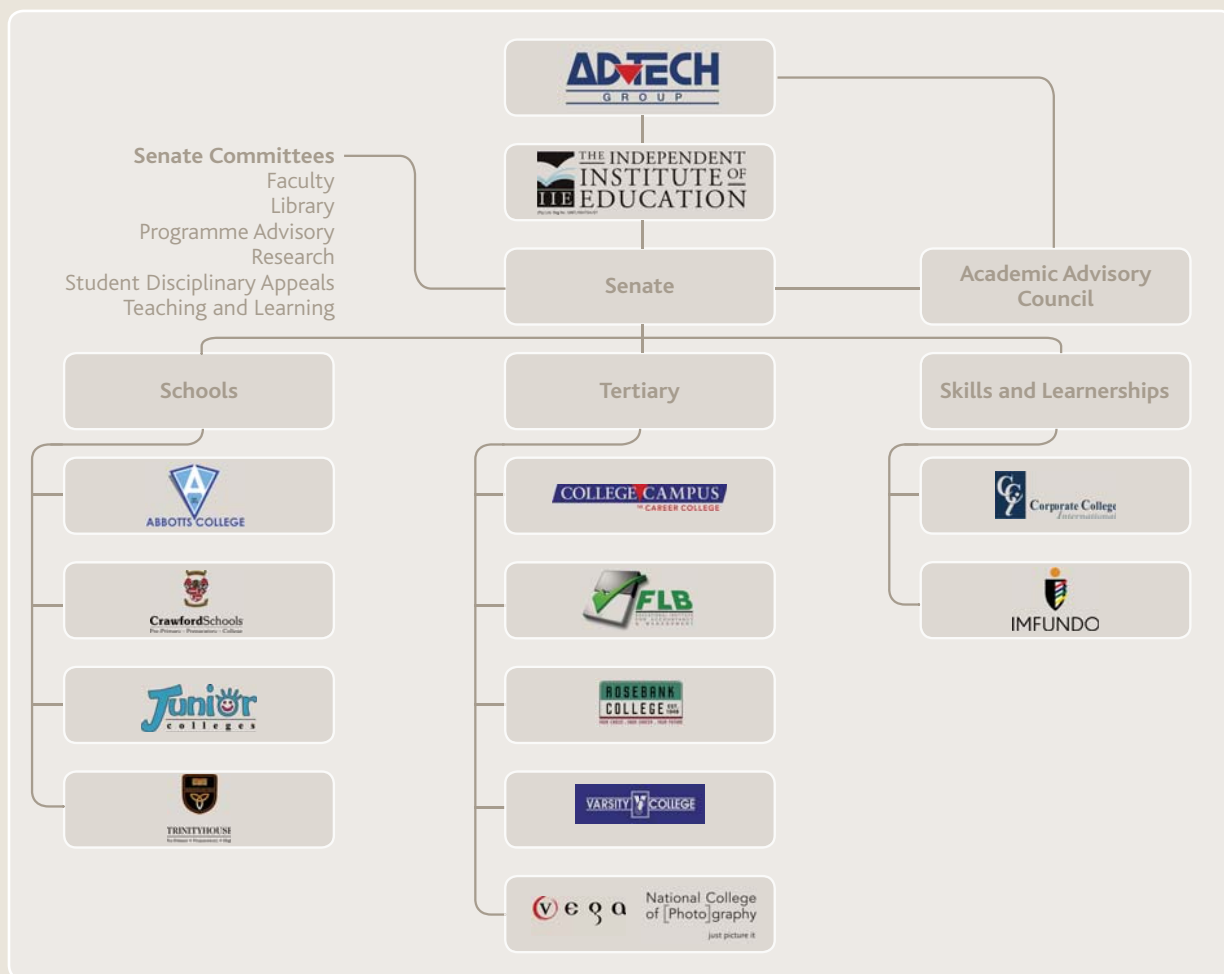


Information Technology Music Journalism Photography Tourism Psychology Branding Law Finance Project Management  
Numeracy Literacy Life Skills Mathematics Physical Science Accounting



# enlighten

*Enlighten:* To equip someone with greater knowledge and skills in various subjects across various fields



## 2009 Academic Advisory Council Report

In 2009 the Academic Advisory Council (AAC) focused on the contribution that the ADvTECH Group and The Independent Institute of Education (IIE) can and should make to education in the Country in general. It was recognised that education remains the most meaningful investment that can be made in a young person's future – perhaps more so in recessionary and uncertain times. The fact that the State cannot and should not be expected to provide for all educational needs in the Country was acknowledged and the role of the IIE was explored within this context.

It was submitted that from a growth perspective, the IIE could supplement the small class sizes and personal student-teacher contact it offers without compromising the quality of its tuition. The employability of graduates was supported as a key measure of quality education and to continue achieving this, ongoing attention to the relevance of qualifications conferred is required. Relevance was raised as a means of defining quality since what is deemed relevant is in response to what both students and employers require.

It remains necessary to be mindful of the history of South Africa's education system and its impact on the level of student readiness required to participate in the present education system. The lack of ability to communicate was one such impact, necessitating a focus on building capacity that would improve the transition from secondary to tertiary education. Programmes to address these matters should build on what is already available rather than reinventing same.

The IIE's operational teams and infrastructure allow it to respond quickly and suitably to opportunities identified and in this regard, it has an advantage over some public institutions. All redress imperatives need to be approached in a balanced way so that they are beneficial to all parties involved.

