Eastcape Midlands College

EASTCAPE MIDLANDS COLLEGE

ANNUAL REPORT 2010 / 2011

Presentation of the Report to the EMC Council and the MEC

It is my pleasure to present this report for the financial year ended 31 March 2010.

The report indicates the efforts of the Eastcape Midlands College as we strive to become a world class brand in knowledge and skills training and the first choice college in South Africa.

Mr J.J. Mbana

Principal

Eastcape Midlands College

Foreword by the Principal

The creation of a new Ministry and Department of Higher Education and training and the subsequent appointment of Minister Nzimande and the Director General, Mary Metcalfe and the transfer of the competency to deal with colleges to National, point out the certainty in the change of the terrain in which colleges operate.

This new department combines Universities, colleges, Seta's and Adult Basic Education under one department and indicates that colleges could become complex chains of training institutions governed by a single Ministry.

EMC's attention remained focussed on the core business which is the provision of quality teaching, learning and assessment and is reflected in the results obtained by the college which was averaging 62%. This was achieved by the prompt filling of vacant educator posts, ongoing analysis of student performance and implementing remedial actions where neccessary and an ongoing drive to establish a culture of academic excellence.

This was proven by one of our students winning the Welder of the Year award and was elected to represent the college and South Africa in a similar competition in Canada.

There could not have been a better opportunity for EMC to increase its institutional capacity in response to the imminent windfall of training opportunities than now and the college have exploited the economic recession and the relative low property prices when acquiring the SKF property which will house its School of Occupational Training.

This is in line with the strategic vision of the college and in response to the critical shortage of artisans and skilled workers in the country.

A systemic audit of the Further Education and Training colleges of the Eastern Cape Province was conceptualised to enable improvement in teaching and learning in the sector. An FETC Excellence model was adapted based on the international EFQ model and nine sets of criteria was assessed. The outcomes show Eastcape Midlands College being rated as the best performing college in the province. Thank you to the Council, management and every staff member of EMC for their tireless dedication that made this possible.

J.J. Mbana

Principal

Eastcape Midlands College

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1 General Information

1.1 Information On Eastcape Midlands College

1.1.1 History of the College

Eastcape Midlands College, known as EMC, came into being on 31 March 2002 with the merger of Uitenhage Technical College, KwaNobuhle Technical College, Grahamstown Technical College and the satellite campus of Bethelsdorp Technical College in Graaff-Reinet and was officially launched in October 2003.

Eastcape Midlands College is a dynamic and fast growing institution operating according to PDLAM (Performance) systems under the leadership of a fully supportive and vibrant College Council.

Educational programmes are developed and offered according to the identified needs of commerce & industries and local communities via DoE, DoL programmes and partnerships.

The main focus of the college derives from our geographic mandate, which is to service the Midlands of the Eastern Cape. This area includes Graaff-Reinet and the surrounding areas, Grahamstown, Uitenhage and the outlying areas. The number of students at Eastcape Midlands has risen, and we have also improved the quality of our education over the past couple of years.

Uitenhage is the capital of the motor industry and obviously very strong mechanically engineering-wise. Coega is one of our clients, we do training and work for them, they are happy with our product and we have developed a fruitful partnership with them. We are doing training for the automotive industry (mechatronics, a new field that supports the industry), the IDC and a grouping of seven institutions in the province. We are the biggest college in the province that does learnerships on the current scale. We have to ensure that our standards are kept high for the national companies.

1.1.2 Our Geographic Location

The Head Office is based at the corner of Cuyler Street and Durban Street, Uitenhage

Eastcape Midlands College campuses are situated in:

Uitenhage:	High Street, Park Avenue and Charles Goodyear campuses
Grahamstown:	Grahamstown campus
Graaff-Reinet:	Graaff-Reinet campus

1.1.3 Niche areas of the campuses are as follows:

High Street:	Marketing & Tourism
Grahamstown:	Finance, Economics & Accounting
Graaff-Reinet:	Office Administration & Safety in Society
Charles Goodyear:	Engineering and Related Design
Park Avenue:	Information Technology and Computer Science:
	Electrical Infrastructure Construction.

Figure 4: EC Location of the Colleges and Campuses

1.2 Vision and Mission Statement

VISION

To become the world class brand in knowledge and skills training and the first choice college in South Africa.

MISSION

Our mission is to pursue our vision by passionately responding to the needs of the country.

In support of our mission we are committed to:

- Provide student support and services and endeavour to assist in job placement for our students.
- Be a modern but relevant college who are informed by the development challenges facing its communities.
- Be a centre of excellence characterised by competitive competences, capabilities and service orientation.

PURPOSE

The greatest need of the country is equipping individual students with knowledge and skills training to address the demands of the economy and the needs of the community.

VALUES

We will uphold all the values as enshrined in the spirit of the constitution of the Republic of South Africa and the various legislations that regulate the college directly or indirectly. We will particularly uphold strict financial discipline as contemplated by the PFMA. Our vision and mission will direct us at all times and we will endeavour to be effective, efficient and economical at all times by being responsive and relevant to our clients' needs and by working as a coherent team.

Our core values are as follows:

- Customer supremacy
- Honesty
- Human dignity
- Consultation
- Striving for high standards of service
- Transparency
- Accountability
- Redress
- Value addition in whatever we do
- Learner-centeredness

1.3 Legislative and other Mandates

Since 1994, a number of education policies were implemented and legislation promulgated to create a framework for transformation in education and training. A summary of key policies and legislation follows:

- The Constitution of the Republic of South Africa (1996),
- The National Education Policy Act (NEPA) (1996),

- The South African Schools Act (SASA) (1996),
- The Further Education and Training Act (1998),
- The Further Education and Training Colleges Act (2006),
- The Higher Education Act (1997),
- Employment of Educators Act (1998),
- The Adult Basic Education and Training Act (ABET) (2000),
- The South African Qualifications Authority (SAQA) Act (1995)
- The Curriculum 2005 (C2005),
- The Education White Paper on Early Childhood Development (2000),
- The General and Further Education and Training Quality Assurance Act, Act 58 of 2001,
- The National Student Financial Aid Scheme Act, Act 56 of 1999, and the
- The Further Education and Training Colleges Act, 2006 (Act No 16 of 2006).

Of specific interest to Eastcape Midlands Further Education and Training College is:

- The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education, and,
- The Further Education and Training Colleges Act, 2006 (Act No 16 of 2006) that provides for the regulation of further education and training, the establishment of governance and funding of public further education and training colleges, in further education and training, the registration of private further education and training colleges and the promotion of quality in further education and training.

In terms of the governance of these FET Colleges, the Act establishes norms and standards that must be adhered to. Amongst these is the provision of strategic guidance by College Councils to their respective FET Colleges.

The document represents the Council of the EMC FET College's Strategic Plan for the period 2011 – 2013 prepared in compliance with Section 44(1) of the FETC Act (Act No. 16 of 2006).

1.4 Governance and Management Structures

Governance Profile

The Members of Council 2010

External Members		Internal members	
Mr. C.M. Gawe	Chairperson	Mr. J. Retief	Support Staff Member
(Vacant)	Deputy Chairperson	Mr. T. Daniell	Lecturer of Public College
Mr. J.H. Arpin	Chair Finance Committee	Ms. N. Chagi	Chair Finance Committee
Mr. J.J. Mbana	Chair Academic Boards	Ms. M. Tandani	SRC
Ms. M. Douws	Chair HR Committee	Mr. N. Metula	SRC
Mr. Z. Mapoma	HRD, Skills & Learnerships		
Dr. S. Gqubule	Academic		
Ms. N. Ndlovu	Community		

Finance & Facility

<table>
<tr><th>Name</th><th>External/ Internal</th><th>Sub Committee</th><th>Function</th></tr>
<tr><td>Mr. J.H. Arpin</td><td rowspan="2">External</td><td rowspan="15">Finance & Facility</td><td rowspan="15">Finance Policy Formulation, Approval and Oversight. Ensuring that finances of the college are running well and facilities are sufficient for the smooth running of the college. The objective is to have a sustainable college and also ensuring that an unqualified audit report is obtained from the Auditor General</td></tr>
<tr><td>Ms. M. Douws</td></tr>
<tr><td>Mr. J.J. Mbana</td><td rowspan="13">Internal</td></tr>
<tr><td>Ms. N. Chagi</td></tr>
<tr><td>Mr. J.J. Fick</td></tr>
<tr><td>Mr. D. Kilian</td></tr>
<tr><td>Mr. T.I. Daniell</td></tr>
<tr><td>Ms. P. Ndlovu</td></tr>
<tr><td>Mr. C.P. Foster</td></tr>
<tr><td>Ms. N. Ntsho</td></tr>
<tr><td>Mr. L.C. Nieuwoudt</td></tr>
<tr><td>Mr. G.J. Roux</td></tr>
<tr><td>Ms L. Hitge</td></tr>
<tr><td>Ms. N. Tandani (SRC)</td></tr>
<tr><td>Mr. N. Metula (SRC)</td></tr>
</table>

HR & Remuneration

<table>
<tr><th>Name</th><th>External/ Internal</th><th>Sub Committee</th><th>Function</th></tr>
<tr><td>Ms. M. Douws</td><td rowspan="3">External</td><td rowspan="7">HR & Remuneration</td><td rowspan="7">HRM Policy Formulation, Approval and Oversight. Oversee all HR Related matters, policies, organograms and vacancies for recommendation to Council for approval.</td></tr>
<tr><td>Mr. Z. Mapoma</td></tr>
<tr><td>Dr. S. Gqubule</td></tr>
<tr><td>Mr. J.J. Fick</td><td rowspan="4">Internal</td></tr>
<tr><td>Mr. T. Howden</td></tr>
<tr><td>Mr. T. Daniell</td></tr>
<tr><td>Mr. J. Retief</td></tr>
</table>

Audit & Risk

<table>
<tr><th>Name</th><th>External/ Internal</th><th>Sub Committee</th><th>Function</th></tr>
<tr><td>Mr. Z. Mapoma</td><td rowspan="2">External</td><td rowspan="2">Audit & Risk</td><td rowspan="2">Review the Management letter; ensure that the Risk Management, Fraud Prevention and 5-year Internal Audit plan is in operation. To oversight the Annual Financial Statements and to comply with the requirements of the Annual Report. To direct the efforts of the internal audit unit as per the Audit plan and ensure that no unauthorised, fruitless and wasteful or irregular expenditure occurs. To comply with the reporting requirement should the above occur.</td></tr>
<tr><td>Ms. N. Ndlovu</td></tr>
</table>

Academic Board

<table>
<tr><th>Name</th><th>External/ Internal</th><th>Sub Committee</th><th>Function</th></tr>
<tr><td>Mr. J.H. Arpin</td><td rowspan="5">External</td><td rowspan="33">Academic Board</td><td rowspan="33">Accountable to the council for: Policy Guidance, Approval and Oversight.

The academic function of the college and the promotion of the participation of women and the disabled in the learning programmes.

Establishment of internal academic monitory and quality promotion mechanisms.

Ensuring that the requirements of accreditation to provide learning against standards and qualification registered on the NQF are met.

Determining the learning programmes that will be offered by the public FET college.

Performing such other functions as may be directed or assigned to it by the Council.</td></tr>
<tr><td>Dr. S. Gqubule</td></tr>
<tr><td>Ms. N. Ndlovu</td></tr>
<tr><td>Mr A. Webb</td></tr>
<tr><td>Mr. S. Schoombie</td></tr>
<tr><td>Mr. J.J. Mbana</td><td rowspan="28">Internal</td></tr>
<tr><td>Ms. N. Chagi</td></tr>
<tr><td>Mr. D. Kilian</td></tr>
<tr><td>Mr. J.J. Claassen</td></tr>
<tr><td>Ms. M. Christoffels</td></tr>
<tr><td>Ms. T.B. Zengele</td></tr>
<tr><td>Mr. S. Gana</td></tr>
<tr><td>Ms S. Jonker</td></tr>
<tr><td>Ms. C .Harmse</td></tr>
<tr><td>Mr. T.I. Daniell</td></tr>
<tr><td>Mr. C.J.S. Strydom</td></tr>
<tr><td>Mr. C. Hurter</td></tr>
<tr><td>Ms. K. Jafta</td></tr>
<tr><td>Mr. C. Foster</td></tr>
<tr><td>Mr. L. Moos</td></tr>
<tr><td>Mr. D. Roux</td></tr>
<tr><td>Ms. L. Magengenene</td></tr>
<tr><td>Ms. H. Cannon</td></tr>
<tr><td>Ms. S. Jackson</td></tr>
<tr><td>Mr. A. Mohamed</td></tr>
<tr><td>Mr. N. Botha</td></tr>
<tr><td>Mr. L. Nieuwoudt</td></tr>
<tr><td>Mr. A. Boyce</td></tr>
<tr><td>Ms. N. Ntsho</td></tr>
<tr><td>Ms. N. Kosi</td></tr>
<tr><td>Ms. A. de Jager</td></tr>
<tr><td>Ms. N. Tandani (SRC)</td></tr>
<tr><td>Mr. N. Metula (SRC)</td></tr>
</table>

Business Unit

Name	Sub Committee	Function
Mr. C.M. Gawe (Director)	Business Unit	Policy Formulation, Approval and Oversight. Meet Quarterly to monitor and report budget expenditure and new training initiatives (apprentice, learnership and corporate training) and to seek approval for decisions made.
Mr. J.J. Mbana (Director)		
Mr. D. Kilian		
Mr. J. Arpin		
Ms. M. Douws		
Mr. J. Fick		

Management Profile

Mr JJ Mbana	Principal
Mr J Fick	Vice Principal: Administration Services
Mr D Kilian	Vice Principal: Planning, Research and Institutional Development
Ms N Chagi	Vice Principal: Education and Training Services
Mr D Roux	Campus Manager: High Street
Mr L Nieuwoudt	Campus Manager: Charles Goodyear
Mr T Daniell	Campus Manager: Park Avenue
Ms N Ntsho	Campus Manager: Grahamstown
Mr C Foster	Campus Manager: Graaff-Reinet
Mr J Claassen	Registrar: Institutional Development & Occupational Training
Mr J Smit	Registrar: Planning and Research
Ms E van de Merwe	Assistant Director: Marketing & Communications
Ms M Christoffels	Registrar: Student Affairs
Mr J Retief	Assistant Director: Administration Services
Mr T Howden	Assistant Director: Human Resources
Ms P. Ndhlovu	Assistant Director: Finance

2. PROGRAMME PERFORMANCE

2.1 Budget allocation

The Council hereby provides the following Budget Policy Allocation Guidelines. All expenditure must be within these guidelines. As per regulations an 8% virement is inherent in the power of the principal and amounts outside of this amount requires Council approval.

Management is also mandated to negotiate a more equitable allocation from DoE. On average a budget of R80 million is needed per year in order to adequately discharge the Councils responsibility in terms of service delivery. The budget for 2010/11 was

R 77, 249, 231.

In appropriating the budget from the Council to the principal the Council hereby indicates the following immediate goals for the finance branch. This include that the Principal implements the appropriate internal controls to ensure that:

- An unqualified audit report is obtained annually;
- That no unauthorised, fruitless and wasteful or irregular expenditure occurs;
- The Budget is to be disaggregated as detailed below for the MTEF unless otherwise approved by the Council

2.1.1 Percentage per Programme and Allocation per Standard Item

Budget Policy for 2010/11

Total Budget
100%

Compensation of Employees (CoE)	Goods & Services	Capital
57,6%	15.8%	26.6%

Head Office	Campuses	PRINCIPAL & Management	Human Resource & Administration	Student & Support Activities	Academic Support	Administration & Professional Services	Marketing	IT Networks	Buildings
75.9%	24.1%	4.5%	7.6%	25.3%	8.5%	47,5%	6.6%	26.6%	

2.1.2 Budget Allocation per Standard Item based on the Indicative Budget 2010/2011

Total Budget
R77,249,231

Compensation of Employees (CoE)	Goods & Services	Capital
R44,505,049	R12,161,390	R20,582,792

Head Office	Campuses	PRINCIPAL & Management	Human Resource & Administration	Student & Support Activities	Academic Support	Administration & Professional Services	Marketing	IT Networks	Buildings
R33,760,786	R10,744,263	R548,000	R920,000	R3,080,372	R1,035,000	R5,778,018	R800,000	R20,582,792	

2.2 Strategic objectives and goals

The Performance Information Framework schematic on the right provides an indication of the roles and responsibilities of the Council and that of the Management of EMC. The Council is responsible for the results of the organisation as represented by the impact that government policy has on society. This impact can be divided into the short, medium and long term. In this strategic plan the short term impact the Council seeks is to ensure that there is compliance with all legislation and prescripts in the Province. In the medium term, the Council seeks to make sure that the quality of life of our citizens is improved and that there is a major in unemployment and poverty. Whilst the Council strives to achieve this, it must also find a balance between the needs of society and business. A correctly managed and regulated FET sector will have positive economic spin offs as well.

