

**NMMU ENGAGEMENT EXCELLENCE
PROJECT AWARD 2015**

**HOLISTIC DEVELOPMENT PROJECT FOR TOP ACADEMIC ACHIEVERS IN
THE NMMU SCHOOL OF ACCOUNTING**

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SECTION A: APPLICATION CATEGORY AND DETAILS OF APPLICANT/PROJECT

A 1 APPLICATION FORM: NMMU ENGAGEMENT EXCELLENCE AWARDS

Application category	Engagement Excellence Project Award for Social Sciences and Humanities
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Faculty	Business and Economic Sciences
Department	Accounting
Division	School of Accounting
Immediate line-manager	Prof N Dorfling
Eligibility:	Permanent

A 2 TITLE

Holistic Development Project for Top Academic Achievers in the NMMU School of Accounting (short hand reference: TPP = The Top Performers' Project)

A 3 DESCRIPTION

A 3.1 Background

Since the inception at NMMU of the VC Scholarship programme in 2010, the School of Accounting (SoA) drew proportionally the largest number of bursar holders for this programme per annum. Planning to give specific attention to these high potential students commenced in 2011, and as from 2012 all the VC Scholars in the SOA participated in a first version of a specially designed development programme with a key focus on achieving the 75% weighted average as required by the VCS policy.

In 2014 this project – set out in more detail in this application - was re-designed to include other top performing students in the SOA (e.g. Tegkor bursars) as well as the NMMU VC scholars from other faculties to constitute a group of 160 students.

A 3.2 Project description

Unlike most academic development interventions which are aimed at under-prepared or under-achieving students, this project shifted the focus to key success factors for (potentially) high performing students.

The key dimensions of this development project were academic enhancement; professional development; personal/leadership development; as well as developing a sense of social responsibility and global citizenship. The “vehicles” of these developmental dimensions varied from personal and group mentoring (academic), engagement with the profession (professional) to active participation in leadership events and social “outreach” projects.

Each of these dimensions represents an aspect or aspects of engagement and – seen together – they form an interesting cluster of engagement activities over all four NMMU engagement areas and involving an intricate web of both internal and external engagement partners.



School of Accounting VCS Graduates

SECTION B: ENGAGEMENT CATEGORIES

A focus on top performing students...

Universities tend to focus most of their “academic development” efforts on under-prepared entrants into the higher education sector or on academically under-performing students who are at risk and who contribute to the low success rates at universities. This focus is legitimate and should – in the context of first generation access and a weak schooling system in SA – even be enhanced.

A complementary focus is, however, required on the top performing or potentially top performing students. One could argue that skilled higher education lecturers are able to not only provide good content and delivery to the “average” students, but at the same time empower academically weaker and stimulate academically stronger students. In this way the development of top students are embedded in the teaching and learning activities of the academy.

There is, however, also a case to be made that universities consider the development of top performers as a distinct group requiring distinct interventions, especially at under-graduate level where large classes complicate delivery to variously equipped target audiences. The aim would be to provide a stimulating environment for top achievers, ensuring that they in fact realize their academic potential, and facilitate interventions for their holistic development which includes academic, professional, personal and general wellness elements.

Over time these achievers are empowered to apply for post-graduate prestigious scholarships; they create positive role-models for others and further enhance the intellectual reputation of university.

The growth of a unique NMMU initiative...

In 2010, the NMMU – under leadership of Prof Derrick Swartz – initiated the Vice-Chancellor Scholarship Programme. Full scholarships were made available to 25 grade 12 learners based on academic merit only.

The School of Accounting (SOA) was fortunate to attract the largest number of these scholars. By mid-2011 the question was raised as to what support and development should be instituted to ensure that the bursar holders in fact achieved the 75% weighted average as required by the VC scholarship, and whether academic interventions could be offered in tandem with the wider professional development of the students, including personal leadership and prompting in them an ethos of social responsibility.

