisite assurance was sought and provided by the external auditors that internal governance processes within the audit firm support and demonstrate its claim to independence.

The Committee considered whether any reportable irregularities were identified and reported by the external auditors in terms of Auditing Profession Act, 2005, and determined that there were none.

## FINANCIAL INFORMATION AND ACCOUNTING PRACTICES

The Committee reviewed the financial statements of UNIZULU as well as all financial information before submission to the Council for

approval and considered that they comply in all material respects with International Financial Reporting Standards and the requirements of Regulations for Reporting by Higher Education Institutions.

During the reporting period, the Committee:

- Reviewed and discussed the audited Annual Financial Statements included in this Annual Report with the external auditors, the Vice-Chancellor and the Executive Director: Finance
- Reviewed the external auditors' report and management's response
- Reviewed any significant adjustments resulting from external audit queries and accepted unadjusted audit differences
- Received and considered reports from the internal auditors

## EFFECTIVENESS OF SYSTEMS OF INTERNAL CONTROL AND INTERNAL AUDIT

Internal Audit provides the Audit and Risk Committee and management with assurance that the internal controls are appropriate and effective. The Committee is responsible for ensuring that the internal audit function is independent and has the necessary resources, standing and authority to enable it to discharge its duties. Furthermore, the Committee oversees cooperation between internal and external auditors. The Internal Audit Manager has direct access to the Committee, primarily through its Chairperson.

The Committee assessed various reports of the internal auditors as well as the external audit report. It was noted that certain areas indicate instances of non-compliance with the Higher Education Act as well as deficiencies in the systems of internal control, which included deficiencies over supply chain management and ICT, but there are mitigating plans in place to enhance control effectiveness. The Committee is satisfied with the effectiveness of the internal audit function.

## RISK MANAGEMENT

In respect of risk management, the Committee resolved that through the ICT Strategy and Framework, an ICT Governance Committee be established to circumvent the repeat of ICT related risks identified in the audit for the year ended 31 December 2017. The Committee has oversight over the University's internal audit tracking register and resolved that the

register should incorporate indicators to measure performance on identified risks, i.e. resolved and unresolved issues.

The Committee monitored complaints received via the Council's ethics line. In respect of the coordination of assurance activities, the Audit and Risk Committee reviewed the plans and work outputs of the internal and external auditors and concluded that these were adequate to address all significant financial risks facing the Institution.

## GOING CONCERN

The going concern assumption is a fundamental principle in the preparation of financial statements. The Committee reviewed a documented assessment by management of the going concern premise of the University before recommending to the Council that the Institution will be a going concern in the foreseeable future.

## OTHER CORPORATE GOVERNANCE REQUIREMENTS

### Expertise and Experience of Finance Function

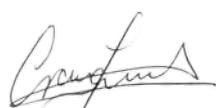
Pursuant to principles of good corporate governance, the Committee considered the overall appropriateness of the expertise and adequacy of the UNIZULU's finance function and concluded that it needs to be further enhanced with the introduction of additional senior managers.

## CONCLUSION

The Committee is satisfied that it has complied with all its statutory and other responsibilities. Having regarded all material risks and factors that may impact on the Annual Financial Statements, the committee recommended to the Council, at its meeting held on 24 June 2019 that the Annual Financial Statements of the University for the year ended 31 December 2018 be accepted.

The Audit and Risk Committee accepted the audit opinion of the external auditors on the consolidated Annual Financial Statements and recommends that the audited consolidated Annual Financial Statements be accepted and read together with the report of the external auditors

The report is recommended to Council for approval.



**Mr C. Saunders**

**Chairperson: Audit & Risk Committee of Council**



**Ms N. Caluza**

**Chairperson of Council**



# COUNCIL REPORT ON TRANSFORMATION

## INTRODUCTION

The UNIZULU Integrated Transformation Plan (ITP) 2017-2021 is founded on the UNIZULU Strategic Plan 2016-2021, which lays the vision and priorities of the University, the UNIZULU Improvement Plan of 2018, which was developed as a response to the CHE audit recommendations of 2017, and the South African Human Rights Commission Report on Transformation at Public Universities in South Africa 2014. In addition to these, reference can be drawn from different government prescripts that guide transformation in institutions of higher learning.

UNIZULU defines transformation as 'contextual responsiveness to local and regional development needs of local and regional communities by producing the required intellectual capital (graduates, research, technology transfer and societal intellectual engagement) that advances public good and brings about social redress'.

Based on this conceptualisation of transformation, the University:

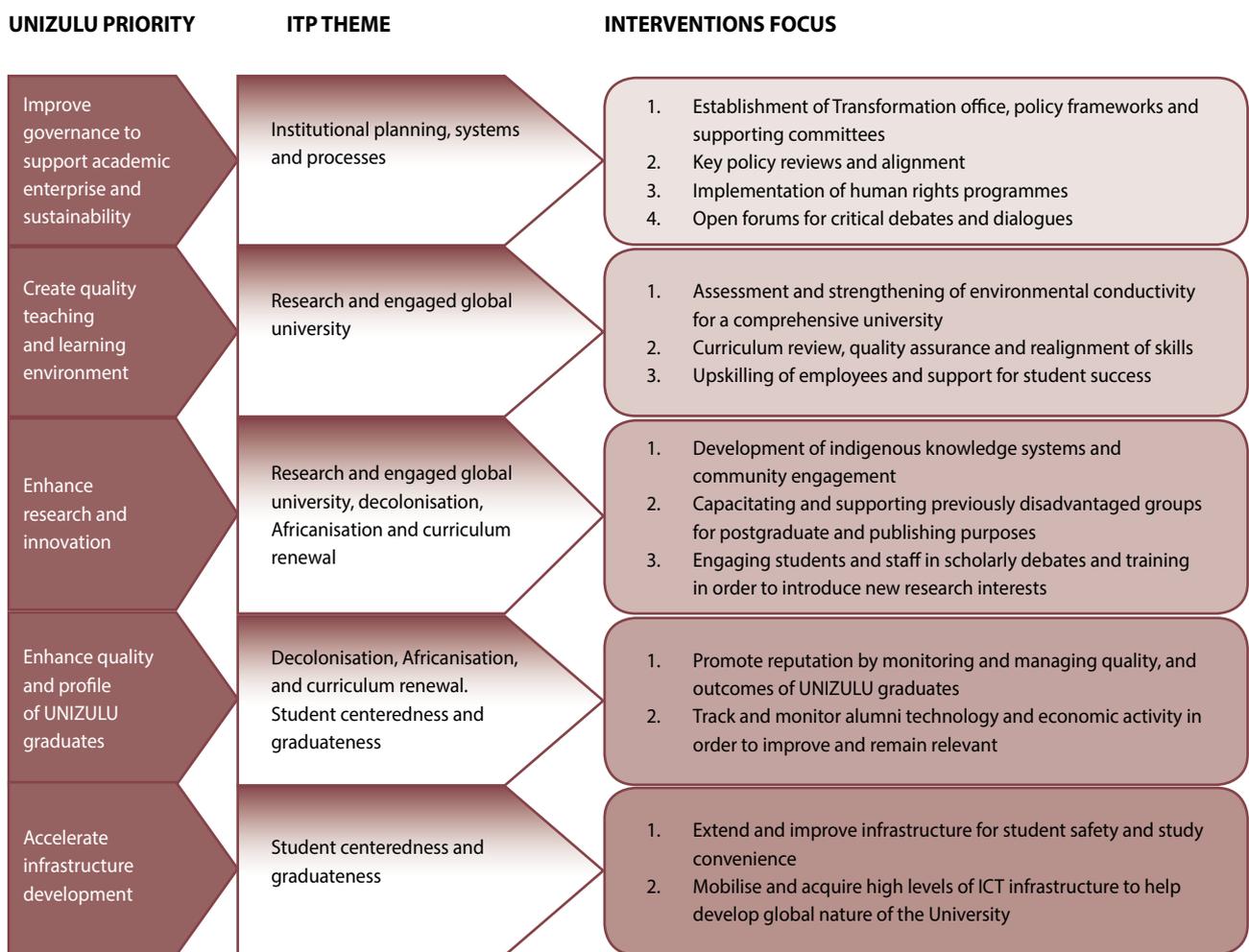
- Seeks to produce high quality graduates in areas of societal need and critical scarce skills
- Produces high quality postgraduates who will assume leadership roles in their professions and civil society
- Produces research that contributes to the creation of solutions for societal application and advancement of various forms of disciplinary knowledge;

- Seeks to engage in community partnerships that recognise and advance local indigenous knowledge systems
- Pursues research that advances various disciplinary knowledge areas working with equity designated groups and building research skills and capacities among these communities
- Retains its goal to offer various comprehensive university-type programmes in specialised science, engineering and technology, life sciences and economic and business studies areas without turning a blind eye to socially relevant humanities and social sciences programmes

Based on the University's definition, transformation is an integral part of its mandate and core business. It is for this reason that UNIZULU cannot hold a separate programme of transformation outside the extant programmes for teaching and learning, research and innovation, community engagement and societal development. UNIZULU's understanding of the context, which shapes its conceptualisation of transformation, provides an in-depth elaboration on this definition of transformation.

## ITP ALIGNMENT TO STRATEGY

The ITP themes cut across all priorities of the University but speak more explicitly to five. The diagram below illustrates priorities and themes and summarises focus of interventions feeding into each priority area.



UNIZULU has identified six transformative goals, as presented in its approved ITP. The report below provides a brief oversight of the progress towards achievement of these goals during the year under review.

## INTELLECTUAL MOBILISATION OF STAFF AND STUDENTS THROUGH INSTITUTIONAL CULTURE

The requirement to address this theme has been re-emphasised by the South African Human Rights Commission report on Transformation in Institutions of Higher Learning and Recommendation 14 of the CHE Audit Report. The theme is the pillar of how university members and users experience and make the university more accommodating to all users. The University responded to this by:

### Creating Inclusive and Hospitable Learning Spaces, Diversified Workplaces, and Hospitable Environments across its Campuses

Policy frameworks aimed at achieving a culture of inclusivity have been developed. The Employment Equity Policy aimed at ensuring equity and transparency with regard to employment practices in the workplace is one of the policies drafted this year. The Recruitment and Selection Policy whose purpose, among a few others, is to promote diversity and equity, and is now due for review and due to be approved on the first quarter of 2019. The Learning and Development Policy was developed in 2016 with the objective to have a workforce that has right attitudes and values, and is competent to complement efforts to achieve the strategic goals and objectives of the University. Human Rights programmes held in 2018 addressed gender and sexual violence. Workshops and campaigns were held to engage student leaders, student peer helpers and staff on culture, human rights, tolerance and social inclusion and also to get input on the draft Gender and Sexual Harassment Policy. The Engagements, particularly with students, revealed security as a major contributor to gender-based violence in the University. Staff members in the protection service, counselling, Gender Forum, Human Resources and Legal Department were offered similar training, with an addition of awareness of international, regional and local instruments that shape and monitor the country's performance.

### Develop and Implement Programmes to Improve the Institutional Climate for Diverse Students, Staff and Visitors

UNIZULU 101, a grounding programme for first-year students, has been developed. The aim of the programme is to enhance transition from high school to higher learning by imparting knowledge, skills and strategies for responsible and engaged citizenship. The programme currently covers values, human

rights and responsible citizenship. Discussions with the Gender Forum have indicated the need to incorporate gender equality in the programme. This addition is being considered by programme developers.

### Implementing the Language Policy

The Language Policy was approved by Senate in 2016. Implementation has been hampered by a lack of resources.

### Establishing Institutional Mechanisms to Deal with Discrimination and Harassment

The University has put together a programme of action that also includes establishing mechanisms to address harassment and discrimination. This plan started unfolding with the drafting of an Anti-discrimination Policy that is aimed at ending all forms of discrimination at UNIZULU. Gender-based violence and sexual harassment are specifically addressed in a separate Gender-based Violence and Sexual Harassment Policy. Both these policies await approval by the highest echelons of the University. Both have implementation plans that aim to educate and raise awareness on violations and the punitive actions that the University has powers to take. Workshops with all stakeholders, including students have already begun. The main focus for these workshops is gaining common understanding of what entails gender-based violence and sexual harassment in terms of the University and the law. These workshops will continue in the coming years to ensure that all University members have been reached. The University has also engaged in various interventions with the Commission for Gender Equality on transformation and gender equality. This engagement helped the University identify gaps in terms of policies and programmes it needs to put in place to address discrimination and justice for the previously disadvantaged groups. As a result, the University will be engaging all stakeholders on what programmes and policies need to be done to achieve equity and equality.

### Creating Spaces for Public Debate and Societal Engagement

One of the goals of the University is to have a society that engages openly on matters of transformation and social inclusion. As such, a number of dialogues and debates were held this year focusing on a variety of topical issues. Prof. Thuli Madonsela, the former Public Protector, opened with a seminar that focused on the impact of women and child abuse in the development of the country. This seminar is a series of others that will be held annually in partnership with the Beyers Naude and Kagiso Trust. UNIZULU is a predominantly black African university and as such, racism is

not much of a concern. However, lack of acceptance of different people based on socialisation about gender and ethnicity can be witnessed sporadically. There is a need to tease out diversity issues from both students and staff. The University, therefore, established the University Gender Forum, whose mandate is to start dissecting gender issues from policy to practice in the University. This forum has met twice already in 2018 and has engaged on sexual and gender-based violence draft policies. A 2019 annual plan for gender interventions will be produced. Coupled with this was a debate on responsible citizenship and democracy, focusing on culture and tolerance. Students and staff members engaged in a frank conversation on their perceptions about what makes people different and the kinds of conversations required to build tolerance and make UNIZULU a conducive environment in which to work and study for all. This engagement will be done annually to address cultural, ethnicity and xenophobic mindsets. As a rural-based comprehensive university, rurality and comprehensivity are deemed important concepts that should guide the business of the University and determine how UNIZULU defines the identity of its graduates. Thus, a Rurality Indaba was held in this regard with the intention to elevate rurality and comprehensiveness as a philosophical guide to UNIZULU business and to develop a guiding document that will influence the operations and guide the strategic position of the University. A framework is being drafted in this regard.

### **Establish Stakeholder Experience and Institutional Climate through Research**

Data was collected in 2018 for First-year Experience, Graduate Destination and Climate surveys. Data is being analysed and final reports are due in 2019. The purpose of the First-year Experience Survey is to collect information about the level of student satisfaction regarding the process students are exposed to when applying at UNIZULU, the initial stages of becoming part of the student community, and when they have settled as part of the student body of UNIZULU. These studies will feed into interventions that UNIZULU needs to undertake to improve the standards of living, culture and quality of degrees the University offers.