The IIE was urged to heighten its efforts to communicate its programmes and achievements. Its role as a leader in education in the independent sector is not always fully appreciated and the scope for innovation and change afforded by the strength and flexibility of its model need to become better known.



### The Independent Institute of Education

The Education division is the major contributor to the Group's operations and comprises a nationwide network of trend-setting school, tertiary and skills and learnership brands that meet the learning and development needs of people at every life stage. Education and training activities are undertaken by the brands at a total of 57 sites across South Africa under the guidance of The Independent Institute of Education (IIE).

In South Africa, the Department of Education (DoE) is required to register all academic institutions and their programmes. Before qualifying for registration, accreditation of an institution and its programmes by at least one national assurance authority is necessary. At Further Education level, which includes schools, accreditation is granted by Umalusi. The Council on Higher Education (CHE) grants accreditation at Higher Education level. At training and skills development level, and where necessary, accreditation is granted by the relevant Sectoral Education and Training Authorities (SETAs).

The process of accreditation and registration is rigorous and ensures that only institutions with the required quality assurance mechanisms, capacity, and commitment to transformation form part of the landscape for sustainable education in South Africa. The IIE is registered and accredited

to offer Basic Education (including Adult Basic Education and Training), Further Education and Training, Higher Education as well as Short Learning Programmes and Skills Programmes.

The IIE's education brands operate in an environment that is dynamic, well resourced and nurturing. Students are afforded the opportunity to realise their academic aspirations and to equip themselves to remain competitive in the demanding work environment of today and coming decades. Each individual is exposed to a wide range of experiences designed to develop their intellectual, emotional, social and physical capacity whilst unlocking their potential for excellence. Over the years there have been significant investments in academic initiatives to continuously improve the quality offered by the IIE to students, such as advanced teacher training and enhanced learning materials as well as assessment methods. The Division's aim is to make a positive impact on the lives of students and, in the longer term, to facilitate their career planning and job placement.

ADvTECH's academic leadership and governance system incorporates the Academic Advisory Council (AAC) and Senate. The AAC, which includes external leaders in education and business, advises the ADvTECH Board, Senate and the IIE on academic matters. Senate is the ultimate academic decision making structure and sets academic policies for the Group. It is chaired by the Director of the IIE while the Registrar, Heads of Faculty and Heads of Programme are ex officio members as are all other IIE staff with an academic mandate. Elected representatives of the lecturing and teaching body as well as elected student representatives also serve on Senate. Representatives from the ADvTECH management team attend as observers. Senate is responsible, either directly or through its committees, for the structure and curriculum of all programmes, teaching and learning, libraries, research and student discipline.

In addition to overseeing the Group's schools and adult education and training activities, the main focus of the IIE is



to be a leader in providing accredited, high quality, career-focused Higher and Further Education qualifications (from one year certificates to honours degrees). This includes programme development and review, monitoring of individual site capacity, quality assurance, continuous assessment and final certification.

The IIE faculties are led by Heads of Programme who provide academic leadership and guidance on programme content, material and assessment. Each faculty is guided by a Programme Advisory Committee (a Senate Committee), which includes appropriate external industry expertise to ensure that the content of programmes and qualifications remain current, progressive and relevant.

The IIE is committed to offering a differentiated and quality service. Accordingly, an annual quality system review called 'Pulse' is conducted across all tertiary sites to continuously evaluate and improve the quality of services provided.

Quality is a benchmark not just of ADvTECH's academic governance systems, but also of our staff who represent a significant pool of experienced academic and operational leaders. As at December 2009, the Group's employees held 27 doctorates and 180 masters degrees, collectively representing a significant body of intellectual capacity and academic leadership.

Lifelong learning is a core value of the ADvTECH Group, and accordingly, the IIE supports enhancement of qualifications, academic learning and personal development through bursaries, academic leave, mentoring of research and publications such as The Journal of Independent Teaching and Learning, which was first published in 2006. Through the Journal, the IIE provides developmental support to those wishing to publish for the first time, whilst simultaneously providing the academic norm of blind peer review for final publication. The Journal makes a valuable contribution to education nationally through this combination of development support and high quality peer review.

The IIE is actively involved in furthering the position, role and reputation of private providers of education in South Africa. IIE Forums are hosted at least twice a year, at which prominent industry leaders are invited to address guests on current and relevant topics. The Forums provide opportunities for reflection and debate on key educational issues, and considers the role of private education in addressing them. The Private Higher Education Network (PHEN), initiated by the IIE, is a co-operative body comprising representatives from private providers, who meet regularly to share information and best practices in key academic areas.