After careful consideration, the first round of the Top Performers' Project (TPP) started in 2012 with four distinct but inter-related focal areas: academic, professional, leadership, and society. There were a number of challenges: the time-constraints faced by students in an already demanding academic programme; the reluctance of academic staff to devote additional time to students "who seem to be doing just fine"; lack of funding to actually execute the programme; and even the stigma attached to assist a group of top performing students with full bursaries.

In a context of high competition for top students (e.g. those intending to study towards the Chartered Accountancy qualification), and in the light of data showing that top students generally leave the Eastern Cape to study in other provinces, the TPP became an important marketing drive to present the SOA to scholars and the broader community as a place of excellence. By 2013 internal and external funding became available and the SOA decided to include other top performing students from Accounting in the programme as well. In 2014 – the year relevant to this application – the VC Scholars from the rest of the NMMU – representing all the faculties – participated in aspects of the academic and leadership interventions of the programme.

In this way, a unique programme focusing on top achievers was established, showcasing the excellence of the NMMU, and encompassing a network of engagement activities which are further set out below.

B1. Engagement through Community Interaction, Service and Outreach	B2. Engagement through Teaching and Learning	B3. Engagement through Professional Development	B4. Engagement through Research and Scholarship
			
1.1 The Lukhanyiso Children's Home (LCH) Project (NGO)	2.1 Formal mentoring on group and individual basis	3.1 Four leadership seminars	4.1 Design of the TPP
1.2 The SOA Winter School tutors	2.2 Informal group lunch hour sessions	3.2 Professional auditing and financial services companies	4.2 Problem analysis
1.3 The 2014 Mandela Day celebrations	2.3 Student-to-student teaching and learning	3.3 The annual SAICA student leadership summit	4.3 Curriculum design and improvements
1.4 Recruitment interactions: Open/career days; Teacher Appreciation evenings	2.4 Academic seminar interventions	3.4 SAICA professional accreditation report	4.4 TDIF grants
1.5 Student-a-Day	2.5 A form of learning via internship		4.5 VCS Publication
	2.6 Global learning: Study Abroad		
	2.7 Liaison with Disability Unit and Research Office		4.6 Reports

B 1 ENGAGEMENT THROUGH COMMUNITY INTERACTION, SERVICE AND OUTREACH

This engagement category was advanced on the basis of four considerations:

First. The values of NMMU. Of specific relevance are *Ubuntu* -we are human beings through others; *responsibility* – extending responsibility beyond the self; and *diversity* – respect for and celebration of difference.

Second. The ethos of “giving back to society” and volunteerism that should ideally permeate students’ self-understanding on their way to become high net worth professionals in the context of growing social demands on business beyond traditional corporate social responsibility.

Third. Exposure to a growing mind-set of social entrepreneurship that transforms social development initiatives from “charity” based interventions to business-driven solutions.

Fourth. The endeavours to show-case the NMMU as an engaged university both to external stakeholders (communities, media, private and public sectors) and as demonstration of and encouragement to engagement to internal stakeholders (academic staff across faculties, NMMU management and Council).

B 1.1 Overview

Short overview of specific community engagement initiatives, citing key stakeholders and demonstrating the impact of this engagement category:

B 1.1.1 *The Lukhanyiso Children’s Home (LCH) project*

The Lukhanyiso Children’s Home (LCH) Project (NGO) entailed the adoption of this children’s home already in 2013 and taking our relationship with them forward in 2014. Basic needs were determined in consultation with the LCH Board and this led to a student fund-raising to buy a washing machine and the donation of books, games and toys (incorporating management and staff). The Shoes- for-Souls- project continued in 2014 where students bought pairs of both school- and casual shoes for the residents of the children’s home based on a prior needs analysis. The shoes were wrapped with a motivational message from students.

To ensure a reciprocal relation (and not a one-way “helping” relation), LCH was invited to our leadership events, and students worked with the children in small groups to motivate them to do well at school and aspire to university study. A copy of the 2014 VCS publication, *Leaders for Tomorrow* (showcasing 79 VC scholars and alumni VC Scholars and their leadership views), was handed to each child, explaining the

rationale behind the book and why the students are featured. The intention was to inspire and motivate the children to strive for becoming the best they can – there are possibilities if one really applies oneself.