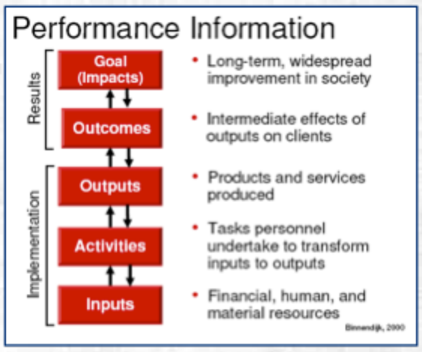


Figure 7: Binnenijk Model

The purpose of the strategic plan is to direct the organisation in such a way that the above results (Goals / Impacts) can be achieved. As indicated, the Council and the Ministry is responsible for the effect of policy on society.

Management on the other hand is responsible for the implementation. The end product of this implementation must be tangible and is referred to as the outputs. These outputs must have a direct bearing on how the outcomes will be realised. The Operational Plan will detail these activities. The Operational Plan will contain the key performance areas and measurable objectives and the Council will review the performance of the EMC on a quarterly basis.

2.2.1 Strategic Goal 1 - Quality Teaching, Learning and Access to FETC Education

In order to achieve the above Strategic Goal 1, the following Strategic Objectives have been identified. The table below list the strategic goals and objectives.

Strategic Objective	Strategic Goal 1 – Quality Teaching, Learning and Access
SO1	To ensure that a quality NCV program is fully implemented
SO2	To ensure that as many students as possible have access to the College
SO3	To strive towards ensuring that females and persons with disabilities have access to the college and to the technical fields in particular
SO4	To strive towards a throughput rate of 75%
SO5	To ensure that the College transfers appropriate skills and tuition relating to Learnerships
SO6	To ensure that the College offers appropriate Skills Development and enrichment programmes

1. The first win is to increase the student numbers in all courses as it relates to NCV and Occupational Training and this is in line with government plan of action to improve access to vocational education
2. The College is also bound by the phase out policy of the NATED 191 courses. In order to deal with this students should be trained after hours.
3. The College must intensively develop the School of Occupational Training which must deliver high end training and skills transfer to communities and employees.
4. The second big win that must happen is that all efforts must be made to ensure that students achieve a 75% plus pass rate in all 7 subjects.
5. Another key target is to ensure that 30% of all students in the technical fields such as engineering and related are females. This will cover the access; pass rates and consequently the throughput rate at the College.
6. Aligning Eastcape Midlands College with the Department of Higher Education requirements.
7. The Target Market of EMC needs to be very clearly defined. Resource requirements and costing needs to be identified by all the campus managers. Funding of rural student accommodation needs to be addressed. Campus Managers need to present recruitment plans showing resource requirements and costing. Politically, economically, technologically, socially and legally Environmental Analysis and College Positioning needs to be addressed. A programme to assist with the integration of different cultures on the campuses of EMC requires consideration.

2.2.2 Strategic Goal 2 – Optimal and Accountable Management

In order to achieve the above Strategic Goal 1, the following Strategic Objectives have been identified.

The table below list the strategic goals and objectives.

Strategic Objective	Strategic Goal 2 – Optimal and Accountable Management
SO7	To ensure that the College is optimally managed as it related to being effective, efficient, economical, ethically and in an environmentally friendly manner.
SO8	To comply with all the principles of good governance, by implementing Audit Committees, Internal Audit, Risk Management, Fraud prevention and Internal Audit Plan.
SO9	To ensure that the finances are optimally managed and that an unqualified financial report is obtained from the independent auditors.

1. Under Strategic Goal 2 the objective is to be fully accountable for public funds and this entails that the College finances

are optimally managed and directly towards teaching and learning. This must include improving the Governance of the College. It is expected that the Council is properly trained, that an Audit Committee be established by Council.

2. Council and management must ensure that the College is financially viable and that it obtains an unqualified audit report.

3. Policies and procedures must be implemented in line with those expected of a Schedule 3 C like PFMA public entity.

4. In order to improve accountability and compliance with legislation, the College must employ a Chief financial Officer and an internal auditor. The internal auditor must report directly to the Chairperson of the Audit committee of Council that will be introduced under Strategic Goal 1.

5. This compliance includes the development and implementation of Annual performance plan that details how to operationalise the Strategy, an Annual Performance Plan that details the operation for 2011 with an aligned budget.

6. A Risk Management Plan and Fraud prevention plan must be included and all assets are to be electronically tagged including the motor vehicles.

7. A new Budget Policy, Statement of Significance and Materiality must be introduced. This includes the new Budget programme system that is aligned to the strategy, structure and functions.

8. Power must be delegated and decentralised in a controlled system of defining roles and responsibilities and delegations.

9. The financial transformation sees the move away from the GFS system of classification reporting (Personnel, Admin, Stores, Equipment, Land & Buildings, Prof Spec, Transfers and Miscellaneous) and the aligning of the college finances to the Standard Chart of Accounts (SCoA) which now classifies the budget and expenditure under a more simplified system (Compensation of Employees, Goods and Services and CAPEX) and the Programme Budget System with the introduction of Programme Managers, Responsibility Managers and Responsibility Officers.

2.2.3 Strategic Goal 3 - Developing our Staff

In order to achieve the above Strategic Goal 3, the following Strategic Objectives have been identified. The table below list the strategic goals and objectives.

Strategic Objective	Strategic Goal 3 - Developing our People
SO10	To ensure that our people reach their full potential and work in a conducive and healthy environment
SO11	To implement an optimal human resource plan in human resource development plan

1. Any high performing organization must invest in its people. As such a skills audit must be conducted and staff placed appropriately where the organisation can obtain the best there skills has to offer within them prescripts.

2. A HRD Plan must be available for each staff member with the emphasis being on lecturer development.

3. All educators must undergo the compulsory Orientation Training and upgrading via Continuing education programmes.

4. All educators must attend an in house course in ICDL especially PowerPoint to develop teaching aids.

5. A performance management and reward system needs to be developed and implemented.

2.2.4 Strategic Goal 4 - Developing our Working, Teaching and Learning Environments

In order to achieve the above Strategic Goal 3, the following Strategic Objectives have been identified. The table below list the strategic goals and objectives.

Strategic Objective	Strategic Goal 4 - Developing our Working, Teaching and Learning Environments
SO1 2	To ensure that our students are taught in the best possible environment

SO13	To provide the best possible resources for teaching and learning
SO14	To ensure that our educators are fully resourced for teaching operations
SO15	To ensure that our support staff work in a fulfilling environment

1. A key strategic resource will be the supplying of all permanent educators with laptops as per a scheme similar to that of the new Determination made by the Minister for school based educators.

2. College based lecturers will be allocated a R130 per month laptop subsidy for a period of 5 years subject to certain conditions as approved by Council.

3. Strive towards Academic Excellence by ensuring more practical work in programmes and provide additional pre-examination assistance to students.

2.2.5 Strategic Goal 5 - To develop our Infrastructure

In order to achieve the above Strategic Goal 5, the following Strategic Objectives have been identified. The table below list the strategic goals and objectives.

Strategic Objective	Strategic Goal 5 - To develop our Infrastructure
SO16	To ensure that our infrastructure complies with the Safety, Health and environment legislation
SO17	To continue to develop and maintain our infrastructure
SO18	To acquire additional premises for Schools esp. School of Occupational Training
SO19	To establish IT infrastructure inclusive of digital registries, intranets, e-teaching and e-learning systems

1. Every effort must be made to acquire premises in order to grow the college and in this way have an impact on poverty eradication via the skilling of people.

2. School of Occupational Training:

Management should seek ways to acquire the SKF building and develop it into a School of Occupational Training but subject to a viability plan and suitable risk and due diligence studies being performed.

3. St Albans Correctional Services Campus

To incorporate the St Albans Correctional Service as the sixth campus of EMC and to overcome the current challenges and other challenges faced with. St Albans campus is to run like all other campuses of EMC. A Campus Manager needs to be appointed. A meeting needs to be held with Mr. Peterson who is the Head of the Correctional Services Training Centre.

4. Graaff-Reinet Campus

Graaff-Reinet Campus concerns needs to be addressed at both the Provincial and National level for the campus to remain open and planning for it to continue as normal. Maximisation of campuses by using the platooning principle

5. A proposal is to be put forward to Council for Eastcape Midlands College to investigate the taking over of underutilized schools and to create campuses in local communities.

6. Resource mobilisation regards availability, shortages and actions required must be addressed to ensure growth at the various campuses.

In any successful and world class organisation special attention is given to the eleven drivers of excellence. These are:

11 Drivers of Excellence			
1.	**Communication Strategy of EMC**	**7.**	**Market and Market Definition**
2.	**Corporate Social Responsibility**	**8.**	**People (Internal)**
3.	**Creativity and Innovation**	**9.**	**Process Methodology**
4.	**Customers**	**10.**	**Suppliers/ Partners**
5.	**Governance**	**11.**	**Sustainability**
6.	**Knowledge**		

2.3 Summary of programmes

The activities of the Eastcape Midlands College are organised in the following programmes:

Programme	Sub-Programme
1. Administration	1.1 Office of the Principal
	1.2 Human Resource Administration
	1.3 Provisioning and Technical Administration
	1.4 Financial Administration
2. Planning, Research and Institutional Development	2.1 Planning and Research
	2.2 Marketing and Communication
	2.3 School of Occupational Training
3. Education and Teaching Services	3.1 Programme Administration
	3.2 Student Support Services

2.4 Overview of the service delivery environment

NC (V) Programmes

Technical Colleges were created to cater for apprentices and journeymen in regard of academical needs. The workplace provided opportunities to develop the needed skills and get hands-on experience.

A major influx of unindentured students was experienced in the early 90's. These students were trained in all aspects of academics but skills training fell by the wayside, and ultimately the Technical College product was very incomplete.

In order to address this problem the NC(V) Curriculum came in place by catering for integrated training. The end product is now complete with both academical knowledge as well as the relevant skills. It gives Grade 9 learners a vocational alternative to an academic Grade 10 – 12 by offering industry focused training on the NQF levels 2 – 4.

These qualifications are designed to provide both the theory and practice. The practical component of study may be offered in a real workplace environment or in a simulated workplace that will provide students with an opportunity to experience work situations during the period of study. These qualifications will also provide an opportunity to enter high education institutions.

In response to the dire needs of our economy and the Joint Initiative for Priority Skills Acquisition (JIPSA), Eastcape Midlands College offers eight programmes, namely:

- Finance, Economics and Accounting
- Office Administration
- Tourism
- Marketing
- Safety in Society
- Information Technology and Computer Science
- Electrical Infrastructure Construction
- Engineering and Related Design

Occupational Training Programmes

It was a strategic decision taken in June 2009 by the Principal and Council to establish the Occupational School. This is good investment following the inclusion of Seta's in the new national department of higher education and training coupled with state of the nation address by the president in which FET colleges were confirmed as the official providers of the skills the country is looking for.

Companies have specific training intervention needs that are not always catered for by the current NCV programmes, thus they are looking for training providers to fulfil this role.

Public FET colleges are ideal for this as they can be considered as the "one stop shop" for the employers. Colleges are able to train the employees in a full qualification and not only part of the qualification as most of the private providers are doing. Many if not most of the private providers will only specialise in either fundamental or core training and do not have the subject matter experts and/or the infrastructure to be involved in training of this magnitude.

However, to be able to sustain the interest of companies and industry in colleges, funding will have to be sustained from DoE as it is our task to be involved in the training of learnership and skills programmes. It must be taken into account that in our area there are very few providers that are able to train company employees on the GET and FET levels. HET can also only assist to a certain extent and that is the reason why the college has formed a partnership with NMMU and Volkswagen SA ETI training centre for the training of level 5 Mechatronic learners.

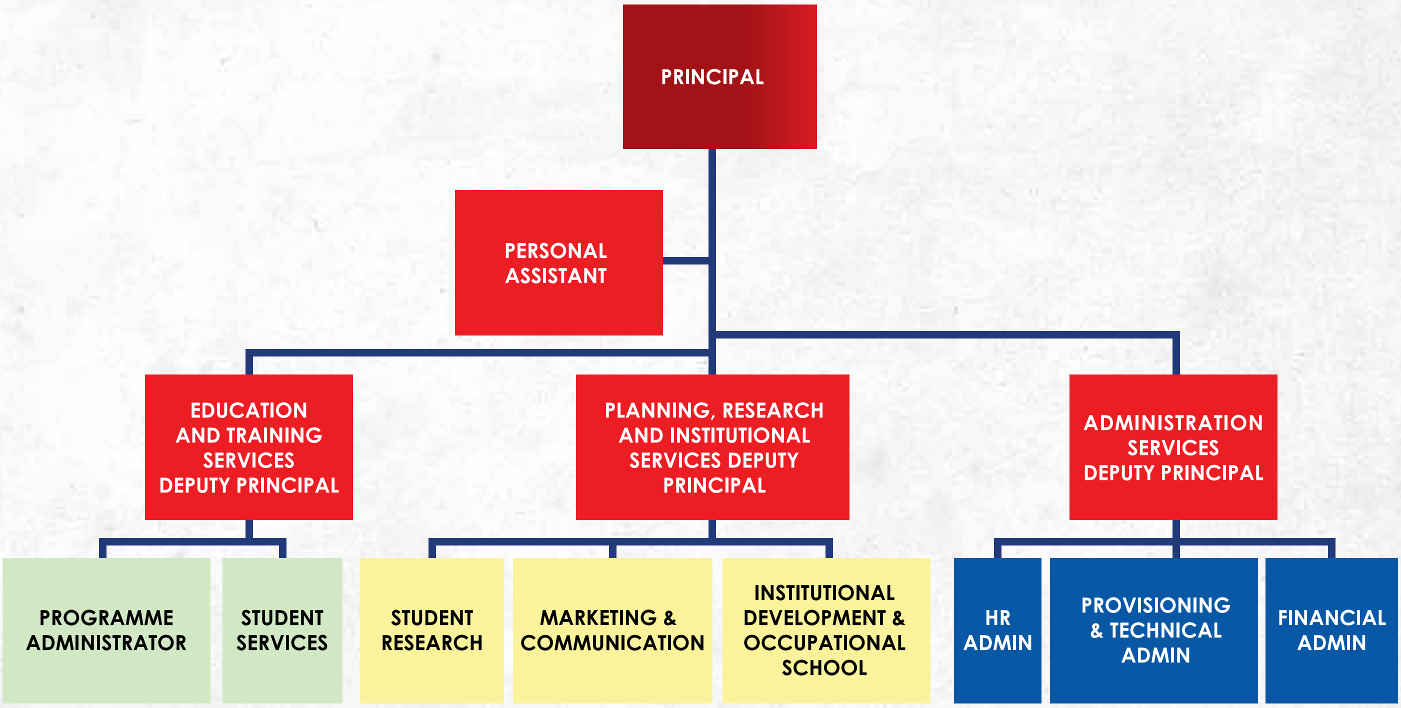
Short skills Programmes

The same reasoning above is applicable to ACCREDITED short and skills courses. Very few private providers will have the capacity, skills and infrastructure to present these vital training interventions to companies.

It has also become more evident in recent months that many companies are investigating the possibility of structured training interventions when they identify problem areas in their skills audit. Such a training intervention was done recently for two companies, which identify the reading and interpretation of engineering drawings as a huge training gap and problem area.

Due to the expertise of the college, we were able to package a credited programme for them in a very short period and the training has been completed successfully.

2.5 Overview of the organisational environment



2.6 Strategic overview and key policy developments

In her speech the Honourable Premier Kiviet made reference to amongst others the following: We have set bold targets to grow our economy and reduce levels of poverty and unemployment.

- Key among these targets is the following:
- Economic growth rate of 5-8% per annum
- 80% reduction in the number of households living below the poverty line by 2014
- Clean water for all by 2008
- Elimination of sanitation backlogs by 2010

In order to deliver on these targets, a clear strategy has been developed, articulated in the Framework for Growth and Development 2004-2014. The Strategic Framework argues for interventions along six "planks" or strategic focus areas – these being:

- Agrarian Transformation and Food Security;
- Poverty Eradication;
- Manufacturing Diversification and Tourism;
- Infrastructure Development;
- Human Resource Development;

- Public Sector Transformation;

The essence of each strategic focus area and details of the Flagship Programmes that have been packaged, and in many instances are already being implemented are as follows:

2.6.1 Agrarian Transformation

One of the keys to poverty eradication lies in the rapid transformation of the agricultural sector. The challenge of poverty requires a focus on the growth of the agrarian economy in the former homelands through:

- Programmes to promote household food security by expanded smallholder production. Here we are busy implementing the Siyazondla Comprehensive Nutrition Programme which next year will see 5000 of the Province's poorest households producing their own food.
- Development of commercial agriculture through optimum use of the highest potential agricultural land in the former homelands. Here we have Massive Food Production Programme which this year has the target of putting 20 000 hectares of land in our impoverished rural areas under maize cultivation.
- A focus on land redistribution and land tenure reform to release land for poor households and for new commercial farming enterprises.
- The promotion of industrial crops, such as cotton, hemp and sugar beet, for the stimulation of agro-industry.