#### Activities and highlights in 2009:

- 12 new IIE Higher Education programmes, which will be rolled out between 2010 and 2012, were submitted to the CHE for accreditation
- a significant investment was made towards the implementation of the System for Academic Management (SAM) which is scheduled for completion by December 2010
- the IIE Academic Regalia was launched and worn by office bearers and students at all IIE graduation ceremonies held during the year
- the fourth edition of The Journal of Independent Teaching and Learning was published

**"Education remains the most meaningful investment that can be made in a young person's future – perhaps even more so in recessionary and uncertain times."**

Extract from the  
2009 AAC Report



### The Independent Institute of Education *(continued)*

- a regional guest speaker series featuring the IIE Heads of Programme was launched which enabled lecturers to interact directly with academic leadership teams on relevant topics within their respective disciplines
- two IIE Forums were hosted during 2009. John Volmink (Chairperson of Umalusi) addressed an IIE Forum in Cape Town in February on the successes and challenges of the National Senior Certificate matric exams. Professor Brenda Gourley (previously Vice-Chancellor of the Open University) addressed a Forum in Pretoria in April on the impact of the digital age on traditional Higher Education
- members of the Ghanaian Accreditation Body visited the IIE at the request of the CHE in the latter half of the year to learn more about the impact of the South African accreditation process on private providers and to discuss governance models in the private provision of Higher Education, and
- Dr Felicity Coughlan (Director: IIE) was appointed to the Higher Education Quality Council (HEQC) Board and Dr Charles Freysen (Registrar: IIE) was appointed to the HEQC Institutional Audits Committee.

### IIE Academic Regalia

As one of the time honoured traditions of Higher Education institutions, both locally and abroad, academic regalia are an emblem of the defining moment when a student becomes a graduate. The gowns and stoles worn at graduation ceremonies have particular significance, as they are symbols of the conferring institution, the field of knowledge and the level of qualification.

The IIE embarked on designing new academic regalia in 2008 that would best symbolise the dynamic and innovative educational role they occupy. This unique academic regalia was made locally and worn for the first time at IIE graduation ceremonies in 2009.

Each faculty wears a unique colour, which is indicative of the faculty and qualification level of graduates. The colours of the IIE faculties are:

- Applied Humanities – Red
- Business – Salmon orange
- Information Technology – Blue
- Leisure – Green

The rich symbolism in the academic regalia is a celebration of the IIE's distinctive contribution to excellence in career-focused education.



### Junior Colleges

Junior Colleges is a group of nursery schools that focus on nurturing learners with tender loving care and developing them holistically within a safe and stimulating environment. All Junior Colleges provide a warm and welcoming atmosphere in stimulating, beautifully decorated baby friendly crèches for infants from six weeks old and in bright spacious classrooms for children up to the age of six years.

The infant and toddler programme includes specially planned activities to encourage the optimal development of both gross and fine motor co-ordination as well as language, perceptual and concentration skills. In the Pre-Primary phase, in addition to the Numeracy, Literacy and Life Skills curriculum prescribed by the Department of Education, enrichment activities are incorporated in the programme. Electronic whiteboards and interactive learning tools are also used extensively in the classroom. The Institute for Neuro and Physiological Psychology (INPP) and Teaching Handwriting Reading and Spelling Skills (THRASS) programmes introduced at Junior Colleges last year have proven extremely beneficial in preparing all children for 'big school'.

Staff are kept abreast of new and innovative teaching methods through continuous training. In 2009 Junior Colleges introduced a new Early Year Foundation Stages (EYFS) curriculum. This curriculum is based on the six areas of learning and supports a fully inclusive educational approach. A new National Curriculum Advisor was appointed to facilitate the ongoing staff training necessary for the successful implementation of the EYFS curriculum in the classroom.

Junior Colleges is accredited with Investors-in-People (IIP), an international standard that aims to improve organisational performance through people. Together with CrawfordSchools™, Junior Colleges is the only other Pre-Primary school in the Country to achieve IIP accreditation.

Major renovations at Junior Colleges Sandton were completed in 2009 which included the improvement of crèches and classrooms, the addition of a media centre and changing the façade of the building.

Junior Colleges has a proven track record of sending well adjusted children out into the world, ready to face their futures filled with self-confidence and belief in themselves.

All learners at Junior Colleges are encouraged to participate in events such as eisteddfods, puppet shows, outings, sporting events and annual concerts. Examples of extra-mural activities offered include karate, ballet, monkeynastix and pottery.

'A tribute to ABBA' was the theme for the annual concert at Junior Colleges Castillian. Each class teacher chose an ABBA song to which they choreographed their own dance routines. This group of four to five year olds performed the hit 'Voulez Vous'.



**The foundation phase is the most critical stage of a child's journey through education and forms the basis of learning, building confidence, self-esteem and the development of social skills.**





### Abbotts College

The success of Abbotts College is based on an understanding that Grades 10, 11 and 12 are pivotal in shaping a young adult's future. The core philosophy of Abbotts College is a belief in the individual worth of every student and a focus on helping them find the right career path in a caring and inclusive environment. This is achieved by complete career guidance and an ethos of total commitment to unearthing student potential. In addition, a Shadow Work Placement Programme forms an integral part of the Grade 11 year and the special Career Targeting Schools add value to subjects chosen by students who have already decided on a career path. Subjects offered at Career Targeting Schools include Art and Design, Business, Hospitality and Tourism as well as Mathematics and Science.

The College is recognised for their wide choice of subjects, top teachers, small classes, supervised homework, in-house extra lessons and clinics, eight detailed reports each year, and a personal mentor for each student – all of which contribute to the success of students in their final years of schooling. Abbotts College is unique in offering a money back guarantee based on academic results, such is the level of confidence in

their quality of teachers, unique teaching methods, student support systems and the determination of their students.

In addition to their academic programme, Abbotts College offers varied and fulfilling sports, social and cultural activities. A code of conduct allows students to express individuality within a sensible, monitored and supportive environment.

It is gratifying to report that continued demand and a focused marketing campaign have had a positive impact on student numbers which grew by 16% in 2009.