### **INSTITUTIONAL PLANNING, SYSTEMS AND PROCESSES EQUITY**

The University has committed itself to repositioning its systems, services and processes to promote effectiveness, efficiency and advanced institutional credibility. This is evident from the following deliverables during the year under review:

- Enrolling and graduating students from different environments
- Coordinating integrated planning initiatives to develop its Richards Bay campus to include engineering programme offerings and to expand on the business community footprint in Richards Bay
- Coordinating and supporting transformational leadership
- Increasing opportunities for leadership training, professional growth and advancement of diverse academics and staff
- Facilitating comprehensive campus and spatial development for student residence and teaching and learning spaces.
- Inculcating leadership for diversity and inclusion
- Developing a student success tracking system

### **TEACHING AND LEARNING**

UNIZULU will ensure that undergraduate students acquire the knowledge, experience and cultural competencies necessary to succeed in a multicultural, globally interconnected world. The graduate attributes framework was developed and approved as well as a First-year Experience (FYE) training manual. The University commenced with the institutionalisation of curriculum reviews to make its curriculum responsive to local and global needs and standards. Several student development and success programmes and initiatives have also been put in place. A residence support programme is in place as part of the FYE under the Living Learning Programme in collaboration with Student Services Department (SSD). Undergraduate and Postgraduate Student Grievance procedures were developed and UNIZULU continues to promote an inclusive institutional culture.

### **RESEARCH, SCHOLARSHIP AND POSTGRADUATE STUDIES**

The University intends to increase uptake, capacity development efforts and throughput of postgraduate transformation targets and increase graduation numbers at masters and doctoral levels. This initiative will support the employment equity drive. Writing and research design workshops have been made annual calendar routine items, with incremental results. General quality assurance measures, including anti-plagiarism practices, research design workshops for postgraduate students and supervisors, is unfolding to develop capacity. Target recruitment is, however, still in the planning phase.

Although not meant only for certain groups of academics and students, CE related workshops to capacitate students and academics were undertaken to build a culture and understanding of engaged scholarship. Consultation with faculty boards is

ongoing to encourage prioritisation of these transformation goals in evolving faculty research strategies. A CE policy and a Strategic Plan have been developed. A 2019 Annual Plan is also being finalised. The CE office held a Rurality and Comprehensivity Indaba where stakeholders from local businesses and organisations were invited to participate. A framework to this effect is being developed.

## RECRUITMENT AND RETENTION

The engagement with the Commission for Gender Equality helped the University to identify gaps in setting up targets and retention strategies for under-represented groups. In 2019, the Employment Equity Committee will undertake a visit to likeminded organisations to seek support and best practice. This will assist in the finalisation of the Employment Equity Plan that is currently under review. During the year under review, the University launched a Performance Management System called Project Blue Sky and undertook rigorous training of all staff members and managers on the use of the tool. Performance management champions were nominated in all faculties and support units of the University to support and guide staff in their respective units. This exercise produced an increase in the number of people completing performance agreements as opposed to the previous years. This process is set to drive outputs from all staff and executives. The Human Resources Department is looking forward to more progress in the coming years.

In order to expedite the 'renewal' of the academy, UNIZULU participates in the N GAP, a programme that encourages and gives opportunities to young scholars to occupy teaching spaces in institutions of higher learning. Progress of these staff members will be monitored continuously. The University has also undertaken to upskill staff members who do not have a masters degree. Academics also participate in several programmes aimed at providing professional teaching qualifications as a drive to professionalise academia. The University also offers additional teaching and learning training interventions for the same purpose.

## LEADERSHIP, RELATIONSHIPS WITH EXTERNAL STAKEHOLDERS AND COMMUNITY ENGAGEMENT

Additional to the existing relationships formed by faculties with external stakeholders, the CE office has started initiating relationships with local industries. These include Foskor, Mondi, Sappi, Tronox, the uMhlathuze, Municipality, King Cetshwayo and

uMkhanyakude District traditional leaderships and Universities in South Africa. The office is fairly new and continues to form relationships in order to respond to teaching and learning, research and community responsibilities. These stakeholders were invited to the launch where some of them contributed to the programme of the day.

The University has developed terms of reference for the Institutional Transformation Committee. The Institutional Forum's role will also be to monitor quarterly progress and give support to the Transformation Office.

## EQUITY

The University has an Equity Committee that has conducted a review of staff equity plans, which have been submitted to the Department of Labour as they get revised. During the Development of the UNIZULU Employment Equity Plan, the following objectives were identified:

- Increase women representation in senior management
- Increase the number of black professionals in occupations ranging from 3 to 8
- Increase the number of people with disability
- Increase the number of South African recruits for scarce and critical skill occupations

Female staff continue to be underrepresented among academic staff. While African staff are fairly represented, they are under-represented in senior academic positions. The University's publication output remains very low. This needs to improve by one point in the next five years. The University also needs to increase its number of professors.

## GENDER FORUM

The university established the University Gender Forum, whose mandate is to start dissecting gender issues from policy to practice in the University. It met twice already in 2018 and has engaged on sexual and gender- based violence draft policies. A 2019 Annual Plan for gender interventions will be produced.

A cohesive society works towards the well-being of all its members, and it is important if we want communities to move forward. Violence has a negative impact on economic and social development. By creating a sense of belonging and creating trust, we do not lose focus of the most vulnerable in our societies. We hope that through collaboration we will help to strengthen relationships and knowledge-sharing within the UNIZULU community.

## NSFAS FUNDING AND STUDENT FEES

Since 2016, all eligible students received funding for the overall cost of study (tuition, accommodation and other allowances) within a certain cap set by NSFAS. The practice of distributing limited funding to more students, as funds were limited in the past, was therefore stopped. This NSFAS capped amount was also not applicable anymore from 2018 and NSFAS funded the full costs of study for eligible students.

NSFAS made some historical debt allocations in the past and a new promise of a historical debt allocation was received during 2018, which will assist many current and former NSFAS students with historical debt.

Since 2017, students apply directly to NSFAS and the administrative responsibility in terms of applications of the University has reduced significantly. The University ensures that all correct and necessary information for students who receive funding is provided to NSFAS. The student funding split in 2018 was 76% NSFAS-funded, 6% funded by private sponsors, and 18% cash-paying students.

In addition to NSFAS, the University administers different bursaries from a range of funders, which assists needy students who don't

receive NSFAS funding. The University often receives a list of bursary allocations from organisations like Eskom, Moses Kotani, the KZN DOE, Department of Health and many others donors and bursary schemes. The University continues to encourage various donors to provide scholarship support to various financially challenged but academically deserving students.

## CONCLUSION

UNIZULU has put various mechanisms in place to deal with transformation imperatives and address the priorities of the HE Summit 2015. These include the establishment of the University Transformation Committee, an Equity Committee, a Gender Forum, the development of the Integrated Transformation Plan 2014, and the integration of the transformation priorities into the Strategic Plan of the University. The University has also developed a detailed programme of action for transformation, including an action plan embedded in a revised Integrated Transformation Plan 2017-2021. This programme of action has been directly linked to the University Strategic Plan 2017-2021 and addresses recommendations made in the CHE Audit Report of 2017. Furthermore, all six transformation priorities have been thoroughly addressed during the year under review and highlight the great strides made in transforming UNIZULU.



**Ms N. Caluza**  
Chairperson of Council



**Prof. X. Mtose**  
Vice-Chancellor



UNIVERSITY OF  
ZULULAND

# ANNUAL FINANCIAL STATEMENTS

## FOR THE YEAR ENDING 31 DECEMBER 2018

### General Information

Nature of business and principal activities	Higher Education Institution in terms of Higher Education Act 101 of 1997
Business address	1 Main Road Vulindlela KwaDlangezwa 3886
Postal address	Private Bag X1001 KwaDlangezwa 3886
Bankers	ABSA
Auditors	Ngubane & Co



# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

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## University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

### **Council's Responsibilities and Approval**

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The Council is required in terms of the Higher Education Act 101 of 1997 as amended, to maintain adequate accounting records and is responsible for the content and integrity of the consolidated annual financial statements and related financial information included in this report. It is its responsibility to ensure that the consolidated annual financial statements fairly present the state of affairs of the University as at the end of the financial year and the results of its operations and cash flows for the period then ended, in conformity with International Financial Reporting Standards and Reporting Regulations in terms of the Higher Education Act 101 of 1997.

The audited consolidated annual financial statements are prepared in accordance with International Financial Reporting Standards and Reporting Regulations in terms of the Higher Education Act 101 of 1997 and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgments and estimates.

The Council acknowledges that it is ultimately responsible for the system of internal financial control established by the University and places considerable importance on maintaining a strong control environment. To enable the Council to meet these responsibilities, it sets standards for internal control aimed at reducing the risk of error or loss in a cost effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored throughout the University and all employees are required to maintain the highest ethical standards in ensuring the University's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in the University is on identifying, assessing, managing and monitoring all known forms of risk across the University. While operating risk cannot be fully eliminated, the University endeavours to minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

The Council is of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the consolidated annual financial statements. However, council has been made aware of internal control deficiencies and non-compliance with laws and regulations as pointed out by the external auditors and will ensure that they are addressed appropriately. Any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss.

The University has reviewed the University's cash flow forecast for the next twelve months and, in light of this review and the current financial position, it is satisfied that the University has or had access to adequate resources to continue in operational existence for the foreseeable future.

The consolidated annual financial statements set out on pages 148-184, which have been prepared on the going concern basis, were approved by the Council on 28 June 2019 and were signed on their behalf by:



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**Ms N Caluza**  
Chairperson of Council



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**Professor X Mtose**  
Vice-Chancellor

## **INDEPENDENT AUDITOR'S REPORT TO THE MINISTER OF HIGHER EDUCATION AND TRAINING AND THE COUNCIL OF THE UNIVERSITY OF ZULULAND**

### **REPORT ON THE AUDIT OF THE CONSOLIDATED FINANCIAL STATEMENTS**

#### **Opinion**

We have audited the consolidated financial statements of the University of Zululand and its subsidiary set out on pages 148 to 184, which comprise the consolidated statement of financial position as at 31 December 2018, the consolidated statement of profit or loss and other comprehensive income, statement of changes in funds and statement of cash flows for the year then ended, as well as the notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the consolidated financial statements present fairly, in all material respects, the consolidated financial position of the University of Zululand as at 31 December 2018, and its consolidated financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards ("IFRS") and the requirements of the Higher Education Act of South Africa, 1997 (Act no. 101 of 1997), as amended (HEA).

#### **Basis for opinion**

We conducted our audit in accordance with the International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the consolidated financial statements section of our report.

We are independent of the University in accordance with section 290 and 291 of the Independent Regulatory Board for Auditor's Code of Professional Conduct for Registered Auditors (Revised January 2018) (IRBA Code (Revised January 2018)), parts 1 and 3 of the Independent Regulatory Board for Auditors' Code of Professional Conduct for Registered Auditors (Revised November 2018) (IRBA Code (Revised November 2018)) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities, as applicable in accordance with the IRBA Codes and in accordance with other ethical requirements applicable to performing audits in South Africa. Sections 290 and 291 of the IRBA Code (Revised January 2018) are consistent with sections 290 and 291 of the International Ethics Standards Board for Accountants' Code of Ethics for Professional Accountants. Parts 1 and 3 of the IRBA Code (Revised November 2018) are consistent with parts 1 and 3 of the International Ethics Standards Board for Accountants' International Code of Ethics for Professional Accountants (including International Independence Standards).

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

#### **Responsibilities of Council for the financial statements**

The Council is responsible for the preparation and fair presentation of the consolidated financial statements in accordance with International Financial Reporting Standards ("IFRS") and the requirements of the Higher Education Act no. 101 of 1997, as amended 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.

## INDEPENDENT AUDITOR'S REPORT TO THE MINISTER OF HIGHER EDUCATION AND TRAINING AND THE COUNCIL OF THE UNIVERSITY OF ZULULAND (continued)

In preparing the consolidated financial statements, the Council is responsible for assessing the University of Zululand's ability to continue as a going concern, disclosing as applicable, matters relating to going concern and using the going concern basis of accounting unless the Council either intends to liquidate the group or to cease operations, or has no realistic alternative but to do so.

### Auditor's responsibilities for the audit of the consolidated financial statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

A further description of our responsibilities for the audit of the consolidated financial statements is included in the annexure to our report (Annexure A).

## REPORT ON THE AUDIT OF THE ANNUAL PERFORMANCE REPORT

### Introduction and scope

In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA) and the general notice issued in terms thereof we have a responsibility to report material findings on the reported performance information against predetermined objectives for selected objectives presented in the annual performance report. We performed procedures to identify findings but not to gather evidence to express assurance.

Our procedures address the reported performance information, which must be based on the approved performance planning documents of the University. We have not evaluated the completeness and appropriateness of the performance indicators/measures included in the planning documents. Our procedures also did not extend to any disclosures or assertions relating to planned performance strategies and information in respect of future periods that may be included as part of the reported performance information. Accordingly, our findings do not extend to these matters.

We evaluated the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the following selected objectives presented in the annual performance report of the University of Zululand for the year ended 31 December 2018:

### Strategic Goals as per the University's Annual Performance Plan

Objectives	Pages in the annual performance report
<b>Strategic Goal 1: Improve governance through enhanced operations to support the academic enterprise and ensure sustainability</b>	
To have a broad spectrum of programmes characteristic of a comprehensive university	38
Develop, amend, implement policies, rules and procedures and maintain policy register	38
Develop and entrench an appropriate institutional academic philosophy and approach which integrates teaching and learning, research and community engagement	38
Review, develop and implement review findings in existing curricula	38
Recruit and retain a qualified cohort of academic staff	38
Integrate human resource management and development	39
Devise a Charter to guide relations between the University and its students	39

## INDEPENDENT AUDITOR'S REPORT TO THE MINISTER OF HIGHER EDUCATION AND TRAINING AND THE COUNCIL OF THE UNIVERSITY OF ZULULAND (continued)

Objectives	Pages in the annual performance report
Develop a turnaround strategy for financial management and governance	39
Develop a Financial Budgeting and Reporting System	39
Ensure effective service delivery to students	39
Develop an appropriate rural strategy for the University	39
Enhanced Governance of Statutory Bodies	39
<b>Strategic Goal 2: Create a quality teaching and learning environment as a comprehensive University</b>	
Enhance teaching and learning	40
Design and develop a cohort analysis for effective institutional planning and monitoring	40
Early identification and tracking of at risk students to be instituted via the student management system	40
LIS to provide quality service to support teaching and Learning and Research	40
<b>Strategic Goal 3: enhance research and innovation</b>	
Conceptualize an enriched Community Engagement Strategy	41
Active mentoring of young/new researchers	
Increase the University Research Output	41
Promote, advocate and raise awareness of the value of innovation	41
Engage emerging researchers and support/reward research activity	41
Develop Research Operational Plan	41
Engage the Postgraduate office in training around ethics and ethical clearance to improve the standard and quality of Master's and Doctoral dissertations.	42
LIS to provide quality service to support teaching and Learning and Research	42
Staff retention strategies to be developed	42
<b>Strategic Goal 4: Enhance the quality and profile of UNIZULU graduates</b>	
Provide a supportive learning and teaching environment for UNIZULU students	42
General support continued technological and collaborative specific institutional support for students and staff	42
Engage with alumni to maintain lifelong relationships with UNIZULU	42
Development of a core module	43
Development of academics and enhancement of scholarship	43
<b>Strategic Goal 5: Develop ways to manage the national regional and international reputation of UNIZULU</b>	
Develop staff and student competence in learning platforms	43
<b>Strategic Goal 6: Accelerate infrastructure development</b>	
Staff capacity development (ICT staff)	43
Health and safety compliance	43
Integrated Infrastructure Planning	43
Design online registration system and conduct pilot	43

# INDEPENDENT AUDITOR'S REPORT TO THE MINISTER OF HIGHER EDUCATION AND TRAINING AND THE COUNCIL OF THE UNIVERSITY OF ZULULAND (continued)

## Ministerial approved targets

Strategic Objectives	Pages in the annual performance report
Access: Design and develop a cohort analysis for effective institutional planning and monitoring	46
Success: Provide a supportive learning and teaching environment for UNIZULU students	46
Efficiency: Staff retention strategies to be developed	46
Research Output: Increase the University Research Output	46

We performed procedures to determine whether the reported performance information was properly presented and whether performance was consistent with the approved performance planning documents. We performed further procedures to determine whether the indicators and related targets were measurable and relevant, and assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.