2.6.2 Poverty Eradication

Poverty is primarily characterised by a lack of access to opportunities for a sustainable livelihood, and eradicating the deep and pervasive poverty of the ex-homelands and underdeveloped townships of the Province will serve as a foundation for economic development in which all the people of the Eastern Cape can participate. Our approach to poverty will focus on actions that:

- Establish greater control over and access to decision-making processes by poor people.
- Strengthen the income, asset and skills capabilities of the poor.
- Accelerate access to basic services
- Create work opportunities and thereby reduce the dependency of the poor and marginalised on the state

Our Flagship Programmes is the Expanded Public Works Programme that aims to provide work opportunities and skills development to 200,000 unemployed persons over the next 5 years. Also in this strategic focus area, we are delivering programmes that accelerate delivery of housing and water and sanitation, provide support and care to victims of sexual assault and violence, as well as mitigate the impact of the HIV and AIDS pandemic.

2.6.3 Manufacturing Diversification and Tourism

The manufacturing sector requires consolidation by extending growth beyond a relatively small number of volatile export markets. Diversification into new markets can be achieved through three main strategies:

- Consolidating the value chain and supply chain in existing markets by identifying inputs that can be supplied and higher value products linked to existing production.
- Creation of regional growth points for manufacturing development based upon availability of raw materials, skills and existing industrial profile.
- The development of agro-industries based upon expanded agricultural production in the former homelands.

Moving forward we have packaged programmes to give effect to these strategies.

Among the Flagship Programmes include an Auto-Sector Support Programme, the Timber Industries Development Programme, and Information and Communications Development Programme, an Agro-Processing Programme, as well as an Enterprise Finance Programme to provide much need financial support to SMMEs and co-operatives.

The development of provincial tourism has high potential to create employment and raise incomes in rural areas through community tourism programmes. The development and protection of existing and new parks and reserves, improvement of infrastructure, especially along the Wild Coast, and the development of a strong marketing brand showcasing a number of core attractions and themes are priorities.

2.6.4 Infrastructure Development

The aim of this plan is to package and deliver, in the short to medium term, catalytic economic infrastructure projects to kick-start and sustain growth in key sectors and sub-sectors of the provincial economy. These include strategic transport infrastructure projects, particularly rail and road projects, aimed at building development corridors between our developed and underdeveloped regions.

Council has approved acquisition of the ex-SKF building for the establishment of the School of Occupation. There could not have been a better timing of increasing EMCs institutional capacity to respond to the imminent windfall of training opportunities than at this time which has been made even more lucrative by the economic recession in the world leading to relatively low prices for the property we are acquiring as well as increased funding for training as announced by the State President as an attempt to help minimize the impact jobs and income loses by workers facing retrenchments. The technical challenges involved in this acquisition are progressively being overcome and a dedicated strategic planning session is planned within the next while to ensure maximum returns on the investment made. We salute visionary leadership of this council in this regard.

We will also be further consolidating the logistics hubs in the Coega IDZ, as well as looking into the feasibility of other mega infrastructure projects such as the Trans-Karoo Water Transfer Project and the Umzimvubu hydro-energy project. We will be looking to partner with our national departments, municipalities, public entities and the private sector on all these ventures.

The college had trained learners in various engineering related fields for the CDC. Our tender was successful on the basis of our model of synergy with VWSA and the fact that between the two institutions the fundamental, core and elective competencies of the qualifications could be facilitated. The training partnership with CDC started in 2006 and the training was completed in March 2010, but unfortunately some of the learners would have completed only level 3 of the learnership. This is due to no further NSF funding taking place.

2.6.5 Human Resource Development

Human resource development underlies both poverty eradication and growth in the key economic sectors through:

- Improving levels of general education by full universal primary education (NMMU) and a higher uptake of further education.
- Increasing the intermediate technical skills needed in the key growth sectors of the economy.
- Promoting the high level skills needed for further growth in the modern, export oriented sectors.

Flagship programmes that have been packaged for in this strategic focus area include Critical Skills for the Public Sector Programme; the FET Transformation Programme; Adult Basic Education and Training, as well as the Early Childhood Development Programme.

2.6.6 Public Sector Transformation

The transformation of the state is a crucial condition for growth and development by way of the strong leadership role that is required from government institutions, recognising:

- Improved capacity to plan, manage, and monitor implementation is necessary at all levels of government.
- Local government will increasingly become the main focus for service delivery. Planning the phased delegation of powers and functions therefore becomes a key challenge.
- Local authorities will have an increasingly important role in promoting local economic development through the implementation of integrated development plans (IDPs).
- Participation by the provincial social partners in planning and implementation needs to be institutionalised.

Key measures to be undertaken for the first MTEF include:

- Service delivery improvement in the Eastern Cape Departments of Health, Education, Social Development and Public Works;
- Establishment of a Planning, Co-ordination and Monitoring Unit in the Office of the Premier to drive implementation of the PGDP;
- Co-ordinated support to develop local government capacity which will be a key condition for progressive delegation

and assignment of powers and functions to the local sphere of government;

- The development of a provincial monitoring and evaluation system to ensure policy compliance to PGDP;
- Strengthening our Clusters to co-ordinate planning and budgeting of our integrated programmes.
- Effective mainstreaming of gender, HIV/AIDS and the environment in all PGDP programmes, including detailed programme design, implementation, and monitoring.
- Continued engagement with all the provincial social partners to ensure their continued participation in the PGDP.

2.7 Overall programme performance

2.7.1 Accredited Centre of Excellence in Welding

Eastcape Midlands College is an accredited Centre of Excellence in Welding for apprenticeship training. This Centre was funded by Merseta. The college produced the SAWI Welder of the Year in 2009 and again in 2010. The 2009 Welder of the year represented South-Africa in an international competition in Canada.

2.7.2 School of Occupational Training

The College is a leader in learnership and skills training and has partnerships for this with a number of companies/ organisations including VWSA, Coega, AIDC and the Department of Transport. The college has a Model of Synergy with VWSA which regulates the duplication of training interventions and the sharing of resources and cross-pollination of expertise. It is the preferred training provider for the Office of the Premier with projects running at both Jansenville and Klipplaat. This contributes to the economical development of the rural areas.

Eastcape Midlands College is the only college that has a Model for Occupational Skills training as required by National Legislation. For this purpose the Provincial Department of Education had earmarked R30m capital for the development of the Occupational School in 2010.

2.7.3 Expansion of NCV Training to Include the St Albans Correctional Services

The college has made inroads to train 158 inmates of the St. Albans Correctional Services in NCV Programmes.

2.7.4 Graaff-Reinet Rural Campus

The Eastcape Midlands College is one of the few colleges serving both Rural and Metropolitan areas. The Graaff-Reinet campus is the only training facility in the rural western part of the province and therefore should be expanded. Although student numbers are currently small due to a lack of facilities, it has the potential to grow to a self-sustained campus. The feeding area for this campus includes 15 High Schools in Graaff-Reinet and surrounding towns, not including the unemployed youth. The campus is currently utilising rental facilities with no growth potential.

The Municipality of Graaff-Reinet have donated a site for the building of a new campus and the PDOE have budgeted during the 2007/8 to 2009/10 MREF period the amount of R110mil. for the new campus. Work has started and an amount of R1,987,022.85 was spent on the boundary walls, but after the 2008/9 financial year the allocation was removed from the MTEF by the Provincial Department. Thus the project could not be completed. It will now take about 3 years to complete if the site is not taken back by the Municipality before then due to no further progress.

2.8 Service delivery achievements

2.8.1 Programme 1: Administration

2.8.1.1 Office of the Principal

Sub-programme objective

To provide for the functioning of the Office of the Principal of Eastcape Midlands College, which consists of the Principal himself and his three Vice-Principals.

Sub-programme Overview

EMC's leadership, both at governance and managerial levels, is increasingly playing a pivotal role in the unfolding FET sector in the country and therefore need to have proper institutional mandating mechanisms as well as ensure that EMC is steered indeed along the lines that its leadership is professing outside. This also puts the college on a more spot-lit-skyline thereby requiring it to have its house in order all the time and on all fronts.

Artisan training have received special focus by increasing their number and quality. Setas is busy to closely align their programmes and placement of students through learnerships and apprenticeships to the FET colleges.

The council of EMC has been very futuristic in agreeing to invest in a dedicated skills centre in this part of the country and therefore the plans for the School of occupation at the ex-SKF site has been approved and signed off.

The strategic direction that the college took during 2010 included:

- Consolidating all the gains ascribable to recapitalisation including enhancing quality in teaching, learning and assessment.
- Maintaining the college building and grounds.
- Developing EMC's human capital and making our organization a learning organization.
- Growing the college by way of establishing a standalone School of Occupational Training.
- Securing college assets, human and otherwise and safeguarding our valuable equipment controlling access to certain areas and monitoring movements in the college.

Based on these broad guidelines the 2010 EMC budget have over and above the financing of the normal college operations pursue the above strategic budget policy direction.

Council ratified the following during 2010:

- Expenditure that the college has had to incur due to operational dictates as duly authorised.
- Mandate the Fincom to finalise the budget and approve it on behalf of council.
- A special fund to be known as CEO Bursary Fund.
- A fund to cover fees for St Albans campus.
- To add human element in our security make up particularly for enforcement of security measures to complement the existing security investment in technology and physical security.
- R25m be ring fenced for improvements on SKF as originally planned and given by the department.

Achievements

Specific challenges and responses

The transition of colleges to national has its challenges which include the general state of flux that characterizes change in general. The level of management of this change particularly in the province is no reason for joy and requires jerking up.

2.8.1.2 Human Resource Administration

Sub-programme objective

To provide recruitment, support and development services for the professional development of educators and non-educators in the college.

Sub-programme Overview

The following staff members were appointed during the year:

- 13 Permanent Lecturers
- 74 Temporary Lecturers were appointed
- Outreach Officer for the Youth Advisory Centre
- 2 General Assistants
- 1 Relief Reception Assistant
- 2 Temporary Admin Clerks
- 2 Existing staff contracts were renewed
- 6 Students (Internships)
- 1 Learnership Facilitator

The following staff left the college:

- 3 Lecturers resigned
- 1 lecturer's services was terminated
- 1 Business Skills Manager at the Business Unit
- 1 Administration Clerk at Business Unit

Total Staff Complement

- Department of Education employees totalled 106 staff members
- College Council Employed employees totalled 85 staff members

Staff Development

- 13 Staff members are on the Management Development Programme of NMMU

Achievements

- The successful implementation of a new VIP Payroll System which includes the following modules: Leave; Skills Development and Employment Equity.

Specific challenges and responses

The most challenging is working with the Department of Education. However with the move from the Department of Education Provincial Office to the Department of Higher Education and Training this will change considerably.

2.8.1.3 Provisioning and Technical Administration

Sub-programme objective

- Provisioning of technical administration and provisioning services to the college.
- Sub-programme overview
- The plans for the first phase of the new School of Occupation, the old SKF building, were signed off on the 25 August 2010.
- The conversion of the "old science block" into the new administrative centre for the Grahamstown campus, in addition to five new classrooms and two simulation rooms.
- Upgrading of the staffroom at Head Office.
- Upgrading of the staffroom at Park Avenue.
- Introduction of the "campus in a box" network system at the Grahamstown and High Street campuses.
- Continued implementation of the Radio Frequency Transponder based asset tracking system.
- Installation of an entirely new network infrastructure at Head Office.
- Most classrooms were equipped with LCD/Plasma display units.

Achievements

All the above mentioned projects were completed successfully accept for the asset tracking system that is an ongoing project.

Specific challenges and responses

The lack of staff is a serious concern and may in the long run seriously affect the operational component of this department.

2.8.1.4 Financial Administration

Sub-programme Objective

The objective is to have a sustainable college and also ensuring that an unqualified audit report is obtained from the Auditor General.

Sub-programme Overview

Finance policy formulation, approval and oversight ensuring that finances of the college are running well and facilities are sufficient for the smooth running of the college.

Achievements

- 99% of the money allocated to the college via the recapitulation project and CAPEX was utilized for the building of classrooms and workshops and equipping it accordingly for the benefit of students. This includes the following:
- Fitting and turning, electrical and welding workshops as well as 17 new classrooms and 2 new simulation rooms.
- The college paid R12 .5million in procuring the first two phases of the Brickfields Campus for the procurement of the Facilities for the school of Occupation.
- Debt management of the college is being managed very well. The college have increased its reserves by R1million and have managed a decrease of outstanding fees to 10%.

Specific Challenges

Inadequate funding by the department of Education is resulting shortage of classrooms at campuses. Late appointment of staff to replace staff that retired or resigned is another obstacle of the college. Funding Norm based on a cut –off date 15 February each year leads to underfunding due to actual enrolment being higher.

2.8.2 Programme 2: Planning, Research and Institutional Development

2.8.2.1 Planning and Research

Sub-programme objective

- To provide the required planning and research for the college on an annual basis.
- The preparation of the Strategic and Operational plans and the monthly monitoring and evaluation of progress are core functions of the Planning and Research division.

Sub-programme Overview

a) Strategic Planning 2011-2015

A series of Top Management Meetings was scheduled for

19 April, 22 April, 29 April and 3 May 2010. During these meetings at the Cuyler Street Head Office the following activities was undertaken:

- Finalisation of pass rates per level (L2 to L3) and(L3 to L4)
- Student numbers
- Number of groups per programme
- Lecturer / Senior Lecturer requirements
- Classroom and other infrastructure requirements
- Equipment requirements
- Budget requirements

These sessions were in aid of finalising the preparation for the Final Strategic Planning that took place on 10 - 12 May 2010 at the Fish River Sun.

The Strategic Plan 2011-2015 consist of two books:

- EMC 2011 Strategic Plan
- EMC 2011 Operational Plan

This was submitted to DHET on 20 August 2010.

b) Surveys

An *Accommodation Survey* has been completed to enable the College to put a specification together for the tendering of private concern for the erection of a Student Village for the Uitenhage Campuses. The specification is currently being drafted and the Tender Process is aimed to be completed by 15 May 2010.

The *Student Questionnaire 2010* has been distributed to all students for completion by 16 April 2010. The questionnaire was re-vamped with some new areas of concern being brought in as questions.

A *Parent Evening Questionnaire* and a *Staff Questionnaire* was distributed, captured and analysed.

Quality Management System

The German Company GTZ/DED now known as GIZ have recruited a Quality Management System Advisor in Germany that started his work as Quality Advisor in South-Africa in January 2011.

c) INTRANET

The college INTRANET has been live over the latter part of 2010 and information was published on it such as:

- Quality Management Policies
- 2010 Occupational School weekly student numbers
- 2010 NCV Retention Statistics

Achievements

The planning section succeeded in compiling its own format for both the Strategic Plan and Operational Plan for 2010 over and above the format as required by DHET. This was printed and handed out to Top Management during the 2011 Strategic Planning Session at Mpekweni Sun in May 2011.

Specific challenges and responses

The shortage of an EMIS Manager impacted heavy on the planning activities during 2010 in that continuous enrolment tracking and reporting was required by DHET. The response to this is that for the first time the post for such an incumbent has been approved for appointment in 2011.

2.8.2.2 Marketing and Communication

Sub-programme objective

The objective is to give credence to the EMC's vision to be a world class brand in knowledge and skills training and the first choice college in South Africa, by implementing a pro-active and flexible marketing strategy. In support of EMC's vision, the Marketing and Communication strategy thus reflects on achievements within the primary performance areas of EMC. These performance areas are to empower students through vocational career-focused education and occupational training; and to liaise and co-ordinate with public and private sector partners nationally and regionally. This involves meeting the demands for skills-; knowledge-; expertise-; and technology transfer.

Sub-programme Overview

Marketing

The Marketing of EMC and its products focus on providing justification to industry as to why EMC should receive financial support. Similarly potential students are prompted through deliberate marketing efforts to want to enrol at EMC by branding its uniqueness as a Further Education and Training Institution. EMC's achievements in terms of national standards set by the Department of Higher Education and Training, South African Police, Department of Labour and SETA's are aggressively marketed.