During 2009, a new purpose built campus was developed in Suideroord, south of Johannesburg. There is a high demand for excellent schooling in this area and the enrolments for January 2010 at this campus reflect the vital need that Abbotts College will be fulfilling within this community.

Abbotts College achieved a 100% matric pass rate in 2009 with matric students achieving a combined subject average of over 65% and 492 distinctions between them.

- 1 Self-portrait by Lungi Mokgatle (Visual Arts)
- 2 Mixed emulsions by Tourmaline Berg (Photography)
- 3 Reveal Conceal by Emma Procter (Visual Arts)

### Art at Abbotts College

The Art and Design School is a Career Targeting School at Abbotts College for students who have decided to pursue a career in this field. Besides special facilities that allow students to focus on important subjects such as Visual Arts and Design, enrichment programmes that include outings to art galleries, museums and artists' studios, talks by guest speakers and participation in collaborative exhibitions as well as competitions are also offered. The result is students who are confident, independent and self-motivated to produce notable works of art.

At the end of Grade 12, Art and Design students participate in a compulsory final exhibition to showcase their year's work. The 114 Grade 12 art students at Abbotts College excelled in their final exhibition which was externally moderated. They achieved 41 A's in total and an overall assessment average of 70%. These are examples of some of their artwork:





### CrawfordSchools™

CrawfordSchools™ provide a holistic education where academic excellence, good citizenship, leadership and sportsmanship are developed. The overriding value of a CrawfordSchools™ education is 'education without fear'. This implies a focus on a positive, nurturing environment, where individuality as well as mutual respect is promoted.

The CrawfordSchools™ academic philosophy of 'Think, Understand and Apply' is at the core of every school stage, from Pre-Primary through to Preparatory school and College. Teachers, who are subject specialists, encapsulate the dynamics of this philosophy by using innovative ideas and methodologies to engage students at all times. This approach ensures that CrawfordSchools™ graduates are independent, confident individuals who are able to think, understand and apply the education and life skills with which they have been equipped at all times.

At Pre-Primary level, child friendly learning environments ensure that each child's intellectual, emotional, physical and social needs are met. Physical activities focus on specialist programmes, such as neuro-cognitive development, while cultural and creative activities emphasise movement and dance, as well as drama, art and music. In keeping with the National Curriculum, learning programmes include Numeracy, Literacy (incorporating THRASS) and Life Skills. These programmes are augmented by the School with additional extension activities.

The Preparatory Schools introduce pupils to the CrawfordSchools™ standards of academic, cultural and sporting excellence. The Preparatory schools promote the treatment of both staff and pupils with dignity and respect while a code of conduct ensures that pupils are taught personal responsibility from an early age. Small classes ensure that personal attention is given to each student.

At the Colleges the focus is on ensuring that each student achieves their full potential. With a choice of up to 23 subjects, the Colleges offer the widest and most flexible subject choices for learners.

Students are encouraged to participate in as many different extra-curricula activities as possible. An indication of the popularity and importance of sports at CrawfordSchools™ is that, although not compulsory, approximately 90% of

Preparatory school pupils and 80% of College students participate in sport and extra-mural activities. In 2009 CrawfordSchools™ had 262 provincial and 56 national representatives flying the Crawford flag in the sporting arena.

### A Crawfordian to note

Sello Lekalakala started his first full week of lectures at America's prestigious Yale University in September 2009. Sello was a pupil at Bela Bela High School in Limpopo up until Grade 9. When he received a scholarship based on his academic potential from Crawford College Sandton, he moved to Johannesburg to complete his schooling. When he joined the Grade 10 class at Crawford College, he was ranked 20th. In Grade 11 he made the top 10 and based on his final matric results, was the Dux scholar at the end of Grade 12. Sello was offered the African Scholar Award by Brown University, World Scholar Award by the University of Pennsylvania and a full scholarship from Harvard University but opted for his first choice, Yale University at which he had also been offered a full scholarship. Sello attributes his success to "seeing the opportunities a Crawford education would open, grabbing them and working towards them with driven determination and unshakable focus."





**CrawfordSchools**  
Pre-Primary - Preparatory - College

### CrawfordSchools™ *(continued)*

A key feature of the CrawfordSchools™ approach from Grades 4 to 12 is continuous assessment. Examinations are one of the methods used to assess students' progress. In addition to the National Senior Certificate, Crawford students are offered the following international benchmark examinations:

- the Schools International Assessment Tests (SIAT), formulated by the Educational Testing Centre of the University of New South Wales in Australia. These tests are conducted in Mathematics, Science and English and are used throughout Australia, New Zealand, South Africa, Italy, Singapore, China, India and many other countries
- the General Achievement Test (GAT), which is similar in approach to the American SATS assessment. It is officially recognised by education departments throughout the world and is written in June each year by all Crawford College Grade 12 students, and
- the Victorian Curriculum and Assessment Authority (VCAA) Equivalence Examination, which is written by Grade 12 students as their preliminary examinations in August/September. The VCAA Certificate of Equivalence gives students the advantage of leaving school with an internationally benchmarked certificate. A number of CrawfordSchools™ students have been admitted to international universities on the strength of their South African National Senior Certificate and VCAA Certificate of Equivalence.

During 2009 additional classroom blocks were built at the North Coast, Lonehill Preparatory and La Lucia campuses. Facilities were also improved at other sites with the building of additional storerooms and grandstands, as well as a new pavilion at the Sandton campus. Academic tuition was further enhanced with the installation of additional computers and electronic Smartboards™ in classrooms. A number of new learning programmes such as Numicon, a maths teaching programme, were trialled across the various campuses.