The material findings in respect of the usefulness and reliability of the selected objectives are as follows:

We were unable to obtain sufficient appropriate evidence that clearly defined the predetermined source information, evidence and method of collection to be used when measuring the actual achievement for the indicators. This was due to various indicators for objectives under strategic goals 1 to 6 that were not specific and timebound, thereby not meeting the SMART principle. We were unable to test whether the indicators were well-defined by alternative means.

## OTHER MATTERS

### Achievement of planned targets

Refer to the performance assessment report on pages 30 to 49 for information on the achievement of planned targets for the year. This information should be considered in the context of the material findings on the usefulness and reliability of the reported performance information.

### Adjustment of material misstatements

We identified material misstatements in the annual performance report submitted for auditing. These material misstatements were on the reported performance information of the Efficiency, Success and Research Output indicators, and staff retention strategies to be developed and to provide supportive learning and teaching environment of university students. As management subsequently corrected only some of the misstatements, we raised material findings on the usefulness and reliability of the reported performance information. Those that were not corrected are reported above.

## REPORT ON THE AUDIT OF COMPLIANCE WITH LEGISLATION

### Introduction and scope

In accordance with the PAA and the general notice issued in terms thereof, we have a responsibility to report material findings on the compliance of the University with specific matters in key legislation. We performed procedures to identify findings but not to gather evidence to express assurance.

We identified material findings on non-compliance with the specific matters in key legislation (HEA) as set out in the general notice issued in terms of the PAA.

## INDEPENDENT AUDITOR'S REPORT TO THE MINISTER OF HIGHER EDUCATION AND TRAINING AND THE COUNCIL OF THE UNIVERSITY OF ZULULAND (continued)

The material finding(s) on compliance with specific matters in key legislation are as follows:

The University did not comply with section 41 (1) (a) and (b) of the Higher Education Act in respect of the following:

- The SCM unit could not make available some of the bid documents, the documents supporting the approval of deviations, bid specification committee minutes and lease contracts.

### Other information

The Council is responsible for the other information. The other information comprises the information included in the annual report which includes the report of the Chairperson of the Council, Council's Statement on Governance, Council's Statement on Sustainability, Senate Report to Council, Report of the Institutional Forum, Report from the Vice-Chancellor on Management and Administration, Report on Internal Administrative Operational Structures, Report on Risk Exposure Assessment and its Management, Annual Financial Review, Report of the Audit and Risk Committee of the Council and Council's Report on Transformation. The other information does not include the consolidated financial statements, the auditor's report and those selected strategic goals presented in the annual performance report that have been specifically reported on in this auditor's report.

Our opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon.

In connection with our audit, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements and the selected strategic goals presented in the annual performance report, or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We have nothing to report in this regard.

### Internal control deficiencies

We considered internal control relevant to our audit of the consolidated financial statements, reported performance information and compliance with applicable legislation; however, our objective was not to express any form of assurance thereon.

The matters reported below are limited to the significant internal control deficiencies that resulted in findings on compliance with legislation identified during the audit which indicated material internal control weaknesses at the University.

The following deficiencies in the internal controls were identified:

- There were material audit adjustments made to the financial statements for the current period;
- There were material control deficiencies noted with respect to the implementation of controls relating to supply chain management and procurement;
- There were material and extensive control deficiencies pertaining to Information Technology; and
- There were material non-compliance with laws and regulations relating to section 41 (1) (a) and (b) of the Higher Education Act. No. 101 of 1997, as amended.

### Other reports

We draw attention to the following engagements conducted by various parties that had, or could have, an impact on the matters reported in the University's financial statements, reported performance information, compliance with applicable legislation and other related matters. These reports did not form part of our opinion on the financial statements or our findings on the reported performance information or compliance with legislation.

# INDEPENDENT AUDITOR'S REPORT TO THE MINISTER OF HIGHER EDUCATION AND TRAINING AND THE COUNCIL OF THE UNIVERSITY OF ZULULAND (continued)

## Audit related services

At the request of the University, audits were performed on agreed upon procedures in terms of International Standards on Related Services (ISRS) 4400 "Engagements to Perform Agreed-Upon Procedures Regarding Financial Information." on grants listed in the below table. The following agreed-upon procedures were either completed or in progress as at the date of our report:

No	Grant name	Period coverage	Status	Report date
1.	University Capacity Development Grant	01 January 2018 to 31 December 2018	Completed	28 February 2019
2.	Infrastructure & Efficiency Grant	01 April 2018 to 31 March 2019	Completed	31 May 2019
3.	Clinical Training Grant	01 April 2018 to 31 March 2019	Completed	31 May 2019
4.	Foundation Provision Grant	01 April 2018 to 31 March 2019	Completed	31 May 2019
5.	New Generation Academics Programme Grant	01 April 2018 to 31 March 2019	Completed	31 May 2019
6.	Historically Disadvantaged Institution Development Grant	01 April 2017 to 31 March 2018	Completed	31 May 2019
7.	University Staff Doctoral Programme Grant	01 January 2018 to 31 December 2018	Completed	31 May 2019
8.	HEAIDS	01 January 2018 to 31 March 2019	Completed	31 May 2019
9.	Financial Data 2017	01 January 2017 to 31 December 2017	Completed	Not Applicable
10.	DHET Fee adjustment grant	01 January 2017 to 31 December 2017	In progress	31 July 2019
11.	DHET Fee adjustment Grant	01 January 2018 to 31 December 2018	In progress	31 July 2019
12.	HEMIS 2018	01 January 2018 to 31 December 2018	In progress	31 July 2019
13.	NRF	01 January 2018 to 31 December 2018	Completed	15 May 2019
14.	Research Output	01 January 2018 to 31 December 2018	Completed	15 May 2019

## Auditor tenure

In terms of the IRBA rule published in Government Gazette Number 39475 dated 4 December 2015, we report that Ngubane & Co. has been the auditors of University of Zululand for 2 years..



**Ngubane & Co.**

Registered Auditors

Per: Desmond Msomi CA (SA), RA

Partner

Date: 28 June 2019

# INDEPENDENT AUDITOR'S REPORT TO THE MINISTER OF HIGHER EDUCATION AND TRAINING AND THE COUNCIL OF THE UNIVERSITY OF ZULULAND (continued)

## Annexure – Auditors' Responsibility for the Audit

1. As part of an audit in accordance with the ISAs, we exercise professional judgement and maintain professional scepticism throughout our audit of the consolidated financial statements, and the procedures performed on reported performance information for selected strategic goals and on the University's compliance with respect to the selected subject matters.

### Consolidated financial statements

2. In addition to our responsibility for the audit of the consolidated financial statements as described in this auditor's report, we also:
  - Identify and assess the risks of material misstatement of the consolidated financial statements whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
  - Obtain an understanding of internal control relevant to the audit 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.
  - Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the council.
  - Conclude on the appropriateness of the Council's use of the going concern basis of accounting in the preparation of the consolidated financial statements. We also conclude, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the University of Zululand and its subsidiary's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify the opinion on the financial statements. Our conclusions are based on the information available to us at the date of this auditor's report. However, future events or conditions may cause a university to cease continuing as a going concern.
  - Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
  - Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

### Communication with those charged with governance

3. We communicate with the Council regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
4. We also confirm to the council that we have complied with relevant ethical requirements regarding independence and communicate all relationships and other matters that may reasonably be thought to have a bearing on our independence and, where applicable, related safeguards.

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Consolidated Statement of Financial Position as at 31 December 2018

		2018	2017
	Note(s)	R '000	R '000
<b>Assets</b>			
<b>Non-Current Assets</b>			
Property, plant and equipment	2	1,189,396	1,170,861
Biological assets	3	65	-
Intangible assets	4	9,517	9,853
Financial assets at fair value	5	426,116	430,370
		<b>1,625,094</b>	<b>1,611,084</b>
<b>Current Assets</b>			
Financial assets at fair value	5	95,880	96,362
Inventories	6	6,008	6,945
Student and other receivables	7	149,471	142,845
Cash and cash equivalents	8	1,689,340	1,257,863
		<b>1,940,699</b>	<b>1,504,015</b>
<b>Total Assets</b>		<b>3,565,793</b>	<b>3,115,099</b>
<b>Funds and Liabilities</b>			
<b>Funds</b>			
<b>Non-distributable funds</b>			
Revaluation reserve		398,322	361,797
Financial asset reserve		110,044	121,285
<b>Restricted funds</b>			
DHET, Research and Trust funds		18,662	25,914
Student Residence funds		(3,881)	12,883
<b>Council controlled funds</b>			
Property, plant and equipment (PPE) fund		573,208	611,078
Designated institutional fund		186,317	27,682
Accumulated Council-controlled funds		451,200	509,451
UNIZULU Foundation funds		61,250	67,079
		<b>1,795,122</b>	<b>1,737,169</b>
<b>Liabilities</b>			
<b>Non-Current Liabilities</b>			
Post - retirement obligation	9	99,581	98,017
Deferred government grants	10	1,210,158	963,508
Interest-bearing borrowings	12	21,983	24,506
		<b>1,331,722</b>	<b>1,086,031</b>
<b>Current Liabilities</b>			
Accounts payable and accrued liabilities	13	284,068	164,030
Current portion of interest-bearing borrowings	12	2,523	2,336
Current portion of deferred government grants	10	72,795	53,618
Employee benefits	11	79,563	71,915
		<b>438,949</b>	<b>291,899</b>
<b>Total Liabilities</b>		<b>1,770,671</b>	<b>1,377,930</b>
<b>Total Funds and Liabilities</b>		<b>3,565,793</b>	<b>3,115,099</b>

## University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

### Consolidated Statement of Profit or Loss

Educational and General									
	Council- Controlled	Specifically funded Restricted	Sub-total	Student Residence Restricted	UNIZULU Foundation	2018 Total	2017 Restated Total		
Note(s)	R '000	R '000	R '000	R '000	R '000	R '000	R '000		
<b>TOTAL INCOME</b>	<b>928,151</b>	<b>43,715</b>	<b>971,866</b>	<b>102,305</b>	<b>10,888</b>	<b>1,085,059</b>	<b>1,007,437</b>		
State appropriations - subsidies and grants	509,415	26,364	535,779	-	-	535,779	481,078		
Tuition and other fee income	353,295	-	353,295	82,465	-	435,760	394,995		
Private gifts, grants and donations	270	16,807	17,077	-	7,795	24,872	34,450		
Other income	5,721	99	5,820	14,715	-	20,535	18,971		
Sale of goods and services	2,474	33	2,507	5,125	-	7,632	11,461		
Investment income	56,976	412	57,388	-	3,093	60,481	66,482		
<b>TOTAL EXPENDITURE</b>	<b>(869,332)</b>	<b>(50,967)</b>	<b>(920,299)</b>	<b>(119,069)</b>	<b>(12,256)</b>	<b>(1,051,624)</b>	<b>(1,042,375)</b>		
<b>RECURRENT EXPENDITURE</b>	<b>(746,747)</b>	<b>(50,967)</b>	<b>(797,714)</b>	<b>(119,069)</b>	<b>(12,256)</b>	<b>(929,039)</b>	<b>(929,453)</b>		
Personnel costs	(439,706)	(21,741)	(461,447)	(19,579)	(2,680)	(483,706)	(463,502)		
Other operating expenses	(275,093)	(28,706)	(303,799)	(89,944)	(9,417)	(403,160)	(418,349)		
Minor capital items expensed	(4,081)	(516)	(4,597)	(16)	(61)	(4,674)	(10,443)		
Depreciation and amortisation	(25,739)	(4)	(25,743)	(9,530)	(98)	(35,371)	(32,247)		
Finance costs	(2,128)	-	(2,128)	-	-	(2,128)	(4,912)		
<b>NON-RECURRENT EXPENDITURE</b>	<b>(122,585)</b>	<b>-</b>	<b>(122,585)</b>	<b>-</b>	<b>-</b>	<b>(122,585)</b>	<b>(112,922)</b>		
Post-retirement benefit expense	(122,585)	-	(122,585)	-	-	(122,585)	(112,922)		
<b>Net surplus/ (deficit) for the year</b>	<b>58,819</b>	<b>(7,252)</b>	<b>51,567</b>	<b>(16,764)</b>	<b>(1,368)</b>	<b>33,435</b>	<b>(34,938)</b>		

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Consolidated Statement of Other Comprehensive Income

	Educational and General						2017 Total
	Council- Controlled Funds Unrestricted	Designated Funds Restricted	Sub-total	Student Residence Restricted	UNIZULU Foundation	2018 Total	
Notes	R '000	R '000	R '000	R '000	R '000	R '000	R '000
	(808)	-	(808)	-	-	(808)	(4,193)
	21,442	31	21,473	19,555	-	41,028	-
	(11,242)	-	(11,242)	-	(4,461)	(15,703)	18,129
	<b>9,392</b>	<b>31</b>	<b>9,423</b>	<b>19,555</b>	<b>(4,461)</b>	<b>24,517</b>	<b>13,936</b>
	<b>9,392</b>	<b>31</b>	<b>9,423</b>	<b>19,555</b>	<b>(4,461)</b>	<b>24,517</b>	<b>13,936</b>
	<b>68,211</b>	<b>(7,221)</b>	<b>60,990</b>	<b>2,791</b>	<b>(5,829)</b>	<b>57,952</b>	<b>(21,002)</b>
<b>OTHER COMPREHENSIVE INCOME</b>							
<b>Items that will not be re-classified to profit and loss</b>							
Remeasurements on net defined benefit liability/asset							
Revaluation of land & buildings							
Net change in fair value of investments							
<b>Total items that will not be reclassified to profit or loss</b>							
<b>Other comprehensive income for the year</b>							
<b>Total comprehensive income/(loss)</b>							