Recruitment

The Marketing & Communications Division was rewarded an intake of 2 052 National Certificate Vocational, 2 596 Nated 191 and 1 162 Occupational Training students, giving substance to its marketing and recruitment plan.

Recruitment strategies included inter alia:

- Career Exhibitions
- Networking with school principals & Department of Higher Education
- Addressing our external public at community meetings and church services

- School visits
- Road shows
- Meetings with commerce & industry
- Communication with parents/guardian, school principals and guidance teachers
- Programme related advertisements in the media
- Display of posters and banners in strategic areas
- Distribution of flyers
- Internal marketing amongst students and staff
- Corporate events

The EMC staff, inclusive of the Principal, Vice Principals, Campus Managers, Senior Lecturers and Lecturers all worked together a team to meet the set targets.

Communication:

The internal and external communication objectives relate to:

- The development of awareness / knowledge
- Creating favourable attitudes towards EMC and its services
- Changing perceptions and attitudes
- Enhancement of EMC's image

Achievements

- Successful targeted advertising have been conducted by placement of advertisements in the print media in local and regional newspapers as well as in magazines. Expansive audience coverage of the broadcast media via the SABC and BayFM lead to EMC's target market attraction.
- Active participation in exhibitions and displays to showcase the uniqueness of EMC to the broader community as to what EMC has to offer as a Public FET of note. EMC was awarded best exhibitor during the Working World Extravaganza held at the Feather Market Centre in February 2010.
- A Public Relations Intern was appointed in the Marketing & Communication Division.
- EMC was fortunate enough to have a prominent guest speaker, Mr David Powells, Managing Director of Volkswagen Group South Africa at a combined diploma ceremony which was hosted in Uitenhage.
- The first ever exquisite NCV Level 4 banquet was held to motivate and inform learners about opportunities available to them beyond Level 4. Guest speakers were from the Nelson Mandela Bay Municipality, the Quality Council of Trade and Occupations, Volkswagen Group SA, the NMMU and Small Enterprise Development Agency.
- The EMC newsletter which reflects institutional newsworthy items and achievements has been used as an attractive and successful communication and marketing tool.
- Networking with other Public FET Colleges provincially and nationally as well as universities (in particular NMMU and Rhodes) through collaborative projects, have fulfilled functional strategies.
- Collaborative partnerships and mutually beneficial entrepreneurial relationships with commerce and industry regionally and nationally as a deliberate attempt were formed by means of personal visits and events.
- An extensive marketing campaign conducted at schools in the Nelson Mandela Metropole, Cacadu, Makana and Couga Municipal areas and beyond helped profiling EMC.
- Periodic targeted distribution of brochures and pamphlets about EMC and activities at EMC as an awareness campaign helped to profile EMC.

Specific challenges and responses

- Implement a formal Communication Strategy.
- Formalise a Fundraising structure for EMC.
- Implement an Alumni Association.
- Appointment of a Public Relations Officer for the Graaaff-Reinet and Grahamstown campuses.
- Appointment of a Public Relations Officer for the School of Occupational Trainings.
- Implement a joint provincial marketing campaign.
- Strengthening of external partnerships.

2.8.2.3 School of Occupational Training

Sub-programme objective

To provide Occupational Learnership and Skills training for Industry.

Sub-programme Overview

The occupational school is currently involved with many companies delivering engineering related learnerships. (Currently 69 learners) Over and above this the following projects are also managed by the occupational school:

- Department of Transport:- 360 traffic officers trained on a 3 year training schedule. The project is planned for 4 phases in the three year cycle and contains upliftment training on life skills, firearms and teamwork.
- Office of the Premier:- 50 Learners trained on the new venture creation qualification and on technical skills that they need in their businesses.
- Just on Cosmetics:- 50 Learners trained on the new venture creation qualification to run their hair saloons effectively.
- Department of Public Works:- 670 Learners trained in various construction related unit standards.

Achievements

The occupational school holds accreditation for many qualifications from various SETA's . The latest addition is the Instituted for Certified Bookkeepers accreditation.

Specific challenges and responses

The two most common challenges are:

- No campus site where the training can be conducted. This also limits the ability of the Occupational School to increase programme delivery.
- No permanency as far as staff is concerned. This is due to the fact that funding from DHET is not earmarked for the specific operational requirements of the Occupational School.

2.8.3 Programme 3: Education and Teaching Services

2.8.3.1 Programme Administration

Sub-programme objective

The strategic objectives are to provide quality teaching, learning and assessment at all the campuses of the college.

Sub-programme overview

To achieve the programme objective, the college embarked on the following:

a) The Lecturers that were newly appointed went through a strict screening process that put emphases on:

- Relevant qualifications
- Appropriate experience
- Good performance and
- Commitment to the proffession

b) Those lecturers who were already in the system were trained in methodology(LOLT-language of learning and teaching)

c) The profile of the students registered is important. Students also go through the screening process , which assesses :

- Interest
- Language proficiency and
- Mathematical ability

d) The textbooks are carefully chosen by subjects specialists and ordered the previous year to prevent delays

e) The College is embarking on regular monitoring in order to maintain high performance standards

Achievements

Eastcape Midlands College had the best results in the province. The lecturers who got 100% pass rate in their subjects were awarded with Certificates and a small token, as a recognition and motivation of their performance.

Top lecturers as well as the top student were rewarded with free tickets for flying, Hotel and the opening function of the 2010 Soccer world cup.

Specific Challenges

The following is the list of most significant challenges affecting the sub-programme and actions the programmes department have taken in response:

Financial exclusions blocked a number of learners from writing supplementary examinations

CHALLENGES	RESPONSES
Storage space at the head office was not enough for the books to be stored before being distributed	All the textbooks are ordered stored and distributed at the campuses
Delay with certificate issue	Direct enquiries from NHEd led to some certificates being issued
Central marking was very expensive for Eastern Cape Colleges, though it was a good practice	EMC kept the central marking with Ingwe College to maintain high standards
EMC provided education services to St Albans Correctional services. The was no proper cooperation with correctional officials	EMC produced the best results for the centre and decided to withdraw the resources and service.

2.8.3.2 Student Support Services

Sub-programme objective

The EMC College Plan for Quality Assessments in 2010 was implemented to enable Quality Teaching, Learning and Assessment. The delivery of Student Support Services in entrenched in the integrated Student Support Services Framework which is a set of guiding principles for rendering support to all FET College students. In 2010 this division gave expression to the three elements as follows:

Pre-Entry Support

Recruitment

Involvement of Student Support Services (SSS) team in career exhibitions, open days, radio interviews and school visits.

Placement Test

Since January the PACE Placement Test has been used as a tool to place students in appropriate programs. The test constitutes numeracy, literacy and interest elements.

On-course Support

Student Governance (SRC)

A fully fletched democratic election process was conducted at each campus to elect an SRC structure. They have been capacitated during an induction weekend during the first weekend in March, Jeffreys Bay. This SRC structure serves on all governance structures of the college.

Financial Support

There is a definite link between financial support and the academic success and retention of the student. During this year the Student Support Division successfully awarded students financial support who complied with the three main criteria, namely: income, attendance and performance.

Eastcape Midlands College Student Affairs Division takes pride in the fact that during September 2010, the College was one of the recipients of a prestigious award. This auspicious occassion was held at the Emperor's Palace in Johannesburg. Eastcape Midlands College received the award in the category Best Performing Bursary Office for 2009.

In pursuit of giving recognition to all operational staff of this division as well as to the members of the Financial Aid Committee, awards were handed to these staff members during a special Financial Aid Committee meeting, expressing gratitude for commitment, diligence and tolerance beyond the call of duty.

Achievements

Sports, Arts and Culture

During the Inter-provincial tournament Eastcape Midlands College dominated as winners by taking first place in rugby, soccer and volleyball.

During the Arts and Culture festivals EMC participants were a force to be reckoned with by the sheer skill displayed in their performance.

Specific challenges and responses

The lack of permanently employed Liaison Officers per campus caused a big gap in the rendering of adequate support to students at all campuses.

The fact that the College is compelled to make use of municipal fields was both a frustration and a costly operation.

The shortage of financial aid staff poses undue pressure on existing staff creating a work overload and long working hours in order to meet deadlines.

3. ACADEMIC ACHIEVEMENTS

3.1 NCV ENROLMENTS 2010

EASTCAPE MIDLANDS COLLEGE	CAMPUS	2010 PROJECTED	2010 ACTUAL
NCV Level 2	High Street	360	366
	Grahamstown	180	186
	Graaff-Reinet	120	78
	Park Avenue	240	239
	Charles Goodyear	200	127
	St Albans Correctional Services	260	191
	Total College	**1360**	**1187**

EASTCAPE MIDLANDS COLLEGE	CAMPUS	2010 Projected	Total 2010 Actual
NCV Level 3	High Street	192	207
	Grahamstown	152	155
	Graaff-Reinet	53	53
	Park Avenue	180	146
	Charles Goodyear	96	74
	St Albans Correctional Services	44	17
	Total College	**717**	**652**

EASTCAPE MIDLANDS COLLEGE	CAMPUS	2010 Projected	Total 2010 Actual
NCV Level 4	High Street	81	88
	Grahamstown	35	40
	Graaff-Reinet	14	16
	Park Avenue	60	33
	Charles Goodyear	54	29
	St Albans Correctional Services	21	7
	Total College	**265**	**213**

EASTCAPE MIDLANDS COLLEGE	CAMPUS	2010 Projected	Total 2010 Actual
NCV (2,3,4)	**TOTAL**	**2342**	**2052**

3.2 REPORT 191 ENROLMENTS 2010 (FTE)

EASTCAPE MIDLANDS COLLEGE	CAMPUS	Total 2010 Actual
Programme 191 (N4)	High Street	145.3800
	Grahamstown	72.8800
	Graaff-Reinet	21.1300
	Park Avenue	66.6400
	Total College	**306.0300**

EASTCAPE MIDLANDS COLLEGE	CAMPUS	Total 2010 Actual
Programme 191 (N5)	High Street	116.8900
	Grahamstown	49.5100
	Graaff-Reinet	13.2500
	Park Avenue	34.3900
	Total College	**214.0400**

EASTCAPE MIDLANDS COLLEGE	CAMPUS	Total 2010 Actual
Programme 191 (N6)	High Street	98.1400
	Grahamstown	34.7600
	Graaff-Reinet	22.7500
	Park Avenue	22.1600
	Total College	**177.8100**

EASTCAPE MIDLANDS COLLEGE	EMC	Total 2010 Actual
191 (N4, N5, N6)	**TOTAL**	**697.880**

EASTCAPE MIDLANDS COLLEGE	CAMPUS	Total 2010 Actual
Programme 191 (N1)	Park Avenue	4.8310
Programme 191 (N2)	Park Avenue	15.8270
Programme 191 (N3)	Park Avenue	78.8850
191 (N1, N2, N3)	**TOTAL**	**99.5430**

3.3 NEW CURRICULUM VOCATIONAL (NCV) EXAM RESULTS

	EASTCAPE MIDLANDS COLLEGE					
NCV L2	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
HIGH STREET	2486	2241	46	1574	70	61
GRAHAMSTOWN	1316	1000	55	840	84	64
GRAAFF-REINET	567	434	56	329	76	58
PARK-AVENUE	1589	1251	46	980	78	64
CHARLES GOODYEAR	889	528	55	433	82	49
TOTAL	**6847**	**5454**	**52**	**4136**	**78**	**59**

NCV L3	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
HIGH STREET	1470	1388	50	1043	75	70
GRAHAMSTOWN	1085	907	52	767	85	71
GRAAFF-REINET	371	268	58	231	86	62
PARK-AVENUE	1001	804	39	601	75	60
CHARLES GOODYEAR	518	332	51	265	80	51
TOTAL	4445	3699	50	2907	80	63

	EASTCAPE MIDLANDS COLLEGE					
NCV L4	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
HIGH STREET	609	576	52	474	82	78
GRAHAMSTOWN	266	254	52	212	83	80
GRAAFF-REINET	112	106	61	93	88	83
PARK-AVENUE	189	186	52	156	84	83
CHARLES GOODYEAR	203	167	53	141	84	69
TOTAL	1379	1289	54	1076	84	79
Grand Total	**12671**	**10442**	**52**	**8119**	**81**	**67**

3.4 REPORT 191 SCHOOL OF BUSINESS EXAM RESULTS

	EASTCAPE MIDLANDS COLLEGE					
NATED N3/NSC JUNE	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
HIGH STREET - JUNE	174	144	47.31	95	65.97	54.60
HIGH STREET - NOV	224	169	42.09	99	58.58	44.20
GRAHAMSTOWN - JUNE	68	56	36.84	18	32.14	26.47
GRAHAMSTOWN - NOV	13	7	31.86	2	28.57	15.38
GRAAFF-REINET - JUNE	50	25	47.76	19	76.00	38.00
GRAAFF-REINET - NOV	71	53	43.30	31	58.49	43.66
TOTAL	600	454	62.29	264	58.15	44.00
NATED N4 JUNE	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
HIGH STREET - JUNE	932	781	49.31	561	71.83	60.19
HIGH STREET - NOV	663	545	49.56	384	70.46	57.92
GRAHAMSTOWN - JUNE	475	452	46.58	319	70,58	67.16
GRAHAMSTOWN - NOV	274	231	49.03	178	77.06	64.96
GRAAFF-REINET - JUNE	161	129	48.01	88	68.22	54.66
GRAAFF-REINET - NOV	38	20	56.85	19	95.00	50.00
TOTAL	2543	2158	74.84	1549	71.78	60.91
NATED N5 JUNE	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
HIGH STREET - JUNE	388	343	42.32	197	57.43	50.77
HIGH STREET - NOV	439	382	43.06	236	61.78	53.76
GRAHAMSTOWN - JUNE	139	133	44.89	93	69.92	66.91
GRAHAMSTOWN - NOV	228	209	45.54	134	64.11	58.77
GRAAFF-REINET - JUNE	17	13	46.85	12	92.31	70.59
GRAAFF-REINET - NOV	87	84	52.25	71	84.52	81.61
TOTAL	1298	1164	68.73	743	63.83	57.24
NATED N6 JUNE	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
HIGH STREET - JUNE	247	217	43.37	128	58.99	51.82
HIGH STREET - NOV	245	218	41.50	118	54.13	48.16
GRAHAMSTOWN - JUNE	65	64	46.27	44	68.75	67.69
GRAHAMSTOWN - NOV	93	89	47.04	56	62.92	60.22
GRAAFF-REINET - JUNE	136	125	47.08	87	69.60	63.97
GRAAFF-REINET - NOV	28	18	32.39	3	16.67	10.71
TOTAL	814	731	64.41	436	59.64	53.56
Grand Total	**5255**	**4507**	**67.57**	**2992**	**63.35**	**53.93**

3.5 REPORT 191 SCHOOL OF ENGINEERING EXAM RESULTS

	EASTCAPE MIDLANDS COLLEGE					
NATED N1	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - NOVEMBER	59	46	27.74	6	13.04	10.17
TOTAL	59	46	6.94	6	13.04	10.17
NATED N2	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	135	94	33.28	22	23.40	16.30
PARK-AVENUE - AUGUST	10	6	45.00	3	50.00	30.00
PARK-AVENUE - NOVEMBER	126	91	29.51	21	23.08	16.67
TOTAL	271	191	26.95	46	24.08	16.97
NATED N3/NSC JUNE	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	560	446	32,68	145	32.51	25.89
PARK-AVENUE - AUGUST	104	77	24.75	9	11.68	8.65
PARK-AVENUE - NOVEMBER	299	249	37.02	104	41.77	34.78
TOTAL	963	772	15.44	258	33.42	26.79
NATED N4 JUNE	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	383	301	41.86	150	49.83	39.16
PARK-AVENUE - AUGUST	38	25	32.32	6	24.00	15.79
PARK-AVENUE - NOVEMBER	305	241	38.71	104	43.15	34.10
TOTAL	726	567	28.22	260	45.86	35.81
NATED N5 JUNE	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	153	128	44.24	77	60.16	50.33
PARK-AVENUE - AUGUST	23	20	37.95	10	50.00	43.48
PARK-AVENUE - NOVEMBER	142	109	40.60	51	46.79	35.92
TOTAL	318	257	30.70	138	53.70	43.40
NATED N6 JUNE	No. Enrolled (Subjects)	No. Written	Average Pass %	No. Passed	Pass % Written	Pass % Enrolled
PARK-AVENUE - APRIL	89	58	41.07	26	44.83	29.21
PARK-AVENUE - AUGUST	25	18	35.39	7	38.89	28.00
PARK-AVENUE - NOVEMBER	80	64	41.13	32	50.00	40.00
TOTAL	**194**	**140**	**29.40**	**65**	**46.43**	**33.51**
Grand Total	**2472**	**1927**	**26.14**	**767**	**40.70**	**31.30**

3.6 Achievements 2010

HIGH STREET CAMPUS

- Enrolled more grade 12 learners in programs
- First campus to reach target numbers in January 2010
- Many lecturers received awards (100%) pass rate in 2010
- National Examiner appointed in 2010 (S. September)
- Provincial examiners and moderators for the Provincial September exam.
- Learners participated in the National Tournament for the Provincial Team
- Campus had a successful Level 2 and Level 3 certificate day
- Improvement on rate of L4 placements
- Positive reports from the Provincial exam monitoring team

GRAHAMSTOWN CAMPUS

ACADEMICAL

- Mrs. Mytwaru was selected the best lecturer of Eastcape Midlands College and won the prize to attend the opening of the Fifa World Cup in Johannesburg.