CrawfordSchools™ once again excelled in the 2009 National Senior Certificate Examinations with a 100% student pass rate and 97% of its students obtaining Bachelors degree passes. The 522 candidates who wrote the examinations achieved a total of 1 666 distinctions, averaging three distinctions per candidate. A total of 100 students passed the examinations with six or more distinctions and Crawford College Sandton was recognised as the Top Independent School in the province by the Gauteng Department of Education. Crawford matriculants averaged 71% for Mathematics, 64% for Physical Science and 76% for English.



**Our Crawford matriculants achieved a 100% pass rate and obtained 1 666 subject distinctions in total with 100 students receiving six or more distinctions.**



TRINITYHOUSE  
Pre-Primary • Preparatory • High

### Trinityhouse

Established in 1997, Trinityhouse is founded on three principles: a holistic education that focuses on developing the intellectual, emotional, physical and social potential of pupils; time honoured traditional values and practices; and a strong Christian ethos. Central to their success is hands-on involvement by the management team, outstanding teachers, firm discipline, encouragement to achieve and strong motivation.

The School is situated in Randpark Ridge in Johannesburg, and comprises a Pre-Primary, Preparatory and High School. A key feature of the campus is single storey buildings making it accessible to everyone. The School's classrooms, laboratories, atriums and specialised venues, such as computer rooms, have all been purposefully built to maximise the learning experience, while teaching aids such as internet access and electronic whiteboards ensure pupils receive a world-class education. In addition, the School's sports fields are rated amongst the best in Gauteng.

Trinityhouse offers a very strong academic programme with a wide range of subject choices. Matric students write the nationally accredited exams of the Independent Examination Board (IEB). The School is particularly proud of its strong sporting ethos and all major sports are offered in which all students are encouraged to participate. Pupils are also

exposed to a wide range of cultural activities such as art, music, public speaking and drama.

Trinityhouse represents a safe, structured and challenging learning environment that ensures its students emerge as confident, humble, industrious and determined individuals.

During 2009, the façade of the school building was improved and security at the school was upgraded. In addition, considerable investment in Smartboards™ and computer technology was made to further enhance the student learning experience. Two new Grade 000 classes were also built for the 2010 academic year.

Enrolments in 2009 resulted in most classes running at full capacity with waiting lists. New sites have been identified for expansion with major developments envisioned for the brand in 2010 and 2011.

Trinityhouse matric students achieved excellent IEB matric results. The School's 129 candidates achieved a 100% pass rate with 91% of them receiving Bachelors degree exemptions. There were 193 subject distinctions overall, an average of nearly two per student. The 2009 matric class achieved an average of 69% for Mathematics, 63% for Physical Science and 70% for English.

### Sport at Trinityhouse

Trinityhouse achieved notable sports accolades during 2009:

- **Athletics:** At the Prestige Athletics meeting held at the Herman Immelman Stadium in Germiston, the Athletics Team achieved four bronze, three silver and 11 gold medals.
- **Chess:** The School had three provincial and two national chess representatives.
- **Hockey:** Four pupils played hockey at provincial level and the Under 16 Girls Indoor Hockey Team won their league which they entered for the first time in 2009.
- **Netball:** Not only did the School's Under 15A, Under 16A and Second Teams win their respective netball leagues, but their Under 15, Under 16 and Under 17 action netball teams also won their leagues.
- **Rugby:** The Under 14, Under 16 and First Teams were all semi-finalists in the inter-provincial round of the Beeld Toffee tournament.

The School's first team was the only unbeaten team at the King Edward VII School (KES) Easter Festival, scoring a historic 20 - 14 win over Durban High School (DHS).

In addition to three other provincial players in the School, Nicholas Michaelides was contracted to the Lions Academy for the 2010 season.





### College Campus

College Campus provides a well balanced student life through high quality tuition, learning opportunities outside the lecture room and student support services. This holistic study experience prepares College Campus graduates to make an effective and positive contribution in the working world.

Higher and Further Education academic programmes offered at College Campus are continuously reviewed and updated to ensure that their content remains current, relevant and progressive, and are presented by qualified and dynamic lecturers.

A vocational focus prepares College Campus students for the workplace. Students are afforded the opportunity to apply what they have learnt in lectures through various work integrated learning programmes. The mix of theory with practical examples enables students to acquire skills that are essential to their chosen careers.

Students who require study assistance can participate in workshops and are also offered personal support. The library facilities available on all campuses encourage students to develop the research skills they require in the modern information economy.

A vibrant campus spirit combined with contemporary facilities provides the setting for a healthy student life.

Social guidance, examples of which include teamwork, planning and coping with unexpected difficulties, is available to all students on campus. In addition, the Student Liaison Body organises a variety of community, sports, social and cultural activities for students to participate in.



A highlight in 2009 was the relocation of College Campus Pretoria to a more suburban setting. This, in addition to a refreshing new look and feel, contributes to the Brand's alignment with the middle income market. The new Pretoria site has the capacity to accommodate more students.