## University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

### Consolidated Statement of Changes in Funds

	Property, Plant and Equipment (PPE) fund R '000	Revaluation reserve Non-distributable R '000	Financial asset reserve R '000	DHET, Research and Trust funds R '000	Designated institutional fund R '000	Student Residence funds R '000	Accumulated Council Controlled funds R '000	UNIZULU Foundation funds R '000	Total funds R '000
<b>Balance at 01 January 2017</b>	589,962	364,584	105,320	25,872	27,682	21,898	557,779	65,072	1,758,169
Surplus/ (deficit) for the year	-	-	-	42	-	(9,015)	(25,806)	(157)	(34,936)
Other comprehensive income	-	-	15,965	-	-	-	(4,193)	2,164	13,936
<b>Total comprehensive Loss for the year</b>	-	-	<b>15,965</b>	<b>42</b>	-	<b>(9,015)</b>	<b>(29,999)</b>	<b>2,007</b>	<b>(21,000)</b>
Property, plant and equipment fund transfer Transfers	18,329 2,787	- (2,787)	-	-	-	-	(18,329)	-	-
<b>Total transfers between Funds</b>	<b>21,116</b>	<b>(2,787)</b>	-	-	-	-	<b>(18,329)</b>	-	-
<b>Balance at 01 January 2018</b>	<b>611,078</b>	<b>361,797</b>	<b>121,285</b>	<b>25,914</b>	<b>27,682</b>	<b>12,883</b>	<b>509,451</b>	<b>67,079</b>	<b>1,737,169</b>
Surplus/ (deficit) for the year	-	-	-	(7,252)	-	(16,764)	58,819	(1,368)	33,435
Other comprehensive income	-	41,028	(11,241)	-	-	-	(808)	(4,461)	24,518
<b>Total comprehensive income for the year</b>	-	<b>41,028</b>	<b>(11,241)</b>	<b>(7,252)</b>	-	<b>(16,764)</b>	<b>58,011</b>	<b>(5,829)</b>	<b>57,953</b>
Transfers	(37,870)	(4,503)	-	-	158,635	-	(116,262)	-	-
<b>Total transfers between Funds</b>	<b>(37,870)</b>	<b>(4,503)</b>	-	-	<b>158,635</b>	-	<b>(116,262)</b>	-	-
<b>Balance at 31 December 2018</b>	<b>573,208</b>	<b>398,322</b>	<b>110,044</b>	<b>18,662</b>	<b>186,317</b>	<b>(3,881)</b>	<b>451,200</b>	<b>61,250</b>	<b>1,795,122</b>

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Consolidated Statement of Cash Flows

		2018	2017
	Note(s)	R '000	R '000
<b>Cash flows from operating activities</b>			
Cash generated from operations	19	398,415	354,052
Interest income		53,500	58,850
Dividend income		6,903	7,632
Finance costs		(2,128)	(4,912)
<b>Net cash from operating activities</b>		<b>456,690</b>	<b>415,622</b>
<b>Cash flows from investing activities</b>			
Purchase of property, plant and equipment	2	(20,853)	(54,008)
Sale of property, plant and equipment	2	31	-
Purchase of other intangible assets	4	(371)	(476)
Purchase of biological assets	3	(65)	-
Purchase of investments		(22,752)	(19,039)
Sale of investments		21,133	26,127
<b>Net cash from investing activities</b>		<b>(22,877)</b>	<b>(47,396)</b>
<b>Cash flows from financing activities</b>			
Decrease in interest bearing borrowing		(2,336)	(2,165)
<b>Net cash from financing activities</b>		<b>(2,336)</b>	<b>(2,165)</b>
<b>Total cash movement for the year</b>		<b>431,477</b>	<b>366,061</b>
Total cash and cash equivalents at the beginning of the year		1,257,863	891,802
<b>Total cash and cash equivalents at the end of the year</b>	8	<b>1,689,340</b>	<b>1,257,863</b>

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Accounting Policies

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### Reporting entity

The University of Zululand (the "University") is a public University established and domiciled in the Republic of South Africa, under the Higher Education Act no 101 of 1997. The address of the University's registered office is 1 Main Road, Vulindlela, KwaDlangezwa, 3886, South Africa. The consolidated financial statements of the University for the year ended 31 December 2018 comprise the University and its subsidiary, the University of Zululand Foundation.

Where reference is made to the financial statements in the accounting policies, it should be interpreted as referring to the consolidated financial statements where the context requires, unless otherwise noted.

### 1. Accounting Policies

#### 1.1 Statement of Compliance

The consolidated annual financial statements have been prepared in accordance with International Financial Reporting Standards and Reporting Regulations in terms of the Higher Education Act 101 of 1997 in the manner 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 consolidated annual financial statements have been prepared on the historical cost basis, except for the measurement of Land and Buildings, Biological assets and financial instruments at fair value, and incorporate the principal accounting policies set out below.

#### 1.2 Basis of preparation

The consolidated financial statements are presented in South African Rands, rounded to the nearest thousand (R'000) in each case. They are prepared under the historical cost basis, except for the revaluation of Land and Buildings, Biological assets and financial instruments. The principal accounting policies adopted in the preparation of these financial statements are set out below and are consistent with those of the previous year, except where otherwise indicated.

#### 1.3 Basis of Consolidation

The consolidated financial statements comprise the financial statements of the University and its related entity as at 31 December each year.

Related entities are entities controlled by the University. The University controls an entity when the University is exposed to, or has rights to, variable returns from its involvement with the entity and has the ability to affect those returns through its power over the entity. Related entities are consolidated from the date on which control is obtained by the University and until they are disposed of or control ceases. All inter-group transactions, balances and unrealised surpluses and deficits are eliminated on consolidation. Where necessary, appropriate adjustments are made to the accounting policies of related entities on consolidation to ensure consistency with the policies adopted by the University.

#### 1.4 Use of estimates and judgments

The preparation of these financial statements requires management to make judgments, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, income and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the year in which the estimates are revised and in any future years affected.

In applying the University's accounting policies, management has made the following judgments, apart from those involving estimations, which most significantly affect the amounts recognised in the financial statements.

In preparing the consolidated annual financial statements, management is required to make estimates and assumptions that affect the amounts represented in the consolidated annual financial statements and related disclosures. Use of available information and the application of judgement is inherent in the formation of estimates. Actual results in the future could differ from these estimates which may be material to the consolidated annual financial statements. Significant judgments include:

- Note 2 - Depreciation and valuation of property, plant and equipment
- Note 7 - Impairment of accounts receivables
- Note 9 - Valuation of post-retirement obligations
- Note 11 - Valuation of employee benefits
- Note 21 - Contingencies

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Accounting Policies

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### 1.4 Use of estimates and judgments (continued)

#### Impairment testing

The University reviews and tests the carrying value of assets when events or changes in circumstances suggest that the carrying amount may not be recoverable. Assets are grouped at the lowest level for which identifiable cash flows are largely independent of cash flows of other assets and liabilities. If there are indications that impairment may have occurred, estimates are prepared of expected future cash flows for each group of assets. Expected future cash flows used to determine the value in use of tangible assets are inherently uncertain and could materially change over time. They are significantly affected by a number of factors including historical experience and future expectations and other factors considered reasonable under the circumstances, together with economic factors such as exchange rates, inflation, interest rates, discount rates and market values.

#### Provisions

Provisions were raised and management determined an estimate based on the information available. Additional disclosure of these estimates of provisions are included in note 7 - Student and other receivables and in note 11 - Employee benefits.

#### Depreciation

At the end of each reporting year, material assets within property, plant and equipment are reviewed to assess whether the estimated useful lives and residual values are appropriate. The estimate and judgement relates to useful lives and residual values.

#### Impairment

##### (i) Non – derivative financial assets (including receivables) (Before 01 January 2018)

A financial asset not measured at fair value through profit or loss is assessed at each reporting date to determine whether there is objective evidence that it is impaired. A financial asset is impaired if objective evidence indicates that a loss event has occurred after the initial recognition of the asset, and that the loss event had a negative effect on the estimated future cash flows of that asset that can be measured reliably.

Objective evidence that financial assets (including equity securities) are impaired can include default or delinquency by a debtor, restructuring of an amount due to the University on terms that the University would not consider otherwise, indications that a debtor or issuer will enter bankruptcy, or the disappearance of an active market for a security. In addition, for an investment in an equity security, a significant or prolonged decline in its fair value below its cost is objective evidence of impairment.

The University considers evidence of impairment for receivables and held-to-maturity investment securities at both a specific asset and collective level. All individually significant receivables and held-to-maturity investment securities are assessed for specific impairment. All individually significant receivables and held-to-maturity investment securities found not to be specifically impaired are then collectively assessed for any impairment that has been incurred but not yet identified. Receivables and held-to-maturity investment securities that are not individually significant are collectively assessed for impairment by grouping together receivables and held-to-maturity investment securities with similar risk characteristics.

In assessing collective impairment the University uses historical trends of the probability of default, timing of recoveries and the amount of loss incurred, adjusted for management's judgement as to whether current economic and credit conditions are such that the actual losses are likely to be greater or less than suggested by historical trends.

##### (i) Non – derivative financial assets (including receivables) (On or after 01 January 2018)

The university only has Student and other receivables which are subject to the expected credit loss model.

The University applies the IFRS 9 simplified approach to measuring expected credit losses which uses a lifetime expected loss allowance for all student and other receivables.

To measure the expected credit losses, Student and other receivables have been grouped based on shared credit risk characteristics and the days past due.

##### (ii) Non-financial assets

The carrying amount of the University's non-financial assets, other than inventories, are reviewed at each reporting date to determine whether there is any indication of impairment. If any such indication exists, then the asset's recoverable amount is estimated.

The recoverable amount of an asset is the greater of its value in use and its fair value less costs to sell. In assessing value in use, the estimated future cash flows are discounted to their present value using a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the asset.

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Accounting Policies

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### 1.4 Use of estimates and judgments (continued)

An impairment loss is recognised if the carrying amount of an asset exceeds its estimated recoverable amount. Impairment losses are recognised in profit or loss.

#### Receivables

At the end of each reporting year, management makes an estimate of loss allowance for receivables that are considered irrecoverable. Impairments of receivables takes into account the cost of collection of the receivables. The estimate and judgement relates to collectability of the receivables.

#### Employee benefits

A provision is made for the estimated liability for annual leave and as a result of services rendered by academic professional, administrative and other support staff up to the financial year end.

#### Post-retirement obligations

For the purposes of valuing the University's future obligations in respect of post-retirement health care, provident fund and pension fund benefits, key assumptions are made in respect of discount rates, expected inflation on medical aid contributions, expected age of retirement and mortality rates.

### 1.5 Income recognition

The University has adopted IFRS 15, Revenue from Contracts with Customers (IFRS 15) with a date of initial application of 1 January 2018. The University applied IFRS 15 using the prospective approach. Revenue is measured based on the consideration specified in a contract with a customer and excludes amounts collected on behalf of third parties. The University recognizes revenue when it transfers control over a product or service to a customer.

The following is a description of principal activities where the University generates revenue. The University has disclosed the nature, timing of satisfaction of performance obligations and significant payment terms.

#### State subsidy

State appropriations for general purposes are recognised as income in the financial year to which the subsidy relates.

If the funding is provided in advance of the specified requirement, (i.e. the University does not have immediate legal entitlement to it) the relevant amount is deferred and recognised in the applicable period.

#### Special designated income

Income received for designated specific purposes arises from contracts, grants, donations and income for specific purpose. Such income is brought into the income statement in the financial period in which the University becomes entitled to the use of these funds.

Funds received which the University cannot use until some specified future period or occurrence, are held in an appropriate fund until the financial period in which the funds can be used, at which time the amount is recognised as income. If the funds are returnable to their source in the absence of the event or occurrence, or in the case of trust and agency monies, they are disclosed on the balance sheet under current liabilities.

#### Tuition fees

Tuition and residence fees are recognised as income in the period to which they relate, ie at the time these fees are formally billed. Deposits provided by prospective students are treated as current liabilities until these amounts are billed as due. Provision is made for the estimated unrealisable amount.

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Accounting Policies

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### 1.5 Income recognition (continued)

#### Sale of goods and services

To determine whether to recognise revenue, the University follows a 5-step process:

1. Identifying the contract with a customer
2. Identifying the performance obligations
3. Determining the transaction price
4. Allocating the transaction price to the performance obligations
5. Recognising revenue when/as performance obligation(s) are satisfied.

The total transaction price for a contract is allocated amongst the various performance obligations based on their relative stand-alone selling prices. The transaction price for a contract excludes any amounts collected on behalf of third parties.

Revenue is recognised either at a point in time or over time, when (or as) the University satisfies performance obligations by transferring the promised goods or services to its customers.

#### Government grants

An unconditional government grant or subsidy is recognised in profit or loss for the year when the grant becomes receivable.

Other government grants are recognised initially as deferred income at fair value when there is reasonable assurance that they will be received and the University will comply with the conditions associated with the grant. Grants that compensate the University for expenses incurred are recognised in profit or loss as other income on a systematic basis in the same periods in which the expenses are recognised. Grants that compensate the University for the cost of an asset are recognised in profit or loss on a systematic basis over the useful life of the asset.

#### Interest income

Interest is recognised on a time allocation basis, taking account of the principal outstanding and the effective interest rate over the period to maturity, when it is determined that such income will accrue to the University. When impairment of a debtor occurs, the University reduces the carrying value to the recoverable value. The recoverable value represents the future cash flow, discounted as interest over time. Interest income on loans in respect of which impairment has been recognised is recognised at the original effective interest rate.

#### Dividend income

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

#### Donations and gifts

Donations and gifts are recognised upon receipt. Donations in kind are recognised at fair value.

### 1.6 Fund categories

The consolidated statement of comprehensive income is prepared on a segmented reporting basis in the manner required by the Minister of Higher Education and Training in terms of section 41 of the Higher Education Act, 1997 (Act No. 101 of 1997), as amended. Income shown as Council Controlled relates to funds over which the Council has legal control and discretionary control. Income shown as Specifically Funded Restricted relates to funds generated in terms of legally enforceable requirements by the donor or grantor. Income shown as Student Residence Restricted relates to revenue generated from student accommodation fees. Management continuously reviews the classification of the various funds and periodically reclassifies them, where deemed appropriate, for changes in the circumstances and conditions relating to them.

The consolidated statement of changes in funds is grouped according to the same criteria as the consolidated statement of comprehensive income and includes the following funds:

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Accounting Policies

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### 1.6 Fund categories (continued)

#### 1.6.1 Non-distributable funds

These funds consist of the Revaluation reserve and the Financial asset reserve. The Revaluation reserve relates to revaluations of property, plant and equipment. The Revaluation reserve is released to Council-controlled funds on a systematic basis over the useful lives of the assets. The Financial asset reserve includes those gains and losses on investments that are recognised in the statement of comprehensive income. These gains and losses arise as a result of movements in the difference between the cost and the fair value of the investments.

#### 1.6.2 Restricted fund

These funds consist of the DHET, Research and Trust funds as well as the Student residence funds. The DHET, Research and Trust funds represent funds received which the University has an obligation to spend in terms of a mandate. The Student residence funds are funds related to activities related to student residences.