SPORT

VOLLEYBALL

- Inter campus Grahamstown won the gold cup and most of them were selected for the EC Provincial team. The girl team won the EC Provincial tournament.

SOCCER

- Intercampus Grahamstown boys won the cup. Eight were selected in the college team. EMC won the Provincial tournament. 2 Boys were selected in the Provincial team and took part in the National Games in Durban.
- 10 of the girls were selected in the college team; they came 3rd in the Provincial tournament.

NETBALL

- Grahamstown came 2nd in the intercampus tournament, 5 girls were selected for the Provincial team. They were placed 2nd in the Provincial Tournament. 3 of the girls were selected for the Provincial team for the National Games in Durban.

RUGBY

- Came 2nd in the intercampus games tournament and 10 boys were selected for the college team. EMC won the Provincial Tournament.

GRAAFF-REINET CAMPUS

- Campus managed to secure a 96.5% subject pass rate after the March supplementary examination. The projected subject pass rate was 75% for the November 2010 exams.
- The campus secured 100% pass rate in the following subjects:
- Personal Assistance L4
- Office Practice L2, L3 & L4
- Business Practice L2 & L4
- New Venture Creation L2
- Office Data Processing L2, L4
- Intro to Law L2
- Intro to Policing L2
- Intro to Governance L2
- Principles of criminal justice structure L2
- Governance L3
- Policing Practices L3
- Criminal Justice Structures and Mandates L3
- Life Orientation L2, L3 (SIS) and L4
- English L2, L3 (OA) & L4
- Mathematical Literacy L2
- This Campus are the trophy holder for netball 2010

PARK AVENUE CAMPUS

- Placement of 28 Level 3 and level 4 EIC Students on Scholarship with Eskom
- Best NCV Learner for second consecutive year- Heinrich Nell (EIC Level 3)
- Best National Motor/Diesel Apprentice with Bell Equipment South Africa- Harry Panagis
- Eastcape Midlands College SRC Chairperson was elected for second consecutive year- Kwezilomso Mbini (IT & CS Level 2)
- NCV Results – 100% improvement on certification from 2009 to 2010

CHARLES GOODYEAR CAMPUS

- The average certificate pass rate for NCV Level 2, 3 and 4 increased from 15% to 27%
- Successful negotiations were done to place 10 level 4 students in a Welding Apprenticeship with Welfit Oddy in 2011
- Inter Campus rugby champions
- Successful prize giving for the level 2 & 3 certificate achievers
- Successful parent evenings during 2010

3.7 School of Occupational Training

It is anticipated that the new facility at the ex-SKF site (Brickfield Road) will have an initial capacity of approximately 540 learners

Through the School of Occupational Training 540 learners received accredited training in Learnerships, skills Training and Apprenticeships.

Accredited Learnerships (MERSETA)

Accredited by MERSETA for the following qualifications:		
LEARNERSHIP PROGRAMMES	**NQF LEVEL**	**QUAL ID**
AUTOMOTIVE COMPONENT MANUFACTURING & ASSEMBLY	2	71950
ASSEMBLY	3	71989
	4	48962
MACHINING	2	23277
	3	23637
	4	63629
FITTING	2	13676
	3	13672
	4	21106
FITTING & MACHINING	2	23254
	3	23255
	4	23256
AUTOTRONICS	2	78944
	3	78923
	4	78883
MECHATRONICS	2	67629
	3	67609
	4	67649
AUTOMOTIVE REPAIR & MAINTENANCE	2	78523
	4	78525
MAINTAINING VEHICLES	3	24456
WELDING APPLICATION & PRACTICE	2	57881
	3	57886

Welding Centre of Excellence

- Eastcape Midlands College is one of only two colleges in the entire South Africa which has a Welding Centre of Excellence
- The college produced the SAWI Welder of the Year in 2009 and again in 2010. The 2009 Welder of the year represented South-Africa in an international competition in Canada.
- SAIW Certification
- South African Institute of Welding
- By virtue of SAIW, this Centre of Excellence is Accredited by the International Institute of Welding
- Also Accredited by MERSETA for Apprenticeship Training
- Also Accredited by MERSETA for Learnership Training

Fig: Louis Steynberg (right) and Chris Van Zijl

Eastern Cape Provincial Department of Transport Project

Altogether 360 traffic officers are currently undergoing training at Eastcape Midlands College in conjunction with two sub-contractors. This project in training these officers in carious skills will be completed in a period of three years.

These learners have been divided into 11 groups each undergoing training of 8 weeks (2 weeks per phase). The first two phases are skilling the traffic officers in:

Phase 1:

- Advanced Driving
- Brain profiling
- Verbal Communication skills
- Firearm training

Phase 2:

- Court Procedures
- Diversity Management\
- Writing Communicating skills
- Firearm Training

Fig: Group photo of Group 1 of Phase 2 of the training

The sub-contracting companies are:

- Advanced Capacity Training Academy
- Falcon Firearms

Phase 1 started in July 2009 and completed on 1 April 2010

Phase 2 Started in November 2010 and is scheduled for completion in June 2011.

Phase 3 and 4 have as yet not been finalised in respect of training content, but will be completed in the remaining time of the three years.

Occupational School learners trained in various skills through Learnerships and Skills short courses during 2010

Provider Name	Total	Qualification
AFROX	1	Fitting Level 2
ALGOA BUS	4	Automotive Repair and Maintenance Level 3
ARMSTRONG HYDRAULICS (PTY) LTD	7	Automotive Component Manufacturing Level 2
AUTOMOTIVE INDUSTRY DEVELOPMENT CENTRE EASTERN CAPE(AIDC)	11	New Venture Creation
BASIC BOOKKEEPING	21	Bookkeeping Skill
BEHR CLIMATE CONTROL	1	Welding Level 2
COEGA DEVELOPMENT CORPORATION	15	Fitting Level 3
COEGA DEVELOPMENT CORPORATION	20	Mechatronics Level 3
COEGA DEVELOPMENT CORPORATION	7	Welding Level 3
COEGA DEVELOPMENT CORPORATION	8	Fitting Level 2
COEGA DEVELOPMENT CORPORATION	17	Fitting Level 4
COEGA DEVELOPMENT CORPORATION	17	Fitting and Machining Level 4
COEGA DEVELOPMENT CORPORATION	9	Mechatronics Level 4
COEGA DEVELOPMENT CORPORATION	16	Toolmaking Level 4
COEGA DEVELOPMENT CORPORATION	4	Welding Level 4
COEGA DEVELOPMENT CORPORATION	23	Fitting Apprentices
CREATIVE TRANSFORMATIONS	21	New Venture Creation
DEPARTMENT OF TRANSPORT	445	Skills programme for Eastern Cape Traffic Officials
DEPT OF EDUCATION DISTRICT OFFICE	14	End user Computing
East Cape Midlands College	2	ICDL
FORMEX ENGINEERING OF FORMEX INDUSTRIES	3	Toolmaking Level 3
FORMEX ENGINEERING OF FORMEX INDUSTRIES	1	Fitting Level 3
HEINZ FISCHER ENGINEERING (PTY) LTD	2	Fitting Apprentices
HWSETA MATHS & SCIENCE	95	Maths and Science N4
PRIVATE	40	ICDL
LUMOTECH (PTY) LTD	39	Automotive Component Manufacturing Level 2
OFFICE OF THE PREMIER	25	New Venture Creation
PRIVATE	28	Pastel Training
SA CANOPY	12	Automotive Component Manufacturing Level 2
SABCO COKE	2	Mechatronics Level 4
SHATTERPRUFE	4	Mechatronics Level 4
SHATTERPRUFE	2	Fitting Level 4
SHATTERPRUFE	2	Electrical Level 4
SHATTERPRUFE	5	Mechatronics Level 3
SHATTERPRUFE	3	Mechatronics Level 2
UDDI	114	End User Computing
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	2	Electrical Level 4
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	8	Autotronics Level 4
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	14	Mechatronics Level 4
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	3	Toolmaking Level 4
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	3	Machining Level 4
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	4	Fitting Level 4
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	14	Mechatronics Level 3
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	8	Autotronics Level 3
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	6	Automotive Repair and Maintenance Level 3
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	3	Electrical Level 3
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	5	Fitting Level 3
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	4	Toolmaking Level 3
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	4	Fitting Level 2
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	1	Autotronics Level 2
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	11	Electrical Level 2
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	3	Machining Level 2
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	22	Mechatronics Level 2
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	4	Automotive Repair and Maintenance Level 2
WELFIT ODDY	3	Fitting Apprentices
Grand Total	**1162**	

EQUITY OF LEARNERS TRAINED PER COMPANY

Company	African	Coloured	Indian	White	Grand Total
AFROX				1	1
ALGOA BUS	1	2		1	4
ARMSTRONG HYDRAULICS (PTY) LTD	3	4			7
AUTOMOTIVE INDUSTRY DEVELOPMENT CENTRE EASTERN CAPE(AIDC)	9	2			11
BASIC BOOKKEEPING	4	8		9	21
BEHR CLIMATE CONTROL	1				1
COEGA DEVELOPMENT CORPORATION	119	14	1	2	136
CREATIVE TRANSFORMATIONS	11	10			21
DEPARTMENT OF TRANSPORT	355	76	1	13	445
DEPT OF EDUCATION DISTRICT OFFICE	11	3			14
East Cape Midlands College	1	1			2
FORMEX ENGINEERING OF FORMEX INDUSTRIES	4				4
HEINZ FISCHER ENGINEERING (PTY) LTD	1			1	2
HWSETA MATHS & SCIENCE	74	17		4	95
ICDL	25	7		8	40
LUMOTECH (PTY) LTD	16	23			39
OFFICE OF THE PREMIER	17	7		1	25
PASTEL TRAINING	7	7		14	28
SA CANOPY	9	3			12
SABCO COKE	2				2
SHATTERPRUFE	14	2			16
UDDI	103	11			114
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	62	40		17	119
WELFIT ODDY	1	1		1	3
Grand Total	**827**	**238**	**2**	**72**	**1162**

GENDER OF LEARNERS TRAINED PER COMPANY

Company	Female	Male	Grand Total
AFROX		1	1
ALGOA BUS	1	3	4
ARMSTRONG HYDRAULICS (PTY) LTD	1	6	7
AUTOMOTIVE INDUSTRY DEVELOPMENT CENTRE EASTERN CAPE(AIDC)	5	6	11
BASIC BOOKKEEPING	18	3	21
BEHR CLIMATE CONTROL		1	1
COEGA DEVELOPMENT CORPORATION	52	84	136
CREATIVE TRANSFORMATIONS	2	19	21
DEPARTMENT OF TRANSPORT	130	315	445
DEPT OF EDUCATION DISTRICT OFFICE	9	5	14
East Cape Midlands College	2		2
FORMEX ENGINEERING OF FORMEX INDUSTRIES	1	3	4
HEINZ FISCHER ENGINEERING (PTY) LTD		2	2
HWSETA MATHS & SCIENCE	32	63	95
ICDL	32	8	40
LUMOTECH (PTY) LTD	30	9	39
OFFICE OF THE PREMIER	11	14	25
PASTEL TRAINING	28		28
SA CANOPY	4	8	12
SABCO COKE		2	2
SHATTERPRUFE	3	13	16
UDDI	51	63	114
VOLKSWAGEN OF SOUTH AFRICA (PTY) LTD.	37	82	119
WELFIT ODDY		3	3
Grand Total	**449**	**700**	**1162**

4. ANNUAL FINANCIAL REPORT

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2010

Contents

The following supplementary information set out on pages 23 to 25 does not form part of the annual financial statement and is unaudited.

....

CHAIRMAN

4.1 REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF EAST CAPE MIDLANDS COLLEGE AND TO THE MEMBERS OF THE COUNCIL OF GOVERNORS OF: EASTCAPE MIDLANDS COLLEGE

We have audited the annual financial statements of East Cape Midlands College set out on pages 2 to 22 which comprise the statement of financial position as at 31 December 2010, and the statement of comprehensive income, statement of changes in equity and cash flow statement for the year then ended, a summary of significant accounting policies and other explanatory notes.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these annual financial statements in accordance with South African Statements of Generally Accepted Accounting Practice. This responsibility includes: designing, implementing and maintaining internal controls relevant to the preparation and fair presentation of annual financial statements that are free from material misstatement, whether due to fraud or error, selecting and applying appropriate accounting policies and making accounting estimates that are reasonable in the circumstances.

Auditors' Responsibility

Our responsibility is to express an opinion on these annual financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the annual financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the annual financial statements. The procedures selected depend on the auditors' judgement, including the assessment of the risks of material misstatement of the annual financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to the entity's preparation and fair presentation of the annual financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal controls. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the annual financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the annual financial statements present fairly, in all material respects, the financial position of the college as at 31 December 2010, and of its financial performance and its cash flows for the year then ended in accordance with Statements of Generally Accepted Accounting Practice.

Qualification

We could not obtain all the information and explanations we considered necessary to satisfy ourselves as to the ownership and valuation of the Land and building which title deeds are held by the DHET.

Qualified Opinion

Subject to the effects of any adjustments which might have been necessary had it been possible for us to extend our audit on land and buildings, in our opinion, the annual financial statements present fairly, in all material respects, the financial position of the College as at 31 December 2010, and of its financial performance and its cash flows for the year then ended in accordance with Statements of Generally Accepted Accounting Practice.

TREVOR WAIT (UITENHAGE), CHARTERED ACCOUNTANTS (S. A), Uitenhage, 25 February 2011

4.2 RESPONSIBILITY FOR THE ANNUAL FINANCIAL STATEMENTS

The College council is required to maintain adequate accounting records and are responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is their responsibility to ensure that the annual financial statements fairly present the state of affairs of the company 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 South African Statements of Generally Accepted Accounting Practice. The external auditors are engaged to express an independent opinion on the annual financial statements.

The annual financial statements are prepared in accordance with South African Statements of Generally Accepted Accounting Practice and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgements and estimates.

The council acknowledges that they are ultimately responsible for the system of internal financial control established by the college and place considerable importance on maintaining a strong control environment. To enable the council to meet these responsibilities, the council sets standards for internal controls 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 college and all employees are required to maintain the highest ethical standards in ensuring the college's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in the college is on identifying, assessing, managing and monitoring all known forms of risk across the college. While operating risk cannot be fully eliminated, the college 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 systems of internal controls provide reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement of loss.

The council has reviewed the college's cash flow forecast for the year to 31 December 2011 and, in the light of this review and the current financial position, they are satisfied that the college has or has access to adequate resources to continue in operational existence for the foreseeable future.

Although the council is primarily responsible for the financial affairs of the college, they are supported by the college's external auditors.

The external auditors are responsible for independently reviewing and reporting on the college's annual financial statements. The annual financial statements have been examined by the college's external auditors.

The council believes that the college will be a going concern in the year ahead. For this reason they continue to adopt the going concern basis in preparing the annual financial statements.

The annual financial statements set out on pages 5 to 22, which have been prepared on the going concern basis, were approved by the council on 14/04/ 2011 at Uitenhage

and were signed on its behalf by:

....

Principal

....

Chairperson of the College Council

The council of a public Further Education and Training (FET) College must perform all the functions, which are necessary to govern the public FET College. A principle of a public Further Education and Training Institution is responsible for the management and administration of the institution.

College

The College was established under the Further Education and Training Act no. 16 of 2006.

College Name

Eastcape Midlands College, known as EMC, came into being on 31 March 2003 with the merger of Uitenhage Technical College, Kwanobuhle Technical, Grahamstown Technical College and the satellite campus of Bethelsdorp Technical College in Graaff-Reinet and was officially launched in October 2003.

Mission

Our mission is to pursue our vision by passionately addressing the demands of the economy and the needs of the community who we serve.