College Campus focuses on offering students the highest quality career-orientated education. The College Campus management team dedicated some time to lecturing in the second semester, to personally demonstrate to students the practical applications of what is learnt in lectures. Members of the management team lectured students in their respective fields such as Business Strategy, Business Calculations and Sales Management. Besides being beneficial to their students, it also proved to be a rewarding experience for management:

*"My lecturing experience reminded me once again of how significantly we impact the lives of young people. Their futures are shaped by what we say and do today."*

**Yolandi Collins, Sales Manager – College Campus (Yolandi lectured Sales Management students)**

*"The planning and effort that goes into the preparation of lectures is critical. You need to bring a class together, get them to enjoy what they are doing and teach them something new that they can relate to at the same time. There is great satisfaction when the results of the class come through and they have all achieved great success."*

**Andrew Niven, Financial Manager – College Campus (Andrew lectured Business Calculations students)**

### Forbes Lever Baker

Forbes Lever Baker Educational Institute for Accountancy and Management (FLB) was acquired in January 2009 by the ADvTECH Group. The acquisition of a specialised tertiary institution focused on Financial and Accounting education was the ideal route of expansion for the Group's education business. FLB is an acknowledged leader in this area of tertiary education and offers full- and part-time diploma, degree and postgraduate tuition support for both UNISA and the internationally recognised Association for Chartered Certified Accountants (ACCA).

Academic staff recruited by FLB have proven experience and are recognised experts in their field. They create a dynamic learning environment that encourages FLB students to strive for academic excellence. In 2009, 10 FLB students were placed within the top 15 in South Africa in the UNISA Certificate of Accounting Theory (CTA) examinations.

In addition to the academic tuition on offer, FLB students have access to extension courses in Computer Literacy, English and Financial Mathematics, and are assisted in developing CV compilation and interview skills. With this work preparedness and the well developed graduate recruitment programme that FLB has in place, their graduates are highly sought after recruits.

FLB's 'umfundisi' Bursary Scheme benefits those who, under normal circumstances, would not be able to access tertiary education of this high standard. The Scheme funds the registration and tuition fees as well as transport and living costs of participating students.

FLB is working within a collaborative relationship with Varsity College to find ways to strategically and seamlessly make the most of their complementary strengths in their respective tertiary education offerings.

Given the increasing skills shortage in South Africa's financial management and auditing sector, FLB will continue to play an important role in adding great value not only to its students, but to the South African economy as a whole.

The FLB campus, situated in the heart of the Randburg central business district, has lecture theatres and computer laboratories that are equipped with the latest SMART™ teaching technology. This advanced technology allows their over 2 000 students to download lecture notes and slides via the internet (to which they have access on campus) shortly after completing their lectures. A strategic FLB imperative is the continued expansion and development of their in-house student portal that allows students to access an extensive range of academic and personal information.





### Rosebank College

Rosebank College is a well established brand that focuses on the provision of Higher and Further Education within the inner city. Prospective parents and students are attracted by their high quality academic offering within a private education setting, where customer service and student experience are paramount.

As such, a high degree of attention is paid to maximising the outputs of every resource and encouraging a culture of continuous improvement and innovation. Rosebank College students are offered small interactive classes, courses that are fully integrated with work experience, a safe learning environment, a holistic student life experience and a focus on individual well being.

Career-focused education is a priority at Rosebank College. Based on the belief that the best way to learn a new skill is through hands-on experience, students participate in field trips, on-the-job learning and attend lectures presented by experts in the industry. This prepares students to step right into the real working world once they graduate.

Rosebank College has achieved a positive growth trajectory over the past ten years. Despite tougher market conditions in 2009, student numbers grew, albeit at a slower rate, in both the full- and part-time cohorts. An intensive market review exercise was undertaken at site and brand levels confirming already well established critical success factors to continue focusing on, as well as revealing new opportunities for the Brand to pursue.

In 2009, additional senior staff members were appointed as part of the Brand's succession planning programme. The equity profile of Rosebank College staff continued to strengthen with 30% of professional and middle management staff representing HDIs.

The second half of the year saw the successful implementation of the first component of the System for Academic Management (SAM) at Rosebank College. Significant resources were allocated to this project, highlighting the commitment from senior management to the importance of this application as a platform for future growth.

Academic tracking and monitoring systems at Rosebank College were significantly improved over the last 12 months. Processes were simplified, standardised and automated,

resulting in sites being able to access better quality information, the direct impact being improved customer service.

Leveraging potential and creating sustainable legacies underpins Rosebank College's ethos. The Brand is over 60 years old and continues to reinvent itself to ensure that it actively grows its market share and credible reputation.

### Creative flair

After matriculating Simon Mamabola enrolled at Rosebank College to study a Diploma in Advertising Management. According to Simon, "My course offered a great combination of experiential learning and practical knowledge."

After completing his studies, Simon started his own business, Eloquence Marketing Consultants. Simon comments, "My qualification from Rosebank College helped me see where I could make a success of my career. The industry is fast paced and my diploma prepared me for the pressures of working in it. My fondest memory of Rosebank College is the great relationships I had with my lecturers and fellow students. Brainstorming with them has given me the skills and confidence to present some of my best work to my clients."

The highlight of Simon's career is that he met Richard Branson twice and on one occasion submitted a business proposal to him, which was accepted. He has been mentored by Mr Branson ever since.



Varsity College

Pioneered 19 years ago to offer tuition support to part-time UNISA students, Varsity College now offers a range of Higher and Further Education study programmes. Varsity College is recognised for their commitment to providing high standards of teaching, learning and training through a philosophy of academic excellence, work preparedness and a well rounded student experience.