#### 1.6.3 Council controlled funds

These funds consist of the Property, plant and equipment fund, the Designated institutional fund, the Accumulated council-controlled funds and the UNIZULU Foundation funds. The Property, plant and equipment fund represents the carrying value of property, plant and equipment. The Designated institutional fund is funds that have been designated for specific use. The Accumulated council-controlled funds reflect the University's subsidised activities and also includes the tuition fees. Additions to these funds mainly comprise formula-subsidy, tuition fees and the sales and services of educational activities, as well as transfers from other funds to finance expenditure. Expenditure mainly comprises direct expenses in academic departments for training, research and community service, as well as other support service expenses, such as academic administration, library facilities, bursaries and loans. Institutional expenses, such as expenses incurred for the executive, student services, information technology and operating costs regarding land and buildings, are also recorded here. The budget of the University, as approved by Council, finds expression in this fund. The UNIZULU Foundation funds are funds related to activities related to the UNIZULU Foundation.

### 1.7 Foreign Currency Transactions

Foreign currency transactions are accounted for at spot rates, being the exchange rates prevailing at the dates of the respective transactions. Gains and losses arising from the settlement of such transactions and from the translation of monetary assets and liabilities denominated in foreign currencies, are recognised in the consolidated statement of profit and loss in the year in which they arise. Assets and liabilities designated in foreign currencies at the consolidated statement of financial position date are translated at the rates of exchange ruling at the reporting date.

### 1.8 Inventories

Inventories are stated at the lower of cost and net realisable value. Cost is determined by the weighted-average method and includes costs incurred in acquiring inventories and bringing them to their existing condition and location. Net realisable value is the estimated selling price of inventory, should it be sold at arms length, less estimated selling expenses.

Net realisable value is the estimated selling price in the ordinary course of business, less the estimated costs of completion and selling expenses. Redundant and slow moving inventories are identified and written down to their estimated economic or realisable values.

### 1.9 Employee Benefits

Employee entitlements to annual leave, are recognised when they accrue. An accrual is made for the estimated liability for accumulated leave as a result of services rendered up to the consolidated statement of financial position date. An accrual is made in respect of pro rata service bonuses paid annually to qualifying employees.

#### Retirement benefits

The University provides retirement benefits for its employees through defined benefit plans. Liabilities in respect of funded and unfunded obligations are recognised when employees have provided service for benefits to be paid in the future.

#### Defined benefit plans

Defined benefit plans define an amount of pension and post retirement benefit that an employee will receive on retirement, usually dependent on one or more factors such as age, years of service and compensation.

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Accounting Policies

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### 1.9 Employee Benefits (continued)

For the defined benefit plans, the pension accounting costs are assessed using the projected unit credit method. Under this method, the cost of providing pensions is charged to the consolidated statement of profit or loss to spread the regular cost over the service lives of employees in accordance with the advice of qualified actuaries, who carry out full valuations of the plans annually. Pension obligations are measured at the present value of the estimated future cash outflows using interest rates of government securities that have terms to maturity approximating the terms of the related liabilities. All actuarial gains and losses are recognised immediately through other comprehensive income in order for the net plan asset or liability recognised in the statement of financial position to reflect the full value of the plan deficit and surplus, as well as taking into consideration the asset ceiling effect.

#### Post-employment obligations

The University operates various post-employment schemes, which are defined benefit funds as defined, which include pension, provident and post-employment medical plan.

#### Pension and provident obligations

The liability or asset recognised in the balance sheet in respect of defined benefit pension and provident plans is the present value of the defined benefit obligation at the end of the reporting period 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 corporate bonds that are denominated in the currency in which the benefits will be paid, and that have terms approximating to the terms of the related obligation. In countries where there is no deep market in such bonds, the market rates on government bonds are used.

The net interest cost is calculated by applying the discount rate to the net balance of the defined benefit obligation and the fair value of plan assets. This cost is included in post-retirement benefit expense in the statement of profit or loss.

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

For defined contribution plans, the University pays contributions to publicly or privately administered pension insurance plans on a mandatory, contractual or voluntary basis. The group has no further payment obligations once the contributions have been paid. 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.

#### Other post-employment obligations

Post-retirement health care benefits are provided for all employees and retirees who were members of the University's medical schemes prior to 1 August 2005. The entitlement to post-retirement health care benefits is based on employees remaining in service up to retirement age. The expected costs of these benefits are accrued over the years of employment, using the same accounting methodology as used for defined benefit pension and provident plans.

Actuarial gains and losses arising from experience adjustments and changes in actuarial assumptions are charged or credited to funds in other comprehensive income in the year in which they arise. These obligations are valued annually by independent qualified actuaries.

#### Termination benefits

Termination benefits are recognised as an expense when the University is committed (without realistic possibility of withdrawal) to a formal detailed plan to either terminate employment before the normal retirement date, or to provide termination benefits as a result of an offer made to encourage voluntary redundancy. Termination benefits for voluntary redundancies are recognised as an expense if the University has made an offer of voluntary redundancy, it is probable that the offer will be accepted, and the number of acceptances can be estimated reliably. If benefits are payable more than 12 months after the reporting period, then they are discounted to their present value.

#### Short-term benefits

Short-term employee benefit obligations are measured on an undiscounted basis and are expensed as the related service is provided.

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Accounting Policies

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### 1.9 Employee Benefits (continued)

A liability is recognised for the amount expected to be paid under short-term cash bonus if the University has a present legal or constructive obligation to pay this amount as a result of past service provided by the employee and the obligation can be estimated reliably.

Employee entitlements to annual leave are recognised when they accrue. An accrual is made for the estimated liability for accumulated leave as a result of services rendered up to the reporting date.

### 1.10 Property, plant and equipment

Land and Building assets are measured using revaluation model and reflected at their open market values as determined from time to time by independent property valuer and updated by management to reflect market conditions less any accumulated depreciation. Any accumulated depreciation at the date of revaluation is eliminated against the gross carrying amount of the asset, and the net amount is restated to the revalued amount of the asset. All other property, plant and equipment is stated at historical cost less accumulated depreciation and impairment loss. Historical cost includes expenditure that is directly attributable to the acquisition of the items.

Revaluations of land and buildings are conducted on a regular basis by management with reference to publicly available commercial property indexes appropriate to the University's property portfolio.

The independent valuer provides the fair value of the University's property at least once every five years using the open market value basis in continuation of existing use for land and buildings.

Any surplus on revaluation, in excess of net carrying value, is recognised as a gain in other comprehensive income and transferred to a revaluation reserve. Surpluses on revaluation are recognised as income to the extent that they reverse revaluation decreases of the same assets recognised as expenses in previous periods. Deficits on revaluation are charged directly against the revaluation reserves only to the extent that the decrease does not exceed the amount held in the revaluation reserve in respect of that same asset. Other deficits are recognised as expenses.

Items of property, plant and equipment are initially measured at cost with exception of donated property, plant and equipment which are measured at fair value less accumulated depreciation and impairment losses. Capital work in progress mainly relates to buildings under construction. These are transferred to buildings on completion.

Cost includes expenditures that are directly attributable to the acquisition of the asset. The cost of self-constructed assets includes the cost of materials and direct labour, any other costs directly attributable to bringing the asset to a working condition for its intended use, and the costs of dismantling and removing the items and restoring the site on which they are located. Purchased software that is integral to the functionality of the related equipment is capitalised as part of that equipment.

When parts of an item of property, plant and equipment have different useful lives, they are accounted for as separate items (major components) of property, plant and equipment.

Assets costing less than R15 000 are expensed in the year of acquisition. Library books, journals and collections are expensed in the year in which they are acquired.

Gains and losses on disposal of property, plant and equipment are determined by comparing the carrying value of the respective assets at disposal to the proceeds on their disposal and are accounted for in the consolidated statement of comprehensive income.

The cost of replacing part of an item of property, plant and equipment is recognised in the carrying amount of the item if it is probable that the future economic benefits embodied within the part will flow to the University and its cost can be measured reliably. The costs of the day-today servicing of property, plant and equipment are recognised in the consolidated statement of comprehensive income as incurred.

The University conducts an annual assessment of the useful life and residual values of significant property, plant and equipment as required by International Financial Reporting Standards, IAS 16 property, plant and equipment and upon identifying significant cost components to these assets depreciates each of the asset's cost components separately according to their assigned useful life and residual values (if applicable).

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Accounting Policies

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### 1.10 Property, plant and equipment (continued)

Land is not depreciated as it is deemed to have an indefinite life. Depreciation on all other assets is calculated on the straight-line method, at rates calculated to write off the costs or revalued amounts of assets, to their residual values over their estimated useful lives, as follows:

Item	Average useful life
Buildings	10-50 years
Furniture and fixtures	10 years
Motor vehicles	10 years
Computer equipment	5 years

Depreciation methods, useful lives and residual values are reviewed at each reporting date and adjusted if appropriate.

### 1.11 Accounting for 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

Leases of property, plant and equipment in terms of which all the risks and benefits of ownership are effectively retained by the lessor are classified as operating leases. Payments made under operating leases are charged to the income statement on a straight-line basis over the periods of the respective leases.

### 1.12 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 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. The increase in the provision due to passage of time is recognised as interest expense.

### 1.13 Financial assets and financial liabilities from 01 January 2018

#### Classification

From 1 January 2018, the group classifies its financial assets in the following measurement categories:

- those to be measured subsequently at fair value through OCI, and
- those to be measured at amortised cost.

The classification depends on the University's business model for managing the financial assets and the contractual terms of the cash flows.

For assets measured at fair value, gains and losses will either be recorded in profit or loss or OCI. For investments in equity instruments that are not held for trading, this will depend on whether the group has made an irrevocable election at the time of initial recognition to account for the equity investment at fair value through other comprehensive income (FVOCI).

The group reclassifies debt investments when and only when its business model for managing those assets changes.

#### Initial recognition and measurement

At initial recognition, the group measures a financial asset at its fair value plus, in the case of a financial asset at fair value through other comprehensive income (FVOCI), transaction costs that are directly attributable to the acquisition of the financial asset.

#### Equity instruments

The group subsequently measures all equity investments at fair value. There is no subsequent reclassification of fair value gains and losses to profit or loss following the derecognition of the investment for instruments which the group's management has elected to present fair value gains and losses on equity investments in OCI, there is no subsequent reclassification of fair value gains and losses to profit or loss following the derecognition of the investment. Dividends from such investments continue to be recognised in profit or loss as other income when the group's right to receive payments is established. Impairment losses (and reversal of impairment losses) on equity investments measured at FVOCI are not reported separately from other changes in fair value.

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Accounting Policies

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### 1.13 Financial assets and financial liabilities from 01 January 2018 (continued)

#### Student and other receivables

Student and other receivables are measured at amortised cost as both the following conditions are met;

- they are held within a business model whose objective is to hold student debtors and other receivables in order to collect contractual cash flows and
- the contractual terms give rise on specified dates to cash flows that are solely payments of principal on the principal amount outstanding.

#### Financial assets and financial liabilities until 31 December 2017

Until 31 December 2017, the accounting policy for financial instruments was applied as follows;

Financial assets and liabilities are initially recognised when the University becomes party to the contractual provisions of the instruments.

Financial assets and liabilities are initially measured at the fair value plus transaction costs that are directly attributable to the acquisition or issue of the financial asset or liability, except instruments at fair value through profit and loss, which are recognised at fair value.

Financial assets and financial liabilities are offset and the net amounts are reported in the consolidated statement of financial position only when the University has a legally enforceable right to set off the recognised amounts, and intends either to settle on a net basis, or to realise the asset and settle the liability simultaneously.

The subsequent measurement of financial assets and liabilities depends upon the class of instrument.

The University determines the classification of its financial assets on initial recognition and, where allowed and where appropriate, reevaluates this designation at each financial year-end.

Financial assets in the scope of IAS 39: Financial Instruments are classified variously as “available-for-sale” financial assets, “held-to-maturity” investments, financial assets at fair value through profit or loss, and loans and receivables, as appropriate.

#### Available-for-sale financial assets

Available-for-sale financial assets are non-derivative financial assets that are designated as available-for-sale and that are not classified in any of the previous categories. The University's investments in equity securities and certain debt securities are classified as available-for-sale financial assets. Subsequent to initial recognition, they are measured at fair value and changes therein, other than impairment losses, are recognised in other comprehensive income and presented within equity in the available-for-sale financial asset reserve. When an investment is derecognised, the cumulative gain or loss in other comprehensive income is transferred to profit and loss.

#### Non-derivative financial assets

The University initially recognises loans and receivables and deposits on the date that they are originated. All other financial assets (including assets designated at fair value through profit or loss) are recognised initially on the trade date at which the University becomes a party to the contractual provisions of the instrument.

The University derecognises a financial asset when the contractual rights to the cash flows from the asset expire, or it transfers the rights to receive the contractual cash flows on the financial asset in a transaction in which substantially all the risks and rewards of ownership of the financial asset are transferred. Any interest in transferred financial assets that is created or retained by the University is recognised as a separate asset or liability.

Financial assets and liabilities are offset and the net amount presented in the statement of financial position when, and only when, the University has a legal right to offset the amounts and intends either to settle on a net basis or to realise the asset and settle the liability simultaneously.

The University has the following non-derivative financial assets: financial assets at fair value through profit or loss, held-to-maturity financial assets, loans and receivables and available-for-sale financial assets.

#### Financial liabilities

Financial liabilities comprise accounts payable, deposits and borrowings.

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Accounting Policies

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### 1.13 Financial assets and financial liabilities from 01 January 2018 (continued)

Accounts payable and accrued liabilities are initially measured at fair value. They are subsequently recorded at amortised cost using the effective interest rate method. Gains and losses are recognised in income when the liabilities are derecognised as well as through the amortisation process.

Deposits provided by prospective and current students are treated as current liabilities until the amounts are billed as due. Deposits are initially measured at fair value. They are subsequently measured at amortised cost.

#### Borrowings

Interest-bearing borrowings are recognised initially at fair value, less attributable transaction costs. Subsequent to initial recognition, interest-bearing borrowings are stated at amortised cost with any difference between the cost and redemption value being recognised in the consolidated statement of profit and loss over the period of the borrowings, using the effective interest method.

#### Held to maturity

These financial assets are initially measured at fair value plus direct transaction costs.

At subsequent reporting dates these are measured at amortised cost using the effective interest rate method, less any impairment loss recognised to reflect irrecoverable amounts. An impairment loss is recognised in profit or loss when there is objective evidence that the asset is impaired, and is measured as the difference between the investment's carrying amount and the present value of estimated future cash flows discounted at the effective interest rate computed at initial recognition. Impairment losses are reversed in subsequent periods when an increase in the investment's recoverable amount can be related objectively to an event occurring after the impairment was recognised, subject to the restriction that the carrying amount of the investment at the date the impairment is reversed shall not exceed what the amortised cost would have been had the impairment not been recognised.