In support of our mission we are committed to:

- Develop institutional capacity to support our programmes.
- Provide learner support and services and ensure job placement for our students.
- Be a modern but relevant college well informed by development challenges facing its communities.
- Be a centre of excellence characterised by competitive competences, capabilities and service orientation.

Objectives

The Eastcape Midlands College was established in terms of the Further Education and Training Colleges Act, (FETC), Act no. 16, of 2006.

It is my pleasure, on behalf of the Council, to table this Strategic Plan 2011-2013, in compliance with Section 10(2) (a) (i-iv) and 44(1) of the FETC Act 16 of 2006.

The Act requires Council, in concurrence with the Academic Board, to develop a Strategic Plan for the College which must incorporate the mission, vision, goals, and plans for funding of the College, addressing past imbalances, gender and disability matters, including measures for a safe learning environment for students, lecturers and support staff. The Strategic Plan must be approved by the Member of Executive Council.

In preparing this Strategic Plan, Council considered the Medium Term Strategic Framework, government's priorities and the government's three strategic twenty five year scenarios namely:

- Scenario1: "Not yet Uhuru Nation"
- Scenario 2: "Nkalakatha Nation" and

- Scenario 3: "Muvango Nation"

This Strategic Plan is founded on the strategic priorities contained in the foundations of building an "Nkalakatha Nation" based upon government strategic priorities.

In order to address past imbalances, Council included an admission policy linked to the provincial demographics, and provided a student-lecturer-community centric strategic informed by needs of economy and society. Council was also mindful of the Nation and Provincial strategic priorities and objectives as it relates to access, equity, quality, throughput, academic and financial viability of the college.

Following a review of the use of college resources, Council resolved to establish focused:

- Schools of Business,
- Schools of Engineering,
- Schools of Occupations and Skills Training,
- Schools of Arts and Social Sciences and Agriculture within the College.

Council noted the absence of FETC Regulations and given the above considered the legislative prescripts within the MEC Education has to comply with. In doing so, it carefully considered the users of the college resources (input / enablers), processes, its outputs and outcomes (results) as per the norms and standards of the Public Service Regulations (PSR).

In terms of Part III, Section B1 (a-g), Council noted its responsibility for the outcomes of the College and this strategic plan was crafted to ensure a maximal positive effect of:

- Council Policy and Strategy on Society
- Student Satisfaction and Relationships,
- Lecturing, Administrative & Support Staff Satisfaction and Relationships and
- National and Provincial Strategic Objective Targets

The Chairperson of the Council emphasised the importance of the Strategic Planning Session and the level of importance with which the Council as the future of the Eastcape Midlands College viewed the process.

There were certain non-negotiable and these were positioned as follows:

- Eastcape Midlands College must strive for a 100% pass rate.
- Eastcape Midlands College must be the FET College of first choice (Transformation is a tool for excellence and not just a numbers game).
- Plans must be "precise" with no generalisations.
- Financial growth and continuous development is essential.

Key Performance Indicators

Key Performance Indicators relating to key areas of the College's activity are set out in the Department of Higher Education and Training's publication Summary Statistics for FET Colleges. This is as follows:

- Achievement of funding target;
- Percentage change in student numbers;
- In-year retention rates;
- Achievement rates; and
- Contribution to national targets

Student Numbers

The College is funded according to the level of activity that it generates each year. In 2010 the College achieved 3021 FET students against a target of 3580.

Student Achievement

Students achieved an estimated 78% of their qualification aims (in 2009: 69%).

Transparency Arrangements

The Secretary of the College maintains a register of financial and personal interests of the Council Members. The register is available for inspection at: Eastcape Midlands College, Cuyler Street, Uitenhage , 6229

Finances

The College generated an opening surplus in the year of R33 732 525 (2009: R2 316 733)

The College has accumulated reserves of R99 384 134 and cash balances of R26 702 378. The College wishes to continue to accumulate reserves and cash balances in order to create a contingency fund.

Staff and Student Involvement

The College considers good communication with its staff to be very important, and to this end it publishes a regular newsletter, which is available to all staff. The College encourages staff and student involvement through membership of formal committees.

Taxation

The College is exempt from tax in terms of Section 10 (1) (cN) of the Income Tax Act of 1962.

Employment of Disabled Persons

The College considers all application for employment from disabled persons, bearing in mind the aptitudes of the individual concerned. Where an existing employee becomes disabled, every effort is made to ensure that employment with the College continues and provides appropriate training, career development and opportunities for promotion.

4.4 Statement ff Financial Position at 31 December 2010

	Notes	2010 R	2009 Restated R
ASSETS			
Non-current assets			
Property, plant and equipment	**4**	56 411 184	49 694 646
		56 411 184	**49 694 646**
Current assets			
Trade and other receivables	**5**	17 551 378	3 126 097
Inventories	**6**	98 304	99 782
Cash and cash equivalents (excluding bank overdrafts)	**7**	26 702 378	8 606 155
		44 352 060	**11 832 034**
Total assets		**100 763 244**	**61 526 680**
FUNDS AND LIABILITIES			
Capital and reserves			
Accumulated funds		99 384 578	60 598 920
		99 384 578	**60 598 920**
Current liabilities			
Trade and other payables	**8**	1 378 665	927 760
		1 378 665	**927 760**
Total funds and liabilities		**100 763 243**	**61 526 680**

4.5 Statement cf Comprehensive Income for the year ended 31 December 2010

	Notes	2010 R	2009 R
Income		**70 023 120**	**59 311 387**
Revenue	**9**	69 305 769	58 710 245
Other income	**10**	717 351	601 142
Expenditure		**32 124 757**	**26 874 333**
Employee benefits	**11**	12 647 118	8 966 678
Administrative expenses		5 183 075	4 718 704
Depreciation and amortisation		1 655 990	4 780 644
Other operating costs		12 638 574	8 408 307
Other (losses)/gains - net	**12**	4	342
Operating surplus/(deficit)		**37 898 367**	**32 437 396**
Finance income		887 291	1 295 129
Surplus/(deficit) for the year		**38 785 658**	**33 732 525**
Total comprehensive surplus/(deficit) for the year		**38 785 658**	**33 732 525**

4.6 Statement of Changes in Equity at 31 December 2010

	Accumulated funds	Total
Balance at 1 January 2009 (as previously reported)	26 503 051	26 503 051
Balance at 1 January 2009 (restated)	**26 503 051**	**26 503 051**
Surplus/(deficit) for the year	**33 732 525**	**33 732 525**
Other comprehensive income/(expenses)		

Recapitalisation grant loss	363 344	363 344
Total other comprehensive income	**34 095 869**	**34 095 869**
Balance at 1 January 2010 (restated)	**60 598 920**	**60 598 920**
Surplus/(deficit) for the year	38 785 658	38 785 658
Total other comprehensive income	**38 785 658**	**38 785 658**
Balance at 31 December 2010	**99 384 578**	**99 384 578**

4.7 Statement of Cash Flows for the year ended 31 December

	Notes	2010 R	2009 R
Cash flows from operating activities			
Cash generated from operations	**14**	25 581 456	37 591 854
Net cash (used in)/generated from operating activities		**25 581 456**	**37 591 854**
Cash flows from investing activities			
Purchases of property, plant and equipment		(8 372 528)	(36 514 992)
Proceeds from sale of financial assets		4	342
Interest received		887 291	1 295 129
Net cash used in investing activities		**(7 485 233)**	**(35 219 521)**
Cash flows from financing activities			
Recapitalisation grant loss		-	363 344
Net cash used in financing activities		-	363 344

Net (decrease)/increase in cash and cash equivalents		**18 096 223**	**2 735 677**
Cash and cash equivalents at beginning of year		8 606 155	5 879 478
Cash and cash equivalents at end of the year	**7**	**26 702 378**	**8 615 155**

4.8 Notes to the Financial Statements for The Year Ended 31 December 2010

4.8.1 General information

The financial statements were authorised for issue by the Council on 14/04/2011 Eastcape Midlands College is a Public Further Education and Training College established under the Further Education and Training Act no 16 of 2006. Eastcape Midlands College is domiciled in South Africa and the principal activities the College relate to further education and training.

The presentational currency of Eastcape Midlands College is South African Rands. All amounts are rounded to the nearest Rand.

4.8.2. Summary of significant accounting policies

The principle accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated.

4.8.2.1 Basis of preparation

4.8.2.1.1 Going concern

The College's forecast and projections, taking account of reasonably possible changes in operating circumstances, show that the College should be able to operate within its current financing.

Council has a reasonable expectation that the College has adequate resources to continue in operational existence for the foreseeable future. The College therefore continues to adopt the going concern basis in preparing its annual financial statements.

4.8.2.1.2 Changes in accounting policy and disclosures

a) New and amended standards adopted by the College

The following new interpretation is mandatory for the first time for the financial year beginning 1 January 2010.

AC 504 IAS 19 (AC 116): The limit on a defined benefit asset, minimum funding requirements and their interaction in the South African pension fund environment.

This interpretation has been issued to provide guidance on the application of IFRIC 14(AC 447) – IAS 19 – 'The Limit on a Defined Benefit Asset, Minimum Funding Requirements and their Interaction in South Africa in relation to defined benefit pension obligations' (governed by the Pension Funds Act, 1956 (the Act)) within the scope of IAS 19(AC 116) – 'Employee Benefits'.

The standard requires implementation of the interpretation retrospectively in accordance with the requirements of IAS 8 (AC 103), subject to the transitional provisions of IFRIC 14(AC 447).

4.8.2.2 Property, plant and equipment

Land and buildings comprise mainly lecture halls and facilities, workshops, and administrative offices. Property, plant and equipment are stated at historical cost less depreciation. Historical cost includes expenditure that is directly attributable to the acquisition of the items. Property, plant and equipment items are capitalised if the life expectancy of an item is more than one year and the cost thereof exceeds R1,000. Property, plant and equipment acquired by means of donations are recorded at fair value at the date of the donation.

Subsequent costs are included in the asset's carrying amount or recognised as a separate asset, as appropriate, only when it is probable that future economic benefits associated with the item will flow to the College and the cost of the item can be measured reliably. The carrying amount of the replaced part is derecognised. All other repairs and maintenance are charged to the income statement during the financial period in which they are incurred.

Land and buildings are not depreciated. Depreciation on other assets is calculated using the straight-line method to allocate their cost or revalued amounts to their residual values over their estimated useful lives. The depreciation rates are as follows:

Office equipment	
Apparatus and media centre equipment	***10%***
Furniture and fittings	***16.67%***
Motor vehicles	***10%***
Computer equipment	***20%***
Workshop and classroom equipment	***33.3%***
Library items are depreciated infull in the year of acquisition.	***16.67%***

The assets' residual values and useful lives are reviewed, and adjusted if appropriate, at the end of each reporting period.

An asset's carrying amount is written down immediately to its recoverable amount if the asset's carrying amount is greater than its estimated recoverable amount (note 2.3.).

Gains and losses on disposals are determined by comparing the proceeds with the carrying amount and are recognised within 'Other (losses)/gains – net' in the income statement.

4.8.2.3 Impairment of non-financial assets

Assets that have an indefinite useful life, for example artworks, are not subject to amortisation and are tested annually for impairment. Assets that are subject to amortisation are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs to sell and value in use. For the purposes of assessing impairment, assets are grouped at the lowest levels for which there are separately identifiable cash flows (cash-generating units). Non-financial assets other than goodwill that suffered an impairment are reviewed for possible reversal of the impairment at each reporting date.

4.8.2.4 Financial assets

4.8.2.4.1 Classification

- The College classifies its financial assets in the following categories:
- Loans and Receivables;
- Available-for-sale financial assets;
- Financial assets at fair value through profit or loss; and
- Held-to-maturity financial assets.
- The classification depends on the purpose for which the financial assets were acquired.
- Management determines the classification of its financial assets at initial recognition.

a) Loans and receivables

Loans and receivables are non-derivative financial assets with fixed or determinable payments that is not quoted in an active market. They are included in current assets, except for maturities greater than 12 months after the end of the reporting period. These are classified as non-current assets. The College's loans and receivables comprise 'trade and other receivables', 'student and other loans' and 'cash and cash equivalents' in the statement of financial position (notes 5 & 7).

b) Available-for-sale financial assets

Available-for-sale financial assets are non-derivatives that are either designated in this category or not classified in any of the other categories. They are included in non-current assets unless the investment matures or management intends to dispose of it within 12 months of the end of the reporting period. The College's available-for-sale financial assets comprise listed equity securities and unlisted debt securities (note 8).

c) Financial assets at fair value through profit or loss

Financial assets at fair value through profit or loss are financial assets held for trading. A financial asset is classified in this category if acquired principally for the purpose of selling in the short-term. Derivatives are also categorised as held for trading unless they are designated as hedges. Assets in this category are classified as current assets. The College's financial assets at fair value through profit or loss comprise listed equity securities.

d) Held-to-maturity financial assets

Held-to-maturity financial assets are non-derivative financial assets with fixed or determinable payments and fixed maturity that management has the positive intention and ability to hold to maturity. If the College was to sell other than an insignificant amount of held-to-maturity financial assets, the whole category would be tainted and reclassified as available-for-sale. Held-to-maturity financial assets are included in non-current assets, except for those with maturities less than 12 months from the end of the reporting period, which are classified as current assets. The College's held-to-maturity financial assets comprise listed RSA debentures (note 9).

4.8. 2.4.2 Recognition and measurement

Regular purchases and sales of financial assets are recognised on the trade-date - the date on which the College commits to purchase or sell the asset. Financial assets are initially recognised at fair value plus transaction costs for all financial assets except for financial assets at fair value through profit or loss. Financial assets carried at fair value through profit or loss is initially recognised at fair value, and transaction costs are expensed in the income statement. Financial assets are derecognised when the rights to receive cash flows from the assets have expired or have been transferred and the College has transferred substantially all risks and rewards of ownership. Available-for-sale financial assets and financial assets at fair value through profit or loss are subsequently carried at fair value. Loans and receivables and held-to-maturity financial assets are subsequently carried at amortised cost using the effective interest method.

Gains or losses arising from changes in the fair value of the 'financial assets at fair value through profit or loss' category are presented in the income statement within 'other (losses)/gains – net' in the period in which they arise. Dividend income from financial assets at fair value through profit or loss is recognised in the income statement as part of other income when the College's right to receive payments is established.

Changes in the fair value of monetary and non-monetary securities classified as available-for-sale are recognised in other comprehensive income. When securities classified as available-for-sale are sold or impaired, the accumulated fair value adjustments recognised in equity are included in the income statement as 'gains and losses from investment securities'.

Interest on available-for-sale securities calculated using the effective interest method is recognised in the income statement as part of 'other income'. Dividends on available-for-sale equity instruments are recognised in the income statement as part of 'other income' when the College's right to receive payments is established.

4.8.2.5 Offsetting financial instruments

Financial assets and liabilities are offset and the net amount reported in the statement of financial position when there is a legally enforceable right to offset the recognised amounts and there is an intention to settle on a net basis, or realise the asset and settle the liability simultaneously.

4.8.2.6. Impairment of financial assets

a) Assets carried at amortised cost

The College assesses at the end of each reporting period whether there is objective evidence that a financial asset or group of financial assets is impaired. A financial asset or a group of financial assets is impaired and impairment losses are incurred only if there is objective evidence of impairment as a result of one or more events that occurred after the initial recognition of the asset (a 'loss event') and that loss event (or events) has an impact on the estimated future cash flows of the financial asset or group of financial assets that can be reliably estimated.

The criteria that the College uses to determine that there is objective evidence of an impairment loss include:

- Significant financial difficulty of the issuer or obligor;
- A breach of contract, such as a default or delinquency in interest or principal payments;
- The group, for economic or legal reasons relating to the borrower's financial difficulty, granting to the borrower a concession that the lender would not otherwise consider;
- It becomes probable that the borrower will enter bankruptcy or other financial reorganisation;
- The disappearance of an active market for that financial asset because of financial difficulties; or
- Observable data indicating that there is a measurable decrease in the estimated future cash flows from a portfolio of financial assets since the initial recognition of those assets, although the decrease cannot yet be identified with the individual financial assets in the portfolio, including:

i) Adverse changes in the payment status of borrowers in the portfolio; and

ii) National or local economic conditions that correlate with defaults on the assets in the portfolio.

The College first assesses whether objective evidence of impairment exists.

The carrying amount of the asset is reduced through the use of an allowance account, and the amount of the loss is recognised in the income statement within other operating costs. When a receivable is uncollectible, it is written off against the allowance account for such receivables. The asset's carrying amount of the asset is reduced and the amount of the loss is recognised in the income statement. If a loan or held-to-maturity investment has a variable interest rate, the discount rate for measuring any impairment loss is the current effective interest rate determined under the contract. As a practical expedient, the College may measure impairment on the basis of an instrument's fair value using an observable market price.