Their unique appeal to students is underpinned by:

- efficient academic timetabling
- exceptionally well qualified lecturers who have relevant work experience
- dedicated support staff on all campuses to mentor students
- a comprehensive national management structure that strategically and operationally drives the Brand
- a vibrant, encouraging and organised student life that encompasses sport, cultural, social and good citizenship activities, and
- exciting opportunities to participate in the working world before and after graduation.

In 2009 Varsity College continued their focus on teaching and learning. This, coupled with the appointment of a dedicated senior Academic Manager, contributed to excellent academic achievements at the end of the year.

Varsity College undergraduate students enrolled in UNISA programmes achieved a module pass rate of 72%, four students were placed within the top 25 in the Country in the UNISA Certificate of Accounting Theory (CTA) examinations and Short Learning Programmes aimed at the adult market recorded an 80% student pass rate.

Varsity College intends to continue its trajectory of sustained growth in student numbers by way of expanding current sites, developing the partnership with the recently acquired FLB and forging complementary relationships both locally and abroad. Smarter and more innovative methods of delivering teaching and learning remain a very high priority. The dynamic advances being made in the world of technology will be explored and embraced in this regard.

For the past two years Varsity College has forged complementary and sustainable collaborative partnerships within our communities.

In 2009, Varsity College (in association with education experts, Forde and Schultz) sponsored five Principals' Institute seminars in response to an identified need to facilitate the exposure of high school senior staff to relevant and current management thinking and practices in their field. Topics covered were 'Mind the Gap', a workshop that unpacked the generational theory which is relevant to understanding the wants and needs of today's young students, and the 'Enneagram', a tool that can be applied and used immediately in the management of school personnel.

With the introduction of Life Orientation into schools curricula, school counsellors have been asked to provide teaching assistance. The Varsity College School Counsellors' Forum was formed in 2009 as a support network in this regard with the first round of workshops for school counsellors being hosted at each Varsity College campus. At

these workshops, a recognised Life Orientation expert presented the Grade 11 learning outcome that dealt with the research and selection of subjects and institutions for the learners' future tertiary studies. Each delegate received a set of teaching material for five lessons, including assessment criteria, that they could immediately use in the classroom.

Both these programmes have experienced excellent participation, while also providing Varsity College with significant opportunities to support school communities and strengthen the relationships with them.





### Vega, The Brand Communications School

Vega's belief is that successful and innovative brands require a combination of strategic intent and creativity, which is why 'wisdomwithmagic' is at the core of everything that is taught across their campuses in Jozi, Durban, iKapa, Pretoria and Bedfordview.

By merging formal education with practical experience, a Vega qualification shapes students into articulate leaders in brand innovation. Vega campuses deliver a well rounded student lifestyle within a relevant socio-cultural environment.

2009 was a very productive year for Vega:

- a showcase of student work was presented at all campuses, attracting the largest industry attendance to date. Key note addresses were delivered by high profile speakers such as Nathan Reddy, the Executive Creative Director of Grid
- Vega students achieved accolades at the Loeries, Pendering Awards as well as at The Vuka Award ceremonies. First year students reached the finals of the Branson Entrepreneurship Business Plan Competition and Vega photography students excelled in the Sony Profoto Awards
- an Advanced Certificate in Professional Photography was designed, developed and provisionally accredited by the CHE for rollout in 2010 through the National College of Photography

- Vega corporate training continued with high profile clients such as the UCT Graduate School of Business, Momentum, Discovery Health and SAB Miller. A – Z of Branding workshops were delivered to the public at each Vega campus, as well as at venues in Swaziland, Kenya and Nigeria
- the Vega Auditorium, situated on the Jozi campus, was opened by the senior management of Sony and Nu Metro South Africa. The film 'Coco Chanel' was premiered at this event
- six Image Evenings were hosted during the year where South Africa's finest photographers, such as Roger Ballen, displayed and discussed their work with students and guests
- Idea Exchange debates took place on campuses throughout the year at which industry experts raised current issues such as 'Twelve Creative Marketing Thoughts in the Youth Space' and 'The New Media Convergence', and
- Vega also hosted a Journal of Marketing Breakfast with robust debate on the topic 'Sick versus Healthy Brands' within the context of environmental awareness.

Vega will continue to play an instrumental role in influencing the lives of hundreds of students, the communications industry itself and countless other industries where creativity is valued.

### A memorable achievement

The third year Jozi Vega students spent the first month of the 2009 academic year competing to develop the corporate identity for the new Nelson Mandela Children's Hospital. This hospital will specialise in paediatric care and when built, will be one of only two paediatric hospitals in South Africa.

Students had to respond to a challenging brief to develop the corporate identity which involved a collaborative effort within each team, as all areas (i.e. Visual Communications, Copywriting and Multimedia) had to be considered. After much deliberation, the winning team was chosen by the Nelson Mandela Children's Foundation. The corporate identity they developed appealed to all ages and was conceptually strong and well crafted.

The logo was unveiled at Mr Mandela's 91st birthday celebration to which the top four Vega teams were

invited. Not only were the students honoured on stage at the celebration, but they were presented with a cheque of R150 000 for the Vega Bursary Fund. The highlight of the day for the winning team was the extra special honour of being photographed together with Mr Mandela himself.