#### Reclassification

The group could choose to reclassify a non-derivative trading financial asset out of the held for trading category if the financial asset was no longer held for the purpose of selling it in the near term. Financial assets other than loans and receivables were permitted to be reclassified out of the held for trading category only in rare circumstances arising from a single event that was unusual and highly unlikely to recur in the near term. In addition, the group could choose to reclassify financial assets that would meet the definition of loans and receivables out of the held for trading or available-for-sale categories if the group had the intention and ability to hold these financial assets for the foreseeable future or until maturity at the date of reclassification. Reclassifications were made at fair value as of the reclassification date. Fair value became the new cost or amortised cost as applicable, and no reversals of fair value gains or losses recorded before reclassification date were subsequently made. Effective interest rates for financial assets reclassified to loans and receivables and held-to-maturity categories were determined at the reclassification date. Further increases in estimates of cash flows adjusted effective interest rates prospectively.

### 1.14 Cash and Cash Equivalents

Cash and cash equivalents comprise cash on hand, deposits held at call with banks, and short-term investments in money market instruments, net of bank overdrafts. Bank overdrafts that are repayable on demand and form an integral part of the University's cash management are included as a component of cash and cash equivalents. Where no legal right of set-off exists against bank deposits, bank overdrafts are included under current liabilities in the consolidated statement of financial position. Cash and cash equivalents are initially measured at the fair value and subsequently measured at amortised cost.

### 1.15 Impairment

At each financial year-end date, an assessment of the carrying amounts of property, plant and equipment, investments and other assets is made to determine whether there are any indications of impairment. If such indication exists, the estimated recoverable amounts of the impaired assets are determined and adjusted accordingly. The resultant impairment losses on the differences between the recoverable and carrying amounts are recognised in the consolidated statement of profit and loss, unless the relevant assets are carried at revalued amounts, in which case the impairment losses are reversed against the revaluation reserve.

An impairment loss is reversed only to the extent that an asset's carrying amount does not exceed the carrying amount that would have been determined, net of depreciation or amortisation, had no impairment loss been recognised.

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Accounting Policies

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### 1.16 Deferred Government Grants

An unconditional government grant or subsidy is recognised in profit or loss for the year when the grant becomes receivable.

Other government grants are recognised initially as deferred income at fair value when there is reasonable assurance that they will be received and the University will comply with the conditions associated with the grant. Grants that compensate the University for expenses incurred are recognised in profit or loss as other income on a systematic basis in the same periods in which the expenses are recognised. Grants that compensate the University for the cost of an asset are recognised in profit or loss on a systematic basis over the useful life of the asset.

### 1.17 Related Parties

Related parties are considered to be related if one party has the ability to control or jointly control the other party or exercise significant influence over the other party in making financial and operational decisions. Key management staff and their close family members are also regarded as related parties. Key management staff are those persons having authority and responsibility for planning, directing and controlling the activities of the University.

### 1.18 Biological assets

An entity shall recognise a biological asset or agricultural produce when, and only when:

- the entity controls the asset as a result of past events;
- it is probable that future economic benefits associated with the asset will flow to the entity; and
- the fair value or cost of the asset can be measured reliably.

Biological assets are measured at their fair value less costs to sell.

The fair value of livestock is determined based on market prices of livestock of similar age, breed, and genetic merit.

Where market determined prices or values are not available, the present value of the expected net cash inflows from the asset, discounted at a current market-determined rate is used to determine fair value.

### 1.19 Intangible assets

An intangible asset is recognised when:

- it is probable that the expected future economic benefits that are attributable to the asset will flow to the entity; and
- the cost of the asset can be measured reliably.

Intangible assets are initially recognised at cost.

Expenditure on research (or on the research phase of an internal project) is recognised as an expense when it is incurred.

An intangible asset arising from development (or from the development phase of an internal project) is recognised when:

- it is technically feasible to complete the asset so that it will be available for use or sale.
- there is an intention to complete and use or sell it.
- there is an ability to use or sell it.
- it will generate probable future economic benefits.
- there are available technical, financial and other resources to complete the development and to use or sell the asset.
- the expenditure attributable to the asset during its development can be measured reliably.

Intangible assets are carried at cost less any accumulated amortisation and any impairment losses.

An intangible asset is regarded as having an indefinite useful life when, based on all relevant factors, there is no foreseeable limit to the period over which the asset is expected to generate net cash inflows. Amortisation is not provided for these intangible assets, but they are tested for impairment annually and whenever there is an indication that the asset may be impaired. For all other intangible assets amortisation is provided on a straight line basis over their useful life.

The amortisation period and the amortisation method for intangible assets are reviewed every period-end.

Reassessing the useful life of an intangible asset with a finite useful life after it was classified as indefinite is an indicator that the asset may be impaired. As a result the asset is tested for impairment and the remaining carrying amount is amortised over its useful life.

Internally generated brands, mastheads, publishing titles, customer lists and items similar in substance are not recognised as intangible assets.

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Accounting Policies

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### 1.19 Intangible assets (continued)

Amortisation is provided to write down the intangible assets, on a straight line basis, to their residual values as follows:

Item	Useful life
Patents	20 years from registration
Computer software, other	5 years - indefinite

### 1.20 Prior period errors

The principle that management applies is that all material prior period errors are corrected retrospectively in the first set of financial statements authorised for issue after their discovery by:

Restating the comparative amounts for the prior period(s) presented in which the error occurred; or if the error occurred before the earliest prior period presented, restating the opening balances of assets, liabilities and equity for the earliest prior period presented.

However, if it is impracticable to determine the period-specific effects of an error on comparative information for one or more prior periods presented, the opening balances of assets, liabilities, and equity for the earliest period for which retrospective restatement is practicable (which may be the current period) will be restated.

Further, if it is impracticable to determine the cumulative effect, at the beginning of the current period, of an error on all prior periods, the comparative information to correct the error prospectively from the earliest date practicable will be restated.

### 1.21 Borrowing costs

Borrowing costs that are directly attributable to the acquisition, construction or production of a qualifying asset are capitalised as part of the cost of that asset until such time as the asset is ready for its intended use. The amount of borrowing costs eligible for capitalisation is determined as follows:

- Actual borrowing costs on funds specifically borrowed for the purpose of obtaining a qualifying asset less any temporary investment of those borrowings.
- Weighted average of the borrowing costs applicable to the entity on funds generally borrowed for the purpose of obtaining a qualifying asset. The borrowing costs capitalised do not exceed the total borrowing costs incurred.

The capitalisation of borrowing costs commences when:

- expenditures for the asset have occurred;
- borrowing costs have been incurred, and
- activities that are necessary to prepare the asset for its intended use or sale are in progress.

Capitalisation is suspended during extended periods in which active development is interrupted.

Capitalisation ceases when substantially all the activities necessary to prepare the qualifying asset for its intended use or sale are complete.

All other borrowing costs are recognised as an expense in the period in which they are incurred.

### 1.22 Contingent Liabilities

A contingent liability is a possible obligation that arises from past events and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the University, or a present obligation that arises from past events but is not recognised because it is not probable that an outflow of resources embodying economic benefits will be required to settle the obligation or the amount of the obligation cannot be measured with sufficient reliability. If the likelihood of an outflow of resources is remote, the possible obligation is neither a provision nor a contingent liability and no disclosure is made.

## University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

### Notes to the Consolidated Annual Financial Statements

#### 2. Property, plant and equipment

##### Reconciliation of property, plant and equipment - 2018

	Land	Buildings	Furniture and equipment	Motor vehicles	Data & Computer Equipment	Capital - Work in progress	Total
	R '000	R '000	R '000	R '000	R '000	R '000	R '000
Cost or revaluation	70,000	1,066,801	76,489	9,873	28,227	19,826	1,271,216
Accumulated depreciation and impairment	-	(24,212)	(36,125)	(3,990)	(17,493)	-	(81,820)
<b>Net book value at 31 December 2018</b>	<b>70,000</b>	<b>1,042,589</b>	<b>40,364</b>	<b>5,883</b>	<b>10,734</b>	<b>19,826</b>	<b>1,189,396</b>
<b>Net book value at beginning of year</b>	<b>69,292</b>	<b>1,033,162</b>	<b>34,489</b>	<b>5,697</b>	<b>11,838</b>	<b>16,383</b>	<b>1,170,861</b>
Additions	-	1,957	12,018	938	2,497	3,443	20,853
Disposal	-	-	-	-	(31)	-	(31)
Revaluations	708	31,791	-	-	-	-	32,499
Depreciation	-	(24,212)	(6,129)	(752)	(3,570)	-	(34,663)
Impairment loss	-	(109)	(14)	-	-	-	(123)
	<b>70,000</b>	<b>1,042,589</b>	<b>40,364</b>	<b>5,883</b>	<b>10,734</b>	<b>19,826</b>	<b>1,189,396</b>

## University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

### Notes to the Consolidated Annual Financial Statements

#### 2. Property, plant and equipment (continued)

##### Reconciliation of property, plant and equipment - 2017

	Land	Buildings	Furniture and equipment	Motor vehicles	Data & Computer Equipment	Capital work in progress	Total
	R '000	R '000	R '000	R '000	R '000	R '000	R '000
Cost or revaluation	69,292	1,071,377	69,599	9,250	33,664	16,383	1,269,565
Accumulated depreciation and impairment	-	(38,215)	(35,110)	(3,553)	(21,826)	-	(98,704)
<b>Net book value at 31 December 2017</b>	<b>69,292</b>	<b>1,033,162</b>	<b>34,489</b>	<b>5,697</b>	<b>11,838</b>	<b>16,383</b>	<b>1,170,861</b>
<b>Net book value at beginning of year</b>	<b>68,556</b>	<b>968,433</b>	<b>29,958</b>	<b>829</b>	<b>14,433</b>	<b>65,479</b>	<b>1,147,688</b>
Additions	-	6,331	5,398	5,561	2,125	34,593	54,008
Transfers	736	78,432	4,521	-	-	(83,689)	-
Depreciation	-	(20,034)	(5,388)	(693)	(4,720)	-	(30,835)
	<b>69,292</b>	<b>1,033,162</b>	<b>34,489</b>	<b>5,697</b>	<b>11,838</b>	<b>16,383</b>	<b>1,170,861</b>

A register of land and buildings is available for inspection at the University's business address. The University is not permitted to dispose of, or otherwise alienate its land and buildings without the prior approval of the Minister of Higher Education and Training.

The land on which the buildings at KwaDlangezwa Campus is situated, does not belong to the University. The University has the right of use of this land.

The Richards Bay campus was erected by the University during the 2009 financial year. The land on which the campus is situated belongs to the University. Land comprises erf 16855, Portion 42 (of 25) of Erf 11161, Richards Bay.

Buildings erected at KwaDlangezwa comprise the following: lecture theatres, library, administration offices, student residences, staff housing and utilities.

#### Valuation processes of the University

The University engages external, independent and qualified valuers to determine the fair value of land and buildings. A formal valuation is performed on a periodic basis. As at 31 December 2018, the fair values of the land and buildings have been determined by professional valuers, Mills Fitchet, registered with South African Council for the Values Profession in terms of the Property Values Profession Act (Act No. 47 of 2000).

## University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

### Notes to the Consolidated Annual Financial Statements

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#### 2. Property, plant and equipment (continued)

##### Valuation techniques used to determine level 2 and level 3 fair values:

The valuation method used for KwaDlangezwa campus is the Depreciated Replacement Cost approach. All other properties of the University were valued using the Comparable Sales Method and/or the Income Capitalisation Method.

##### Information about fair value measurements using significant unobservable inputs:

Description	Fair value 31 December 2018 R '000	Valuation technique	Key unobservable inputs	Relationship of unobservable input to fair value
KwaDlangezwa campus (Level 3)	994,999	Depreciated Replacement Cost approach	Building replacement cost, residual value	The higher the building replacement costs, the higher the fair value.
All other properties (Level 2)	117,590	Income approach	Comparable Sales Method  as well as The Income Capitalisation Method, residual value	The higher the net income per property, the higher the fair value.  The higher the market capitalisation rate, the lower the market value.

##### Sensitivity analysis

A sensitivity analysis on the assumptions of the valuation was done and the valuation of land and buildings did not change materially. A 2% movement in carrying value of land and buildings would have the following impact.

	Increase 2018 R '000	Decrease 2018 R '000
Change in value	22,252	(22,252)

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

### 3. Biological assets

#### Reconciliation of biological assets - 2018

	Opening balance R '000	Additions R '000	Total R '000
Biological assets	-	65	65

#### Non – Financial information

##### Quantities of each biological asset

Sheep		60	-
Dairy cattle		3	-
		<b>63</b>	<b>-</b>

Livestock is held for experimental purpose. It consists of, cattle and sheep. Fair values of livestock are based on market prices of similar livestock at year-end. Fair values are within level 3 of the fair value hierarchy.

### 4. Intangible assets

#### Reconciliation of intangible assets - 2018

	Opening balance R '000	Additions R '000	Amortisation R '000	Total R '000
Patents, trademarks and other rights	307	22	-	329
Computer software, internally generated	9,546	349	(707)	9,188
	<b>9,853</b>	<b>371</b>	<b>(707)</b>	<b>9,517</b>

#### Reconciliation of intangible assets - 2017

	Opening balance R '000	Additions R '000	Amortisation R '000	Total R '000
Patents	127	180	-	307
Computer software	10,664	296	(1,414)	9,546
	<b>10,791</b>	<b>476</b>	<b>(1,414)</b>	<b>9,853</b>

During the year management revised the useful life of computer software. The effect of this revision has decreased the amortisation charges for the current and future periods by R707 000.

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

	2018	2017
	R '000	R '000
<b>5. Financial assets at fair value</b>		
<b>Financial assets at fair value</b>		
Listed equities	183,979	196,549
Money market	154,122	157,963
International investments	70,103	63,325
	<b>408,204</b>	<b>417,837</b>
<b>Held to maturity investments</b>		
Fixed income investments	113,792	108,895
<b>Financial assets at fair value reconciliation</b>		
Opening balance	526,732	535,755
Additions	22,752	19,039
Disposals	(11,785)	(55,946)
Revaluations	(15,703)	27,884
	<b>521,996</b>	<b>526,732</b>
<b>Analysed as:</b>		
Current portion of financial assets at fair value	95,880	96,362
Non-current financial assets at fair value	426,116	430,370
	<b>521,996</b>	<b>526,732</b>

Investments held by the University of Zululand are invested on a long-term basis in order to obtain reasonable growth and revenue returns.

Investments including listed equities, international investments, fixed income instruments and money market investments are stated at fair value.

Portfolio UNI 005 (Financial assets at fair value) invested with Rand Merchant Bank with a market value of R51.1 million (2017 - 52,6 million) has been ceded to the Development Bank of Southern Africa (DBSA). The amount ceded to DBSA as outlined in the cession agreement is R48.9 million (2017 - 48.9 million) (refer note 12).

## 6. Inventories

Stationery, technical stores and consumables	6,890	6,945
	6,890	6,945
Inventories (write-downs)	(882)	-
	<b>6,008</b>	<b>6,945</b>

### Amounts recognised in profit or loss

Inventories recognised as an expense during the year ended 31 December 2018 amounted to R3.6 million (2017 – R4.1 million). These were included in Other operating expenses.