If, in a subsequent period, the amount of the impairment loss decreases and the decrease can be related objectively to an event occurring after the impairment was recognised (such as an improvement in the debtor's credit rating), the reversal of the previously recognised impairment loss is recognised in the income statement.

(b) Assets classified as available for sale

The College assesses at the end of each reporting period whether there is objective evidence that a financial asset or a group of financial assets is impaired. For debt securities, the College uses the criteria refer to (a) above. In the case of equity investments classified as available-for-sale, a significant or prolonged decline in the fair value of the security below its cost is also evidence that the assets are impaired. If any such evidence exists for available-for-sale financial assets, the cumulative loss - measured as the difference between the acquisition cost and the current fair value, less any impairment loss on that financial asset previously recognised in profit or loss - is removed from other reserves and recognised in the separate income statement. Impairment losses recognised in the separate income statement on equity instruments are not reversed through the separate income statement. If, in a subsequent period, the fair value of a debt instrument classified as available-for-sale increases and the increase can be objectively related to an event occurring after the impairment loss was recognised in profit or loss, the impairment loss is reversed through the separate statement of comprehensive income.

4.8.2.7 Inventories

Inventories are stated at the lower of cost and net realisable value. The cost of inventories comprises all costs or purchase, conversion and other costs incurred in bringing the inventories to their present location and condition. Cost is determined using the first-in, first-out (FIFO) method. Obsolete, redundant and slow moving inventories are identified on a regular basis and are written down to their estimated net realisable values. Net realisable value is the estimated selling price in the ordinary course of business, less applicable variable selling expenses.

Inventory consists of trading stock for the bookshop, consumables, promotional items, stationary and workshop goods (such as building materials) which will be utilised within the respective training courses presented by the College. These consumables are expensed as and when incurred.

4.8.2.8 Trade and other receivables

Trade receivables are amounts due from students for services rendered in the ordinary course of business. If collection is expected in one year or less (or in the normal operating cycle of the business if longer), they are classified as current assets. If not, they are presented as non-current assets.

Trade receivables are recognised initially at fair value and subsequently measured at amortised cost using the effective interest method, less provision for impairment.

4.8.2.9 Cash and cash equivalents

Cash and cash equivalents includes cash in hand, deposits held at call with banks, other short-term highly liquid investments with original maturities of three months or less, and bank overdrafts.

Bank overdrafts are shown within borrowings in current liabilities on the balance sheet.

4.8.2.10 Trade Payables

Trade payables are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if payment is due within one year or less (or in the normal operating cycle of the business if longer). If not, they are presented as non-current liabilities.

Trade payables are recognised initially at fair value and subsequently measured at amortised cost using the effective interest method.

4.8.2.11 Borrowings

Borrowings are recognised initially at fair value, net of transaction costs incurred. Borrowings are subsequently carried at amortised cost; any difference between the proceeds (net of transaction costs) and the redemption value is recognised in the statement of comprehensive income over the period of the borrowings using the effective interest method.

Fees paid on the establishment of loan facilities are recognised as transaction costs of the loan to the extent that it is probable that some or all of the facility will be drawn down. In this case, the fee is deferred until the draw-down occurs. To the extent there is no evidence that it is probable that some or all of the facility will be drawn down, the fee is capitalised as a pre-payment for liquidity services and amortised over the period of the facility to which it relates.

4.8.2.12 Employee benefits

State administered fund

The College contributes to the Government Employees Pension Fund. The Government Employees Pension Fund define an amount of pension benefits that employees will receive on retirement, usually dependent on one or more factors such as age, years of service and compensation. However, the College has no legal or constructive obligation to pay those future benefits as its only obligation is to pay the contributions as they fall due. If the College ceases to employ members of the state plan, it will have no obligation to pay the benefits earned by its own employees in previous years. For this reason, the Government Employees Pension Fund is a defined contribution plan.

4.8.2.13 Revenue recognition

Government grants

Grants from the government are recognised at their fair value where there is reasonable assurance that the grant will be received and the College will comply with all the attached conditions. The College follows the income approach.Government grants relating to costs are recognised in the financial year to which the grant relates. The grants are therefore matched with the costs that they are intended to compensate over that specific year. Government grants relating to costs include the DHET Programme funding, DHET Earmarked Recurrent funding and DHET Student Financial Aid funding.

Government grants relating to assets (DHET Earmarked Capital funding) are included in non-current liabilities as deferred income and are credited to the statement of comprehensive income on a straight-line basis over the expected useful lives of the related assets. The portions of the grants that will be released to the statement of comprehensive income during the next 12 months are included in current liabilities.

Tuition and residence fees

Tuition and residence fees are recognised as income at the fair value of the consideration received or receivable in the period to which they relate (academic year). Revenue from tuition and residence services are recognised with reference to the stage of completion at the reporting date, based on the services performed to date as a percentage of the total services to be performed by the College. Deposits provided by prospective students are treated as current liabilities until the related fees become due to the College.

Private grants

Private gifts, grants and donations are recognised as income at the fair value of the consideration received or receivable in the period to which they relate. Any such income is recognised as income in the financial period when the College is entitled to use those funds. Therefore, funds that will not be used until some specified future period or occurrence are deferred to deferred income and released to the income statement as the College becomes entitled to the funds.

Grants received to compensate for expenses to be incurred are often prescriptive in nature and therefore it is recognised over a certain period under the terms of the grant. Prescriptive grant income is recognised with reference to the stage of completion at the reporting date. If the stage of completion cannot be measured reliably, the recognition of this income is limited to the expenses incurred. The balance is recognised as deferred income in the statement of financial position.

Interest income

Interest income is recognised using the effective interest method 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 College. When a loan and receivable is impaired, the College reduces the carrying amount to its recoverable amount, being the estimated future cash flow discounted at the original effective interest rate of the instrument, and continues unwinding the discount as interest income. Interest income on impaired loan and receivables are recognised using the original effective interest rate.

Dividend income

Dividend income is recognised in profit and loss when the right to receive payment is established.

Rental income

Where the College retains the significant risks and benefits of ownership of an item under a lease agreement, it is classified as an operating lease. Receipts in respect of the operating lease are recognised on a straight-line basis in the statement of comprehensive income over the period of the lease.

Other sales and services

Income derived from other sales and services (business unit income, project income and income from student support services are recognised at the fair value in the period in which they accrue.

4.8.2.14 Tax

The College is exempt from tax in terms of Section 10(1)(cN) of the Income Tax Act.

4.82.15 Other reserves

These funds consist of the available-for-sale revaluation reserve. Gains/losses on the fair value adjustments of investments are recognised in a revaluation reserve until such time as the investment is disposed, in which case the gain/loss will be recognised in 'other comprehensive income'.

4.8.3 Critical accounting estimates and judgments

Estimates and judgments are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

4.8.3.1 Critical accounting estimates and assumptions

The College makes estimates and assumptions concerning the future. The resulting accounting estimates will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are addressed below.

a) Impairment of receivables

Eastcape Midlands College tests whether trade receivables have suffered any impairment in accordance with the accounting policy in note 2.8.

Assets that are individually significant are considered separately for impairment. When these assets are impaired, any impairment loss is recognised directly against the related asset. Assets that are individually significant and that are not impaired, and groups of smaller balances are considered for impairment on a portfolio basis, based on similar credit risk.

Impairment losses are recognised in an "allowance account for credit losses" until the impairment can be identified with an individual asset, and, at that point, the allowance is written off against the individual asset. Subsequent recoveries of amounts previously written off are credited in the statement of comprehensive income. Refer to note 8 for the carrying amount of receivables and the impairment losses provided for in 2010.

b) Deferred revenue

Eastcape Midlands College recognises private grants received, to compensate for expenses incurred, as income. These grants are often subject to various requirements and therefore each grant is recognised over a certain period (specific to each grant) under the terms of the grant. In several instances, the contract's terms do not specifically determine that unspent amounts are refundable but the nature of the grants and historic experience necessitate the deferral of unspent amounts to deferred income. Grants received are therefore limited to the expenses incurred and the balance is recognised as deferred grant income in the statement of financial position in accordance with the prudence concept.

Grants obtained, to reimburse expenses incurred, are analysed on a 'portfolio' basis by grouping similar grants together. The deferral of income therefore necessitates a degree of judgment by management. Refer to note 16 for the carrying amount of deferred income.

4.8.3.2 Critical judgments applying the College's accounting policies

The College follows the guidance of IAS 39 (AC133) to determine when an available-for-sale equity investment is impaired.

This determination requires significant judgment. In making this judgment, the group evaluates, among other factors, the duration and extent to which the fair value of an investment is less than its cost; and the financial health of and short-term business outlook for the investee, including factors such as industry and sector performance, changes in technology and operational and financing cash flow.

4.8.4 Property, plant and equipment

	Office equip-ment	Appa-ratus & media centre	Land and buildings	Furniture, fittings and office equip-ment	Workshop Equip-ment	Computer equip-ment	Motor vehicles	Class-room Equip-ment	Total
At 1 January 2009									
Cost	652 567	376 467	1 687 131	364 743	-	720 459	384 294	-	1 370 251
Accumulated depreciation	(265 471)	(235 192)	-	(122 730)	-	(947 925)	(9 307 435)	-	(91 409 953)
Net book amount	**387 086**	**141 275**	**16 871 731**	**242 013**	**NIL**	**241 334**	**76 859**	**NIL**	**17 960 298**
Year ended 31 December 2009									
Opening net book amount	387 086	141 275	16 871 731	242 013	-	241 334	76 859	-	17 960 298
Additions	-	-	26 764 862	36 604	6 228 481	2 367 954	-	1 117 091	36 514 992
Depreciation charge (note 14)	(64 128)	(62 741)	-	(40 134)	(1 978 295)	(2 166 797)	(76 859)	(391 690)	(4 780 644)
Closing net book amount	**322 958**	**78 534**	**43 636 593**	**238 483**	**4 250 186**	**442 491**	**NIL**	**725 401**	**49 694 646**
At 31 December 2009									
Cost	652 557	376 467	43 636 593	401 347	6 228 481	3 088 413	384 294	1 117 091	55 885 243
Accumulated depreciation	(329 599)	(297 933)	-	(162 864)	(1 978 295)	(2 645 922)	(384 294)	(391 690)	(6 190 597)
Net book amount	**322 958**	**78 534**	**43 636 593**	**238 483**	**4 250 186**	**442 491**	**NIL**	**725 401**	**49 694 646**
Year ended 31 December 2010									
Opening net book amount	322 958	78 534	43 636 593	238 483	4 250 186	442 491	-	725 401	49 694 646
Additions	-	-	7 595 713	9 625	-	36 670	730 520	-	8 372 528

Depreciation charge (note 14)	(64 128)	(62 727)	-	(40 776)	(1 038 080)	(251 922)	(12 175)	(186 182)	(1 655 990)
Closing net book amount	**258 830**	**15 807**	**51 232 306**	**207 332**	**3 212 106**	**227 239**	**718 345**	**539 219**	**56 411 184**
At 31 December 2010									
Cost	652 557	376 467	51 232 306	410 972	6 228 481	3 125 083	1 114 814	1 117 091	64 257 771
Accumulated depreciation	(393 727)	(360 660)	-	(203 640)	(3 016 375)	(2 897 844)	(396 469)	(577 872)	(7 846 587)
Net book amount	**258 830**	**15 807**	**51 232 306**	**207 332**	**3 212 106**	**227 239**	**718 345**	**539 219**	**56 411 184**

A complete schedule of land and buildings is available at the administration building of the Eastcape Midlands college.

Buildings to the amount of R4 037 077 (2009: R4 037 077) (included above) were erected on land belonging to the Administration.

Included in land and buildings is expenditure of R7 595 713 (2009: R26 764 862) which relates to additions and property that is still under construction. The title deed and other documentation of land and buildings to the value of R16 871 731 are held by the DHET.

4.8.5 Trade and other receivables

	2010	R	2009	R
Financial assets				
Student receivables - net		4 136 988		2 865 537
Student receivables		4 136 988		2 865 537
Other trade receivables - net		66 608		62 962
Other trade receivables		66 608		62 962
Non-financial assets				
DHET receivable		13 128 000		-
Sundry receivables		219 782		197 598
Trade and other receivables		**17 551 378**		**3 126 097**

The fair values of the trade and other receivables approximate the carrying amounts.

Student receivables

As of 31 December 2010, student receivables of R4 136 988 (2009: R2 865 537) were fully performing.

Student debtors that are less than two years past due are not considered impaired. As of 31 December 2010, student receivables of R4 136 988 (2009: R2 865 537) were past due but not impaired. These relate to student for whom there is no recent history of default (i.e. making regular payments). Students whose terms have been negotiated also fall in this category.

The ageing of these receivables is as follows:	2010	R
Students enrolled in current year		844 786
Students enrolled in prior years		3 292 202
		4 136 988

4.8.6 Inventories

	2010	R	2009	R
Books (excluding library books and journals)		98 304		99 782
		98 304		**99 782**

Inventory to the value of R98 304 are carried at net realisable value (2009: R99 782).

4.8.7 Cash and cash equivalents

	2010 R	2009 R
Cash at bank and in hand	2 406 901	897 969
Short term bank deposits	24 295 477	7 708 186
Cash and cash equivalents (excluding bank overdrafts)	**26 702 378**	**8 606 155**

	2010 R	2009 R
Cash and cash equivalents include the following for purpose of the cash flow statement:		
Cash and cash equivalents (excluding bank overdrafts)	2 406 901	897 969
Cash and cash equivalents	**2 406 901**	**897 969**

The weighted average effective interest rate on short term bank deposits was 5.81% (2009). Cash balances held by the College of R24 295 477 is not available for general use. The fair value of cash and cash equivalents approximate its carrying amount.

4.8.8. Trade and other payables

	2010 R	2009 R
Financial liabilities		
Trade payables	120 524	94 214
Student fees paid in advance for 2011	133 250	28 980
Student deposits	1 077 324	170 835
Accrued expenses	47 567	633 731
Total trade and other payables	**1 378 665**	**927 760**

The fair values of trade and other payables approximate the carrying amounts.

Trade and other payables are denominated in South African Rand.

4.8.9 Revenue

	2010 R	2009 R
Government grants	52 512 000	46 646 274
DHET Programme funding	52 512 000	9 156 274
DHET Recapitalisation Grant	-	37 490 000
Tuition fees	16 793 769	12 063 971
	69 305 769	**58 710 245**

There are no unfulfilled conditions or other contingencies attaching to Government grants that have been recognised in the financial statements.

Other government assistance

Certain academic and administrative positions were staffed and funded by the Provincial Department of Education. The College directly benefited from these positions as its operating capacity was significantly enhanced without incurring additional employee benefit expenses. The extent of government assistance was disclosed in note 11.

4.8.10 Other income

	2010 R	2009 R
Bad debts received	151 916	70 481
Business Unit income - Management Fee	300 000	300 000
Project income - MERSETA Management Fee	200 000	200 000
Administration Fee	25 800	22 300
Net Income - Bookshops	16 700	13 895
Asset Disposal Income	16 910	(18 481)
Sundry income	6 025	12 947
	717 351	**60 142**

4.8.11 Employee benefits

	2010 R	2009 R
Salaries and wages	12 620 882	8 966 678
Pension costs – Defined contribution plans	26 236	-
Total employee benefits	**12 647 118**	**8 966 678**

The number of College Council employees at year-end:	2010 R
Full time - Lecturing	68
Full time - Support	136
Part time - Lecturing	127
	331

Certain academic and administrative positions were staffed and funded by the Provincial Department of Education. The College directly benefited from these positions as its operating capacity was significantly enhanced without incurring additional employee benefit expenses. 294 full time employees and 127 part time employees have been appointed and are being remunerated by local provincial government.

4.8.12 Other (losses)/gains – net

	2010 R	2009 R
Profit/(loss) on disposal of property, plant and equipment	4	342
	4	342

[*] - Fair value gains/(losses) on borrowings or cash and cash equivalents are included within 'finance income/costs'.