School of Business and Technology

The School of Business and Technology (SoBT) offers Short Learning Programmes (SLPs) across various disciplines. Course options range from entry level programmes, such as Office Administration and Office Computing, through to management programmes in the fields of Finance, Business Management and Logistics. SLPs are specifically designed to enhance the career objectives of working adults and consequently increase their productivity and efficiency in the workplace. The SoBT is represented at Senate, the academic decision making body for the Group. All programmes are quality assured and certified by The Independent Institute of Education (IIE) and are offered by the SoBT at College Campus and Varsity College and the School of Business (SoB) at Rosebank College. Vega and Imfundo also offer SLPs in their own right.

Teaching and learning on SLPs is focused on providing a firm theoretical background that works hand-in-glove with practical application in the workplace. SLPs are relevant to the here-and-now, and qualified lecturers who are able to draw on their recent experiences in the real world ensure that the practical focus of programmes is topical and relevant. This mix of theory and practice is reinforced by ongoing evaluation and feedback, which leaves participants feeling confident to apply their newly acquired skills in the workplace.

The SLPs model embraces upskilling and lifelong learning and as such, it attracts students and employers in both robust and recessionary times. For example, in comparing 2008 to 2009, enrolments in the entry level Office Administration and Office Computing programmes grew by 24% and 61% respectively.

In terms of course ranking, the SoBT Project Management programme holds a premier position, and in 2009 the programme was run for a select group of Government employees in the Western Cape at their request. To meet the needs of the general public, corporate and Government sectors, an additional entry level programme for project managers was developed in 2009, in conjunction with Rory Burke, an acknowledged expert in the field.

A first this year was the interest expressed in customised programmes by both Government and the private sector. These programmes are specific to the needs of the organisation concerned and currently fall outside the ambit of existing offerings. The IIE is well equipped operationally to develop and deliver new programmes that meet the needs and desired outcomes for these clients whilst simultaneously assuring academic quality and delivery.

The focus in 2010 will be to continue with this momentum and to explore new areas of growth in both the public and private sectors.





IMFUNDO

### Imfundo

Imfundo addresses the chronic skills shortage in the Country by upskilling both employed and unemployed school leavers as well as previously disadvantaged adults, to improve their employability in the economy. This goal echoes the sentiments of the South African Government in addressing the high percentage of unemployment that is currently prevalent in the Country. To this end, Imfundo accesses funds that are made available through the Sectoral Education and Training Authorities (SETAs) to facilitate affordable, effective and quality education through learnerships, internships, short courses and occupational training.

During 2009, Imfundo facilitated Information Technology learnerships through the Safety and Security SETA (SASSETA) and Information Systems Electronics and Telecommunication Technologies SETA (Isett SETA) for 100 policemen employed

by the South African Police Service (SAPS). The efficiency of administration at the police stations at which these candidates were placed improved remarkably. An additional ten unemployed learners were sponsored by Imfundo to join the group of policemen being trained and they have all since been employed by SAPS – an obvious consequence being the drastic improvement in the lives of these ten individuals and their families.

Imfundo plays an invaluable role in education and training for both the public and private sectors.

The demand for their services, as a result of their experience and excellent delivery, paves the way for Imfundo's sustainable growth.

Since 2007, Imfundo has facilitated the National Assessment for Insurance SETA (INSETA), in terms of which the Financial Services Board requires insurance brokers to become compliant with the Financial Advisory and Intermediary Services Act (FAIS) fit and proper requirements. In 2009, Imfundo worked closely with the INSETA FAIS team to further develop the logistics plan to facilitate this assessment for over 9 000 candidates.



**“Very seldom does one have the pleasure of collaborating with a provider of such excellence. Imfundo’s logistics delivery was faultless and their input over the last three years, has ensured that the FAIS assessments have been one of the most successful projects ever undertaken.”**

Glen Edwards –  
INSETA FAIS Project Manager

Corporate College International

Over the last 19 years Corporate College International (CCI) has strategically and successfully established itself as an industry leader in Education, Training and Development Practices (ETDP) in both urban and rural areas across South Africa. With a competitive advantage of sustainable high quality products and services, CCI offers exceptional value to corporate customers as well as Government.

Guided by the National Qualifications Framework (NQF) and Skills Development Act, CCI supports the current presidential and national skills oriented objectives of creating employment opportunities in South Africa, by identifying skills gaps and responding with innovative and transformative learning programmes.

ETDP projects, including a Development Practice NQF level five programme and Adult Basic Education and Training (ABET) Practice NQF level four programme, were initiated in the KwaZulu-Natal, Mpumalanga and Western Cape provinces. The unemployed learners enrolled on these full qualification programmes will complete their studies in the first quarter of 2010.

Towards the end of 2009, the Department of Education contracted CCI to train 100 staff members in the North West Province on the National Certificate in Human Resources Management and Support Practices, which is a NQF level four programme.

CCI actively participates in the industry as an acknowledged leader and will continue with its purpose to make a difference to the lives of South Africans.

For CCI, 2009 commenced on a high note with the planning and delivery of the much anticipated Department of Labour (DoL) National ABET learner literacy campaign project. English Literacy level one and two programmes were delivered to a targeted 10 500 unemployed illiterate adult learners in the Free State, Gauteng, KwaZulu-Natal and Northern Cape. Learners were taught to read and write in basic English, the objective being to assist in decreasing the illiteracy and unemployment rates in South Africa.



Mrs Triphina Dlamini who is 94 years old, participated in the ABET learner literacy campaign.