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

	2018	2017
	R '000	R '000
<b>7. Student and other receivables</b>		
Student receivables	178,958	218,990
Less: Allowance for expected credit losses for student receivables	(91,643)	(93,458)
Net Student receivables	87,315	125,532
NSFAS and other bursaries receivable	152	152
Prepaid expenses	44,219	4,619
Other receivables	18,235	12,992
Less: Allowance expected credit losses for other receivables	(450)	(450)
	<b>149,471</b>	<b>142,845</b>

Student fee debt is non-interest bearing, and minimum payments are required on registration and on subsequent prescribed dates as published in the University's fee handbook. The portion of student debt, which is considered irrecoverable after taking into account the historical debt repayment due from NSFAS, is included in the allowance for expected credit losses. The carrying amounts approximate the fair value.

The ageing of student receivables is as follows:

Students enrolled in current year	135,593	137,738
Students enrolled for prior years	43,365	81,252
Less: Allowance for expected credit losses	(91,643)	(93,458)
	<b>87,315</b>	<b>125,532</b>

Movement in the allowance for impairment of student receivables were as follows:

Balance at 1 January	93,458	129,698
Provision for student and other receivables	32,999	35,833
Receivables written off during the year	(34,814)	(72,073)
<b>Balance at 31 December</b>	<b>91,643</b>	<b>93,458</b>

Movement in the expected credit losses for other receivables were as follows:

Balance at 1 January	450	-
Expected credit losses for other receivables	-	450
<b>Balance at 31 December</b>	<b>450</b>	<b>450</b>

## 8. Cash and cash equivalents

Cash and cash equivalents consist of:

Petty Cash	36	27
Bank balances	32,935	85,324
Short-term deposits	1,656,369	1,172,512
	<b>1,689,340</b>	<b>1,257,863</b>

The University has a credit and fleet card facility of R0.787 million (2017: R0.525 million) and other facilities of R1.03 million (2017: R1.03 million), which are available, if required, to finance its short-term working capital needs. The overdraft rate, when applicable, is linked to the prevailing prime bank rate and at 31 December 2018 was 10.25% per annum (2017: 10.25%).

Interest is earned on call accounts and short-term notice deposits at current market rates. The weighted average interest rate for 2018 was 7.8% (2017: 7.6%).

The cash at bank and short term bank deposits are held in institutions with a AA-rating. (Fitch Rating)

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

	2018	2017
	R '000	R '000
<b>9. Post-retirement obligations</b>		
These post-retirement benefit obligation exposes the University to actuarial risks, such as longevity risk, currency risk, interest rate risk and market (investment) risk.		
<b>Defined benefit plans</b>		
Medical aid	(99,581)	(98,017)
<b>Pension Fund</b>		
The University's obligation towards the post-retirement provident fund benefits was actuarially calculated as at 31 December 2018 by ACA Employee Benefits and is disclosed in accordance with International Accounting Standard 19: Employee Benefits, as follows:-		
<b>Consolidated statement of financial position</b>		
Present value of funded obligations	(951,055)	(935,343)
Fair value of plan assets	1,014,642	996,745
Asset Ceiling	(63,587)	(61,402)
	-	-
<b>Amount recognised in the net surplus</b>		
Service cost	(109,571)	(90,547)
Net Interest	8,206	585
	<b>(101,365)</b>	<b>(89,962)</b>
<b>Amount recognised in other comprehensive income</b>		
Actuarial gains/(losses) on Plan Asset	(108,063)	31,011
Actuarial gains/(losses) on Plan Obligation	107,190	27,775
Asset Ceiling	(2,186)	(61,402)
	<b>(3,059)</b>	<b>(2,616)</b>
<b>Reconciliation of movement in the obligation recognised in the consolidated statement of financial position</b>		
Opening Balance	935,343	868,846
Interest Cost	89,598	84,403
Current Service Cost	109,571	90,547
Benefits Paid	(76,267)	(80,678)
Re-measurement recognised in other comprehensive income	(107,190)	(27,775)
	<b>951,055</b>	<b>935,343</b>
<b>Reconciliation of movement in the asset recognised in the consolidated statement of financial position</b>		
Opening Balance	996,745	868,182
Expected Return	97,804	84,988
Contributions	104,424	93,242
Benefits Paid	(76,267)	(80,678)
Re-Measurements Recognised In Other Comprehensive Income	(108,063)	31,011
Asset Ceiling	(63,588)	(61,402)
	<b>951,055</b>	<b>935,343</b>
<b>Key Valuation Assumptions</b>		
Pre-retirement discount rate	9.94 %	9.70 %
Expected return on assets	9.94 %	9.70 %
Salary Increase rate (excluding merit increases)	8.42 %	8.94 %
Pension Increase rate	4.17 %	4.51 %
General inflation rate	6.42 %	6.94 %

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

	2018	2017
	R '000	R '000
<b>9. Post-retirement obligations (continued)</b>		
Post-retirement discount rate	5.54 %	4.96 %
<b>Sensitivity analysis</b>		
Reasonably possible changes at the reporting date to one of the relevant actuarial assumptions, holding other assumptions constant, would have affected the defined benefit plan by the amounts shown below.		
	<b>Increase 2018</b>	<b>Decrease 2018</b>
Discount rate (1% movement)	123,865	(155,922)
Salary inflation (1% movement)	52,457	(45,785)
Post-retirement mortality (1.9% increase/2.% decrease)	18,134	(18,601)
	<b>194,456</b>	<b>(220,308)</b>
<b>Provident fund</b>		
<b>Consolidated statement of financial position</b>		
Present value of funded obligations	(139,085)	(146,239)
Fair value of plan assets	142,200	153,318
Asset Ceiling	(3,115)	(7,079)
	-	-
<b>Amount recognised in the net surplus</b>		
Service cost	(11,488)	(12,427)
Net Interest	687	(378)
	<b>(10,801)</b>	<b>(12,805)</b>
<b>Amount recognised in other comprehensive income</b>		
Actuarial gains/(losses) on Plan Asset	(16,682)	3,471
Actuarial gains/(losses) on Plan Obligation	12,648	2,827
Asset Ceiling	3,964	(7,079)
	<b>(70)</b>	<b>(781)</b>
<b>Reconciliation of movement in the obligation recognised in the consolidated statement of financial position</b>		
Opening Balance	146,239	140,155
Interest Cost	13,643	13,458
Current Service Costs	11,488	12,427
Benefits paid	(19,637)	(16,974)
Re-Measurements Recognised In Other Comprehensive Income	(12,648)	(2,827)
	<b>139,085</b>	<b>146,239</b>
<b>Reconciliation of movement in the asset recognised in the consolidated statement of financial position</b>		
Opening Balance	153,318	136,279
Expected Return	14,330	13,080
Contributions	10,871	17,461
Benefits Paid	(19,637)	(16,973)
Re-Measurements Recognised In Other Comprehensive Income	(16,682)	3,471
Asset Ceiling	(3,115)	(7,079)
	<b>139,085</b>	<b>146,239</b>
<b>Key Valuation Assumptions</b>		
Pre-retirement discount rate	9.94 %	9.70 %
Expected return on assets	9.94 %	9.70 %
Salary increase rate (excluding merit increases)	8.42 %	8.94 %
Pension increase rate	4.17 %	4.51 %

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

	2018	2017		
	R '000	R '000		
<b>9. Post-retirement obligations (continued)</b>				
General inflation rate	6.42 %	6.94 %		
Post-retirement discount rate	5.54 %	4.96 %		
<b>Sensitivity analysis</b>				
	<b>Increase</b>	<b>Decrease</b>		
	<b>2018</b>	<b>2018</b>		
Discount rate (1% movement)	(18,293)	22,825		
Salary inflation (1% movement)	7,053	(6,307)		
Post-retirement mortality (1.7% increase/1.7% decrease)	2,313	(2,386)		
	<b>(8,927)</b>	<b>14,132</b>		
<b>Plan assets comprise:</b>				
	<b>Pension fund</b>	<b>Provident</b>	<b>Pension fund</b>	<b>Provident</b>
	<b>2018</b>	<b>2018</b>	<b>2017</b>	<b>2017</b>
	<b>R '000</b>	<b>R '000</b>	<b>R '000</b>	<b>R '000</b>
Listed equities	442,384	52,898	400,692	61,787
Capital market	221,192	31,711	192,372	29,284
International investments	242,500	31,000	225,264	29,590
Money market	56,820	14,931	134,561	21,158
Property market	51,747	11,660	43,857	11,499
	<b>1,014,643</b>	<b>142,200</b>	<b>996,746</b>	<b>153,318</b>
<b>Medical Aid</b>				
The University's obligation towards the post-retirement medical aid obligation was actuarially calculated as at 31 December 2018 by van der Linden Actuaries and is disclosed in accordance with International Financial Reporting Standard 19: Employee Benefits, as follows:-				
<b>Consolidated Statement of Financial Position</b>				
Present value of funded obligations		99,581	98,017	
<b>Amount recognised in the net surplus</b>				
Service cost		(1,506)	(1,548)	
Net Interest		(8,913)	(8,608)	
		<b>(10,419)</b>	<b>(10,156)</b>	
<b>Amount recognised in other comprehensive income</b>				
Actuarial gains/(losses) on Plan Obligation		2,320	(796)	
<b>Reconciliation of movement in the obligation recognised in the consolidated statement of financial position</b>				
Opening Balance		98,017	92,877	
Current Service Cost		1,506	1,548	
Benefits Paid		(6,535)	(5,812)	
Interest Cost		8,913	8,608	
Re-measurement recognised in other comprehensive income		(2,320)	796	
		<b>99,581</b>	<b>98,017</b>	
<b>Key Valuation Assumptions</b>				
Discount Rate		10.00 %	9.40 %	
Medical inflation rate		6.90 %	6.70 %	
Net discount rate		2.50 %	2.50 %	
Members remaining after retirement		75.00 %	75.00 %	
<b>Sensitivity Analysis</b>				
	<b>1% increase</b>	<b>Valuation</b>	<b>1% decrease</b>	
		<b>basis</b>		
Employer's accrued liability	10,257	99,581	(8,863)	
Employer's service and interest cost	1,199	10,156	(1,023)	

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

	2018	2017
	R '000	R '000
<b>10. Deferred government grants</b>		
Government Grants of R239 million (2017: R299 million) were received in respect of improvements to the infrastructure of the University and other grant funding. This has been reflected as deferred income and will be recognised as income on a systematic and rational basis over the useful life of the asset.		
Non-current liabilities	1,210,158	963,508
Current liabilities	72,795	53,618
	<b>1,282,953</b>	<b>1,017,126</b>
<b>DHET grant funding</b>		
Utilised portion relating to Property, plant and equipment*	217,852	197,986
Phase 1 Pre-2014 Infrastructure	9,792	9,792
Phase 2 Main infrastructure project	512,832	477,989
Infrastructure and efficiency grant - Maintenance	34,768	32,473
Infrastructure and efficiency grant - 2016/17	287,341	175,633
Historically disadvantaged institutions - 2016/17	156,413	73,540
	<b>1,218,998</b>	<b>967,413</b>
*The portion of the grants that are utilised for the acquisition of Property, plant and equipment, forms part of the balance of Deferred government grants, and is amortised over the useful life of the asset.		
<b>Other operational grants</b>		
Trust Funds	10,499	6,015
National Research Fund	28,106	30,283
Research Development Grant	6,017	5,829
Teaching Development Grant	3,303	3,187
Clinical Training Grant	427	-
New Generation of Academics Grant	11,063	4,399
USDP Collaboration Project	4,540	-
	<b>63,955</b>	<b>49,713</b>
<b>Deferred government grants reconciliation</b>		
Opening net carrying amount	1,017,126	722,265
Grants received during the year	239,160	299,088
Interest earned	69,558	51,950
Grants realised	(42,891)	(56,177)
<b>Closing net carrying amount</b>	<b>1,282,953</b>	<b>1,017,126</b>

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

	2018	2017
	R '000	R '000

### 11. Employee benefits

#### Reconciliation of employee benefits - 2018

	Opening balance	Additions	Utilised during the year	Total
	R '000	R '000	R '000	R '000
Leave pay accrual	61,549	12,923	(6,975)	67,497
Bonus accrual	10,366	29,694	(27,994)	12,066
	<b>71,915</b>	<b>42,617</b>	<b>(34,969)</b>	<b>79,563</b>

#### Reconciliation of employee benefits - 2017

	Opening balance	Additions	Utilised during the year	Total
	R '000	R '000	R '000	R '000
Leave pay accrual	54,452	21,558	(14,461)	61,549
Bonus accrual	8,543	28,437	(26,614)	10,366
	<b>62,995</b>	<b>49,995</b>	<b>(41,075)</b>	<b>71,915</b>

An accrual is made for the estimated liability for annual leave and annual bonus as a result of services rendered by professional, administrative and support staff up until the reporting date. As the University does not have the unconditional right to defer settlement of these liabilities for at least twelve months after the reporting date the liabilities are classified as being current.

### 12. Interest-bearing borrowings

#### 12.1. Interest-bearing borrowings

##### Non-current liabilities

Development Bank of South Africa (DBSA) loan	21,983	24,506
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##### Current liabilities

Current portion of DBSA loan	2,523	2,336
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##### Total non-current borrowings

	<b>24,506</b>	<b>26,842</b>
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The interest bearing borrowings reflect the balance owing on loans raised to finance capital development projects. The annual cost of interest and repayments are included in the consolidated statement of comprehensive income.

All non-current loans, are repayable bi-annually and the redemption date is 30 June 2027. Fixed effective interest rates vary between 5%-11.42% (2017:5%-11.42%).

The DBSA loan is secured in terms of a cession over a specific investment portfolio with a market value of R51.1 million (2017 - R52.6 million). The amount ceded to DBSA as outlined in the cession agreement is R48.9 million (2017 - R48.9 million) (refer to note 5).

In addition, the University has an undrawn loan facility of R51 million, which will be secured by a specific investment portfolio upon withdrawal.