4.8.13 Operating Surplus

	2010 R	2009 R
Repairs and maintenance expenditure	899 690	455 731
Auditor's remuneration		
- As auditor	41 154	50 388
Research and development	31 802	91 781
Finance income:		
- Interest income on short term bank deposits	887 291	584 228
- Interest income - Recapitalisation Grant	-	710 901
Finance income	887 291	1 295 129
Net finance costs	**887 291**	**1 295 129**

4.8.14. Cash generated from operations

	2010 R	2009 R
Surplus/(deficit) for the year	38 785 658	33 732 525
Adjustments for:		
Finance income (note 13)	(887 291)	(1 295 129)
Depreciation (note 4)	1 655 990	4 780 644
(Profit)/loss on sale of property, plant and equipment (note 12)	(4)	(342)
Changes in working capital:		
Inventories	1 478	(16 426)
Trade and other receivables	(14 425 281)	597 679
Trade and other payables	450 906	(207 097)
Cash generated from operations	**25 581 456**	**37 591 854**

4.8.15 Related parties

The institutions below is deemed related parties of the College:

Party	**Relationship**
Eastcape Midlands College Business Unit	The College is sole beneficiary
MERSETA	The College is sole beneficiary

4.8.16. Commitments

a) Capital commitments

Capital expenditure contracted for at the end of the reporting period but not yet incurred is as follows:

Property, plant and equipment - Brickfields Road Property	**5 500 000**

4.9 INCOME STATEMENT OF BOOKSHOPS

	2010 R	2009 R
REVENUE	190 055	188 380
COST OF SALES		
Inventory at beginning of the year	99 782	83 356
Purchases	169 139	220 767
	268 921	304 123
Less: Inventory at end of year	(98 305)	(99 782)
	(170 616)	(204 341)
GROSS SURPLUS	19 439	(15 961)
LESS: ADMINISTRATIVE EXPENSES		
Bank charges	(2 529)	(2 520)
SURPLUS FOE THE YEAR	16 910	(18 481)

4.10 Detailed Income Statement for the year ended 31 December 2010

		2010 R	**2009 R**
INCOME		**70 910 415**	**60 606 858**
Revenue		69 305 769	58 710 245
Government formula funding		52 512 000	9 156 274
Government student financial aid		-	37 490 000
Tuition fees		16 793 769	12 063 971
Other income		**1 604 646**	**1 896 613**
Administration fee		16 700	13 895
Bad debts recovered		15 196	70 481
Bookshop - Net income		16 910	(18 481)
Investment income		887 291	584 228
Interest income - Recapitalisation Grant		-	710 901
Management fee		500 000	500 000
Profit on sale: fixed assets		4	342
Rentals received		25 800	22 300
Sundry income	1	6 025	12 947
EXPENDITURE		**32 124 757**	**26 874 333**

Advertising		68 114	144 419
Audit fees		41 154	50 388
Bad debts		705 304	429 836
Bank charges		162 767	115 397
Bursaries - NCV		2 953 993	-
College Bursaries granted		80 477	100 077
College council		182 485	94 045
College & student functions		32 897	48 408
Communication cost	3	444 855	485 655
Computer software & training		-	24 279
Contract services	4	692 958	583 233
Depreciation	5	1 655 990	4 780 644
Diploma ceremony		143 196	149 938
Educational programmes & equipment		475 568	438 752
Electronic linkage of campuses		830 332	738 441
Employment cost (including benefits)	6	12 647 118	8 966 678
Examination expenses		657 748	48 272
General photocopying		788 773	603 377
General printing & stationery		632 662	614 586
Insurance		501 496	389 885
Internet students		103 558	101 437
Inventory expenses (books, tools, etc)		1 836 922	1 755 647
Job evaluation		17 602	65 195
Maintenance and repairs	7	899 690	455 731
Marketing costs		844 100	747 851
Membership & subscription fees		301 709	226 771
Other compensation	8	215 541	-
Other / sundry expenses	2	154 375	139 898
Professional and special services (consultant fees)	9	38 458	-
Recapitalisation grant expenses		-	2 055 203
Rental - Training computers		823 684	-
Research & Development		31 802	91 781
Sport & Recreation		545 489	400 215
Staff development	10	711 825	552 678
Strategic Planning		95 809	97 424
Student representative council		45 742	49 270
Travel & Accommodation		384 138	290 699
Vehicle expenses		454 567	388 777
Water and electricity		921 859	649 446
SURPLUS / SHORTFALL ON INCOME		**38 785 658**	**33 732 525**

4.11 Notes to the Detailed Income Statement for the year ended 31 December 2010

	2010 R	2009 R
4.11.1 Sundry Income		
Copies and faxes	**6 025**	**6 997**
4.11.2 Sundry Expenditure		
First aid	867	6 180
Subject meetings	5 720	13 640
Uniforms	17 866	11 143
Legal services	125 571	33 363
Gifts and flowers	4 351	7 326
Bad debts - Africamp	-	68 246
	154 375	**139 898**
4.11.3 Communication Cost		
Postage	55 919	49 184
Telephone expenses	280 540	335 151
Cell phone accounts	108 396	101 320
	444 855	**485 655**
4.11.4 Contract Services		
Security services	389 791	327 054
Cleaning services	61 654	63 832
Other contract services	241 513	192 347
	692 958	**583 233**
4.11.5 Depreciation		
Office equipment	64 128	64 128
Apparatus & media centre equipment	62 727	62 741
Furniture & fittings	40 776	40 134
Workshop equipment	1 038 080	1 978 295
Computer equipment	251 922	2 166 797
Classroom equipment	186 182	391 690
Motor vehicles	12 175	76 859
	1 655 990	**4 780 644**
4.11.6 Employment Costs (Including Benefits)		
Lecturing staff	8162 689	6 126 035
Supporting staff	4 484 429	2 840 643
	12 647 118	**8 966 678**
4.11.7. Maintenance and Repairs		
Maintenance: Computers & Printers	481 857	44 026
Maintenance: Buildings & Grounds	287 640	248 618
Maintenance: Furniture / Equipment / Audio-visual	130 193	163 087
	899 690	455 731

4.11.8 Other Compensation

Merit awards	33 067	-
Car allowance	182 474	-
	215 541	**-**

4.11.9 Professional and Special Services (Consulting Fees)

Management consulting service / advisory services are those professional services provided to management by a management consulting services practitioner and which typically involve a combination in relation to the function.

Functions of Management:

1. Indentifying & investigating problems & opportunities concerned with policy, organisation, procedures & methods.
2. Providing advice & recommending appropriate actions or programmes.
3. Helping to implement actions or programmes.
4. Monitoring the results of actions or programmes that have been implemented.

4.11.10. Staff Development

Staff Development: Training	640 736	442 159
Entertainment	57 195	48 102
Conference and Workshops	13 894	62 417
	711 825	**552 678**

5. HUMAN RESOURCE DEVELOPMENT

5.1 Expenditure on Cost of Employees

The actual Employment cost (including benefits) amounted to R 12, 647, 118 during 2010.

5.2 Employment and vacant posts

STAFF	NUMBER OF POSTS	NUMBER OF POSTS FILLED	VACANCY RATE	NUMBER OF POSTS FILLED ADDITIONAL TO THE ESTABLISHMENT
ADMINISTRATION	2	2	0	0
PUBLIC ORDINANCE PERMANENT	14	14	0	0
PUBLIC ORDINANCE TEMPORARY	0	54	0	0
TOTAL	16	70	0	0

SALARY BAND	NUMBER OF POSTS	NUMBER OF POSTS FILLED	VACANCY RATE	NUMBER OF POSTS FILLED ADDITIONAL TO THE ESTABLISHMENT
Lower skilled (levels 1-2) Permanent	1	1	0	0
Skilled level 6 -8 Permanent	1	1	0	0
Skilled level (6-8) Temporary	54	54	0	0

5.3 Employment Changes

SALARY BAND	NUMBER OF EMPLOYEES PER BAND AS ON 1 APRIL 2009	APPOINTMENTS AND TRANSFERS INTO THE DEPARTMENT	TERMANATIONS AND TRANSFERS OUT OF THE DEPARTMENT	TURNOVER RATE
LOWER SKILLES LEVEL 1-2 PERMANENT	9	0	1	8
LOWER SKILLED LEVEL 1-2 TEMP	0	0	0	
SKILLED LEVEL 3-5 PERMANENT	33	2	1	1
SKILLED LEVEL 3-5 TEMP	0	0	0	
HIGHLY SKILLED SUPERVISION	33	14	1	2

5.4 Employment Equity

TOTAL NUMBER OF EMPLOYEES (INCLUDING EMPLOYESS WITH DISABILITIES) IN EACH OF THE FOLLOWING OCCUPATIONAL CATEGORIES AS ON 31 MARCH 2011.

CATEGORY	MALE				FEMALE				TOTAL PERMANENT
PERMANENT	African	Coloured	Indian	White	African	Coloured	Indian	White	
SENIOR OFFICE MANAGERS	0	0	0	1	0	0	0	0	1
PROFESSIONALS	0	0	0	0	1	0	0	0	1
TECHNICIANS	0	0	0	4	0	0	0	0	4
CLERKS	0	0	0	0	7	4	0	2	13
ELEMENTARY OCCUPATIONS	9	1	0	0	4	1	0	0	15
TOTAL	**9**	**1**	**0**	**5**	**12**	**4**	**0**	**2**	**34**

CATEGORY	MALE				FEMALE				TOTAL NON-PERMANENT
NON-PERMANENT	African	Coloured	Indian	White	African	Coloured	Indian	White	
STAFF	13	5	0	8	11	4	0	3	44

RECRUITMENT FOR THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

OCCUPATIONAL BANDS	MALE				FEMALE			
	African	Coloured	Indian	White	African	Coloured	Indian	White
SEN. MANAGEMENT								
PROFESSIONALLY QUALIFIED AND EXPERIENCED SPECIALISTS	2	2			4	2	1	1
SKILLED TECHNICAL AND ACADEMICALLY QUALIFIED WORKERS, JUNIOR MANAGEMENT				2				
SEMI- SKILLED AND DISCRETIONARY DECISION MAKING, TEMP					1			1
UNSKILLED AND DEFINED DECISION MAKING, PERM	1							
CONTRACT, TEMP	7	5		1	11	4		4
PEOPLE WITH DISABILITIES				1				
TOTAL	10	7		4	16	6	1	8

PROMOTIONS FOR THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

OCCUPATIONAL BANDS	MALE				FEMALE			
	African	Coloured	Indian	White	African	Coloured	Indian	White
SEN. MANAGEMENT				1		1		
PROFESSIONALLY QUALIFIED AND EXPERIENCED SPECIALISTS	2			3		2		1
SKILLED TECHNICAL AND ACADEMICALLY QUALIFIED WORKERS, JUNIOR MAN-AGEMENT								
SEMI- SKILLED AND DISCRETIONARY DECISION MAKING, TEMP								
UNSKILLED AND DEFINED DECISION MAKING, PERM								
CONTRACT, TEMP								
PEOPLE WITH DISABILITIES	2			4		3		1
TOTAL	2			4		3		10

TERMINATIONS FOR THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

OCCUPATIONAL BANDS	MALE				FEMALE			
	African	Coloured	Indian	White	African	Coloured	Indian	White
SEN. MANAGEMENT								
PROFESSIONALLY QUALIFIED AND EXPERIENCED SPECIALISTS								
SKILLED TECHNICAL AND ACADEMICALLY QUALI-FIED WORKERS, JUNIOR MANAGEMENT				1				1
SEMI- SKILLED AND DISCRETIONARY DECISION MAKING, TEMP	1							1
UNSKILLED AND DEFINED DECISION MAKING, PERM	1				1			1
CONTRACT, TEMP	9	2		2	14	3	1	2
PEOPLE WITH DISABILITIES								
TOTAL	**11**	**2**		**3**	**12**	**3**	**1**	**2**

REASONS FOR STAFF RESIGNATIONS

TERMINATION TYPE	NUMBER	% OF TOTAL
RESIGNATION - PERMANENT	1	2
EXPIRY OF CONTRACT TEMPORARY	40	95
DISMISSAL MISCONDUCT - PERMANENT	2	2

5.5 Foreign Workers

FOREIGN WORKERS THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

SALARY BAND	01 APRIL 09		31 MAR 2010		CHANGE	
CONTRACT LEVELS 6 -8	NUMBER	% TOTAL	NUMBER	% TOTAL	NUMBER	% OF TOTAL
STAFF	13	100	9	70	4	30

5.6 Leave Utilisation

ANNUAL LEAVE FOR THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

SALARY BAND	TOTAL DAYS TAKEN	AVERAGE PER EMPLOYEE	NUMBER OF EMPLOYEES WITH ANNUAL LEAVE
LOWER SKILLED	270	27	9
SKILLED 3-5	410	22	23
SKILLED 6-8	880	34	35
SKILLED SUPERVISION 9-12	223	25	15
SENIOR MANAGEMENT	136	22	9
TOTAL	**1919**		

SICK LEAVE FOR THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

SALARY BAND	TOTAL DAYS	NUMBER OF EMPLOYEES USING SICK LEAVE	% OF TOTAL EM-PLOYEES USING SICK LEAVE	AVERAGE DAYS PER EMPLOYEE
LOWER SKILLED.	81	9	11	14
SKILLED 3-5	67	23	28	34
SKILLED 6-8	215	35	42	15

SKILLED SUPERVISION 9-12	68	15	18	21
SENIOR MANAGEMENT	112	9	5	4
TOTAL	**542**	**91**		

5.7 Labour Relations

DISCIPLINARY ACTION FOR THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

DISCIPLINARY ACTION	MALE				FEMALE				
	African	Coloured	Indian	White	African	Coloured	Indian	White	TOTAL
TOTAL	**1**	**1**							**2**

MISCONDUCT AND DISCIPLINARY HEARINGS FOR THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

OUTCOMES OF DISCIPLINARY HEARING	NUMBER	% OF TOTAL
FINAL WRITTEN WARNING	**3**	**60**
DISCHARGE	**2**	**40**

GRIEVANCES LODGED FOR THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

STATUS OF CASE	NUMBER	% OF TOTAL

DISPUTES LODGED WITH COUNCILS FOR THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

CURRENT STATUS	NUMBER	% OF TOTAL
DISPUTE	1	100

PRECAUTIONARY SUSPENSIONS FOR THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

NUMBER OF PEOPLE SUSPENDED	1

5.8 Skills Development

SKILLS DEVELOPMENT FOR THE PERIOD 1 APRIL 2010 TO 31 MARCH 2011

OCCUPATIONAL CATEGORIES	MALE				FEMALE				
	AFRICAN	CO-LOURED	INDIAN	WHITE	AFRICAN	CO-LOURED	IN-DIAN	WHITE	TOTAL
LEGISLATORS SENIOR OFFICIALS AND MANAGERS				1					1
PROFESSIONALS	13	3		4	16	2		7	45
CLERKS		1			5	2	1	2	11
ELEMENTARY OCCUPATIONS									
OTHER									
EMPLOYEES WITH DISABILITIES									
TOTAL									**57**

FURTHER TRAINING NEEDS IDENTIFIED

OCCUPATIONAL CATEGORIES	GENDER	NUMBER OF EMPLOYEES	LEARNERSHIPS	SKILLS PROGRAMMES & OTHER SHORT COURSES	OTHER FORMS OF TRAINING	TOTAL
SENIOR OFFICE MANAGERS	MALE	9		4	1	5
	FEMALE	5		4	2	6
PROFESSIONALS	MALE	44		9	3	12
	FEMALE	58		9	0	9
TECHNICIANS	MALE	2		3	1	4
	FEMALE	0		0	0	0
CLERKS	MALE	7		4	0	4
	FEMALE	27		4	0	4
ELEMENTARY OCCUPATIONS.	MALE	14		2	0	2
	FEMALE	6		2		46

5.9 Utilisation of consultants

Consultants were utilised for the purchase and implementation of the VIP Database and a Personal Performance Appraisal (PPA) system and in the Training of staff.

6. ACRONYMS AND ABBREVIATIONS

AIDC	Automotive Industry Development Centre
CAPEX	Capital Expenditure
CEO	Chief Executive Officer
CoE	Compensation of Employees
DED	German Development Servises in South-Africa
DHET	Department of Higher Education and Training
DoE	Department of Education
DoL	Department of Labour
EIC	Electrical Infrastructure Construction
EMC	Eastcape Midlands College
FETC	Further Education and Training Colleges
FIFO	First In First Out
GFS	Government Finance Statistics
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GTZ	German development cooperation
IAS	International Accounting Standards
ICDL	International Computer Driving Lisence
IDC	Industrial Development Corporation
IT & CS	Information Technology and Computer System
MEC	Member of Executive Council
Merseta	Manufacturing, Engineering and Related Services Seta
MTEF	Medium-Term Expenditure Framework
NCV	New Curriculum Vocational
NATED (REPORT 191)	National Technical Education Programmes
NMMU	Nelson Mandela Metropolitan University
NSF	National skills Fund
PDLAM	Purpose-directed, Leadership and Management
PDOE	Provincial Department of Education
PFMA	Public Finance Management Act
PSR	Public Service Regulations
SAW	South Africa Welders Institute
SCoA	Standard Chart of Accounts
SRC	Student Representative Council
VWSA	Volkswagen of South-Africa

NOTES

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