## University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

### Notes to the Consolidated Annual Financial Statements

	2018	2017	
	R '000	R '000	
<b>13. Accounts payable and accrued liabilities</b>			
Creditors and accruals	118,600	63,230	
Student deposits	137,476	79,153	
Other payables	27,992	21,647	
<b>Total accounts payable and accrued liabilities</b>	<b>284,068</b>	<b>164,030</b>	
Accounts payables and other accrued liabilities approximate fair value.			
<b>14. Operating profit (loss)</b>			
Operating loss for the year is stated after charging (crediting) the following, amongst others:			
<b>Auditor's remuneration - external</b>			
Audit fees	7,937	3,119	
<b>Auditor's remuneration - internal</b>	<b>2,618</b>	<b>3,674</b>	
<b>Other</b>			
Other operating gains (losses)	(123,393)	(137,149)	
Research and development costs	15,053	15,227	
Acquisition related costs in business combinations	26,788	42,935	
Books and periodicals	15,737	17,328	
<b>15. Personnel costs</b>			
	<b>Academic Professional R '000</b>	<b>Other Personnel R '000</b>	
Salaries and wages	260,630	87,064	347,694
Education subsidy	3,762	2,628	6,390
Leave pay expense	4,907	8,199	13,106
Bonus expense	16,152	13,220	29,372
Contributions to retirement funds	50,492	36,652	87,144
<b>Total personnel costs</b>	<b>335,943</b>	<b>147,763</b>	<b>483,706</b>
<b>Average number of persons employed during the year:</b>			
Full-time		1,027	1,031
Part-time		248	232
		1,275	1,263

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

	2018	2017
	R '000	R '000
<b>16. Investment income and Finance costs</b>		
<b>Dividend income</b>		
<b>From investments in financial assets measured at fair value through other comprehensive income:</b>		
Listed investments	6,903	7,632
<b>Interest income</b>		
<b>From investments in financial assets:</b>		
Income from investments	53,500	52,324
Realised gains on sale of investments	78	6,526
<b>Total interest income</b>	<b>53,578</b>	<b>58,850</b>
<b>Total investment income</b>	<b>60,481</b>	<b>66,482</b>
<b>17. Finance costs</b>		
Interest: Borrowings	2,061	2,206
Other interest paid	67	2,706
<b>Total finance costs</b>	<b>2,128</b>	<b>4,912</b>
<b>18. Taxation</b>		
The University of Zululand is exempt from South African normal taxation in terms of Section 10(1)(cA)(i) of the Income Tax Act and therefore no provision has been made for taxation.		
<b>19. Cash generated from operations</b>		
Net (deficit)/surplus for the year	33,435	(34,936)
<b>Adjustments for:</b>		
Depreciation and amortisation	35,371	32,247
Devaluation of assets	8,629	-
Dividend income	(6,903)	(7,632)
Interest income	(53,500)	(58,850)
Finance costs	2,128	4,912
Profit on sale of financial assets at fair value	(78)	(6,526)
Loss on sale of shares	2,737	3,640
Non cash post retirement cost	122,585	112,922
Post retirement contributions	(135,377)	(92,963)
Decrease/(increase) in post-retirement medical aid benefits and pension	1,564	(600)
Movements in employee benefits	7,648	8,919
<b>Changes in working capital:</b>		
(Increase)/decrease Inventories	937	(1,987)
(Increase)/decrease in receivables	(6,626)	87,277
Increase/(decrease) Accounts payable and accrued liabilities	120,038	12,768
Increase/(decrease) Deferred government grants	265,827	294,861
	<b>398,415</b>	<b>354,052</b>

## University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

### Notes to the Consolidated Annual Financial Statements

	2018	2017
	R '000	R '000

#### 20. Commitments

At the reporting date, the budget for the following expenditure was approved but not recognised in the consolidated annual financial statements as it was not yet contracted for:

University funded Property, plant and equipment		
University capital budget	37,458	37,580
University contribution to DHET grants	104,217	62,217
	<b>141,675</b>	<b>99,797</b>

Grants funded by the Department of Higher Education and Training (DHET)

Phase 2 Main infrastructure project	512,832	477,989
Phase 1 Pre-2014 Infrastructure	9,792	9,792
Infrastructure and efficiency grant - 2016/17	287,341	175,633
Historically disadvantaged institutions - 2016/17	156,413	73,540
	<b>966,378</b>	<b>736,954</b>

#### Operating leases – as lessor (income)

##### Rentals for premises receivable as follows:

- within one year	351	479
- in second to fifth year inclusive	89	440

Certain of the University's property is held to generate rental income. Lease agreements are non-cancellable and have terms from 3 to 6 years. There are no contingent rents receivable.

At the reporting date, the following amounts were approved and contracted for but not recognised in the consolidated annual financial statements as no cost was incurred:

Approved and contracted for	6,618	6,867
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#### 21. Contingent liabilities

The University has Litigation and Claims amounting to	5,081	4,909
The University has dispute with billing for services rendered amounting to	-	854
	<b>5,081</b>	<b>5,763</b>

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

	2018	2017
	R '000	R '000

### 22. Related parties

Due to the nature of the University's operations and the diverse composition of its stakeholders, the Council takes particular care to avoid conflicts of interest and, accordingly, has adopted a policy requiring declarations of any interests – actual or potential – by members of Council and of its committees. In terms of this policy, transactions with third parties in which a Council or committee member has a direct or fiduciary interest are required to be disclosed and, consequently, must be entered into at arm's length and be in accordance with approved procurement policy.

#### Relationship

Subsidiary University of Zululand Foundation

#### Related party balances

Inter-company balances between the University of Zululand and University of Zululand Foundation have been eliminated on consolidation.

#### Related party transactions

##### Bursaries paid to University of Zululand students

University of Zululand foundation	(6,013)	(8,572)
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### 23. Prior period error

The correction of prior period error resulted in the following adjustments:

#### 23.1 Income and expenses netted-off

The University incorrectly accounted for transactions with external residences and related transport by netting income and expenses off. This was corrected by separately presenting the income and expenses in the statement of financial performance.

#### Consolidated Statement of Comprehensive Income

Increase in tuition and other fee income	-	(14,723)
Increase in sale of goods and services	-	(3,443)
Increase in other operating expenses	-	18,166
	-	-

## University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

### Notes to the Consolidated Annual Financial Statements

#### 24. Remuneration of executive management

The following disclosure relates to the compensation paid to members of the Executive management team of the University for the year ended 31 December 2018 as defined in the statute of the University. Remuneration is based on the cost of employment and comprises total cost to the University.

	Dates / Periods of appointment	Basic remuneration	Post- employment benefits	Other benefits	Total 2018	Total 2017
		R '000	R '000	R '000	R '000	R '000
Prof XA Mtose (Vice-Chancellor and Principal)		3,019	755	681	4,455	4,171
Prof SP Songca (Deputy Vice-Chancellor : Teaching and Learning)		2,341	-	712	3,053	2,600
Prof GFD De Wet (Deputy Vice-Chancellor : Research & Innovation)		2,136	523	546	3,205	2,923
Prof NW Garrod (Deputy Vice-Chancellor : Institutional Support)	To July 2017	-	-	-	-	1,896
Mr RT Ngcobo (Executive Director : Human Resources)		1,974	-	456	2,430	2,299
Prof MO Ndwandwe (Executive Director : Richards Bay Campus)		1,674	185	284	2,143	1,935
Mrs N Gevers (Acting Executive Director : Finance)	To March 2017	-	-	-	-	617
Mr Z Mzimela (Executive Director : Finance)	From March 2017	356	-	263	619	1,947
Mr NO Cele (Executive Director : Institutional Planning)		1,789	438	451	2,678	2,434
Mr DE Janse Van Rensburg (Registrar)		1,912	469	444	2,825	3,000
Mr PJ Du Plessis (Executive Director: Finance)	From February 2018	1,807	242	388	2,437	-
Ms TM Ramanyimi (Executive Director: Physical Planning and Operations)	From February 2018	1,590	-	231	1,821	-
Prof NW Kunene (Dean: Science and Agriculture)	From May 2017	1,249	306	105	1,660	1,068
Prof MC Maphalala (Dean: Education)	From May 2017	1,274	312	41	1,627	1,063
Prof DD Tewari (Dean: Commerce, Administration and Law)		1,359	333	172	1,864	1,764
Prof GH Kamwendo (Dean: Arts)	To May 2018	531	-	71	602	1,521
Prof AT Nzama (Acting Dean: Arts)	From June 2018	421	44	183	648	-
Prof DC Sibaya (Acting Dean: Education)	To April 2017	-	-	-	-	342
Prof Gawe (Acting Dean: Students)	From January 2018	1,361	17	-	1,378	-
Mr SAT Mchunu (Dean: Students)	To December 2017	-	-	-	-	1,142
		<b>24,793</b>	<b>3,624</b>	<b>5,028</b>	<b>33,445</b>	<b>30,722</b>

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

### 25. Payments for attendance at meetings of council and its committees

Remuneration paid for attendance at meetings of the University Council and its committees by external, non-executive members is disclosed below. The agenda and minutes of these meetings can be obtained at the University.

	2018 R '000	2017 R '000
Mr RH Clarkson	-	3
Prof BC Dumisa	-	5
Mr E J B Dube	43	33
Ms PN Maphoshe	4	23
Mr DS Kunji behari	49	20
Mr CV Gamede	17	13
Mr SB Xulu	-	3
Dr SZ Mbokazi	21	28
Mr CRM Saunders	16	9
Dr TT Khanyile	8	7
Prof JF Smith	-	6
Mr. TC Ngcobo	13	16
Ms N Caluza	44	-
Prof N Makunga	28	-
Dr A Kaniki	12	-
Mr V Mokwena	19	-
Dr D Swemmer	18	-
Mr N Nkwanyana	35	-
Ms H Mvubu	11	-
Mr TC Madikane	3	-
Ms J Masite	6	-
Mr BKL Mkhize	3	-
Mr C Saunders	16	-
Mr S Faku	3	-
	<b>369</b>	<b>166</b>

### 26. New Standards and Interpretations

#### 26.1 Standards and interpretations effective and adopted in the current year

In the current year, the University has adopted the following standards and interpretations that are effective for the current financial year and that are relevant to its operations:

Standard/ Interpretation:	Effective date: Years beginning on or after	Expected impact:
<ul style="list-style-type: none"> <li>IFRS 9 Financial Instruments</li> </ul>	01 January 2018	The impact of the standard is not material.
<ul style="list-style-type: none"> <li>IFRS 15 Revenue from Contracts with Customers</li> </ul>	01 January 2018	The impact of the standard is not material.

#### 26.2 Standards and interpretations not yet effective

The University has chosen not to early adopt the following standards and interpretations, which have been published and are mandatory for the University's accounting periods beginning on or after 01 January 2019 or later periods:

Standard/ Interpretation:	Effective date: Years beginning on or after	Expected impact:
<ul style="list-style-type: none"> <li>Plan Amendment, Curtailment or Settlement - Amendments to IAS 19</li> </ul>	01 January 2019	Unlikely there will be a material impact
<ul style="list-style-type: none"> <li>Amendments to IAS 23 Borrowing Costs: Annual Improvements to IFRS 2015 - 2017 cycle</li> </ul>	01 January 2019	Unlikely there will be a material impact

# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

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### 27. Going concern

Based on the operating results for the past three years, current cash levels and forecasts management and Council have no reason to believe that the University will not be able to continue with its core business in the foreseeable future.

A decision has been taken to dissolve the UNIZULU Foundation as a separate entity and to integrate the activities, staff as well as assets and liabilities of the UNIZULU Foundation into that of the University of Zululand. The timing of the practical implementation of this decision is still not certain but might be within 12 months after the financial year end.

### 28. Financial instruments and risk management

#### Financial risk management

##### Overview

The company is exposed to the following risks from its use of financial instruments:

- Credit risk;
- Liquidity risk; and
- Market risk (currency risk, interest rate risk and price risk).

##### Credit risk

Credit risk is the risk of financial loss to the company if a customer or counterparty to a financial instrument fails to meet its contractual obligations.

The maximum exposure to credit risk is presented in the table below:

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## Notes to the Consolidated Annual Financial Statements

### 28. Financial instruments and risk management (continued)

#### Liquidity risk

The maturity profile of contractual cash flows of non-derivative financial liabilities, and financial assets held to mitigate the risk, are presented in the following table. The cash flows are undiscounted contractual amounts.

#### 2018

		Less than 1 year R '000	1 to 2 years R '000	2 to 5 years R '000	Over 5 years R '000	Total R '000	Carrying amount R '000
<b>Non-current liabilities</b>							
Interest-bearing borrowings		4,371	4,371	13,113	10,661	32,516	24,506
<b>Current liabilities</b>							
Accounts payable and accrued liabilities	13	284,068	-	-	-	284,068	284,068
		<b>288,439</b>	<b>4,371</b>	<b>13,113</b>	<b>10,661</b>	<b>316,584</b>	<b>308,574</b>

#### 2017

		Less than 1 year R '000	1 to 2 years R '000	2 to 5 years R '000	Over 5 years R '000	Total R '000	Carrying amount R '000
<b>Non-current liabilities</b>							
Interest-bearing borrowings		4,371	4,371	13,113	15,032	36,887	26,842
<b>Current liabilities</b>							
Accounts payable and accrued liabilities	13	164,030	-	-	-	164,030	164,030
		<b>168,401</b>	<b>4,371</b>	<b>13,113</b>	<b>15,032</b>	<b>200,917</b>	<b>190,872</b>

#### Foreign currency risk

##### Foreign currency sensitivity analysis

The following information presents the sensitivity of the University to an increase or decrease in the respective currencies it is exposed to. The sensitivity rate is the rate used when reporting foreign currency risk internally to key management personnel and represents management's assessment of the reasonably possible change in foreign exchange rates. The sensitivity analysis includes only outstanding foreign currency denominated amounts and adjusts their translation at the reporting date. No changes were made to the methods and assumptions used in the preparation of the sensitivity analysis compared to the previous reporting period.

##### Impact on equity:

US Dollar 1% (2017: 1%)		453	(453)	384	(384)
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# University of Zululand

Consolidated Annual Financial Statements for the year ended 31 December 2018

## Notes to the Consolidated Annual Financial Statements

### 28. Financial instruments and risk management (continued)

#### Interest rate risk

#### Interest rate profile

The interest rate profile of interest bearing financial instruments at the end of the reporting period was as follows:

	Note	Average effective interest rate		Carrying amount	
		2018	2017	2018 R '000	2017 R '000
<b>Variable rate instruments:</b>					
<b>Assets</b>					
Investments at fair value		- %	- %	312,325	321,475
Cash and cash equivalents	8	7.82 %	7.82 %	1,689,340	1,257,863
				<b>2,001,665</b>	<b>1,579,338</b>
<b>Fixed rate instruments:</b>					
<b>Assets</b>					
Financial assets at fair value		7.74 %	7.74 %	113,791	108,895
<b>Liabilities</b>					
Interest bearing borrowings	12	8.00 %	8.00 %	24,506	26,842
<b>Net fixed rate financial instruments</b>				<b>138,297</b>	<b>135,737</b>
Variable rate financial assets as a percentage of total interest bearing financial assets				94.62 %	93.55 %
Fixed rate financial assets as a percentage of total interest bearing financial assets				5.38 %	6.45 %
Fixed rate financial liabilities as a percentage of total interest bearing financial liabilities				100.00 %	100.00 %

### 29. Fair value information

#### Fair value hierarchy

The different levels are defined as follows:

Level 1: Quoted unadjusted prices in active markets for identical assets or liabilities that the University can access at measurement date.

Level 2: Inputs other than quoted prices included in level 1 that are observable for the asset or liability either directly or indirectly.

Level 3: Unobservable inputs for the asset or liability.





**Private Bag X1001  
KwaDlangezwa**

**Tel: +27 35 902 6656/5**

**Fax: +27 35 902 6662**

**[www.unizulu.ac.za](http://www.unizulu.ac.za)**

**R E S T R U C T U R E D F O R R E L E V A N C E**