The project was planned (transport, quotes, purchases, budget, etc.) and executed by the students in the TPP themselves and this gave them experience in project planning and management. The impact on the students and children transpired from our feedback sessions and significant media coverage was achieved, inter alia a BAY TV recording and interview with LCH staff and VC Scholars.

B 1.1.2 Tutors and SOA winter schools

The **SOA Winter Schools** for grade 11 and 12 learners offered by the School of Accounting to high schools in the Nelson Mandela Bay metro and surrounding areas provided an ideal opportunity for the students in the TPP programme to give back of their knowledge by serving as tutors at the Winter School. They play an invaluable role in the success of the initiative in the following ways:

- Enabling the approximately 500 learners who participate in each of the programmes to be divided up into small group tutorials, which facilitates learning for the grade 11's and 12's to take place more actively and hence effectively (particularly as learners learn how to apply the knowledge to problems);
- Serving as role models for the grade 11's and 12's – to motivate the learners to try harder and follow in the footsteps of their tutors. The relationships that develop between the tutor and his/her class (of approximately 20 learners) is amazing and is only fully evident by my having observed the gratitude that the learners have of the efforts of their tutors (e.g. at the prizegiving functions held at the conclusion of the Winter Schools); and

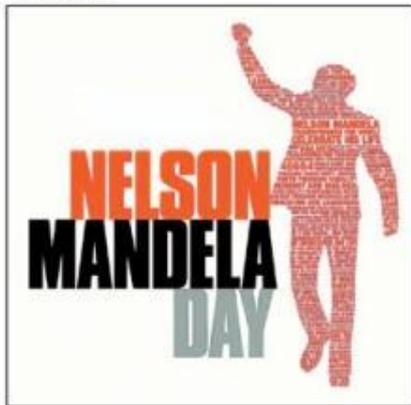
- Assisting with the administration of a massive initiative (reaching more than 1000 learners in the June / July school holidays).

In turn, the students of the TPP programme themselves benefit significantly, not least in the development of the students' communication and organisational skills.



Tutors with learners at the SoA Winter School

HERALD (Morning Final)
 18 Jul 2014, p.7



Students put their hearts on tree leaves

AT NMMU it is very much a decentralised approach. Many departments are doing different things – some of which are projects that they work on throughout the year. Some examples of what departments are doing are as follows:

The Department of ICT Services is getting involved with the “Love Story” project, contributing baby goods to the children in Walmer Township, and then going to a soup kitchen in the afternoon, helping out and meeting the children.

To celebrate Nelson Mandela Day, 1 200 Grade 11 and 12 pupils – who attended four different winter school programmes run by NMMU’s School of Accounting in Port Elizabeth and George over the past three weeks – created a “Mandela Memory Tree tribute”.

They were each given a

paper “leaf” on which to write one word which summed up how they viewed Mandela, with an explanation on the back.

The project was spearheaded by top-achieving first-year Accounting students, who are all recipients of the university’s prestigious vice-chancellor’s scholarships for academic performance.

The Department of Nursing has joined up with the Nursing Education Association (NEA) and planned an initiative in which some professional nurses will be uniting to offer free-of-charge services (such as the taking of blood pressure, screening of blood glucose, and providing health education on various topics) to the public in numerous shopping centres throughout the Nelson Mandela Bay Metropole.

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B 1.1.3 Mandela day



The 18 July 2014 **Mandela Day** celebrations coincided with the SoA winter schools. The born free Eastern Cape Grade 11 and 12 attendees were requested to write one word best depicting the former president Mr Mandela on a leaf-shaped coloured page. These “leaves” were then collected by our students to build a Mandela Memory “leadership tree”. This allowed for a special form of social interaction between students and pupils with the positive impact given wide media coverage (internal and external). The Mandela Tree of Remembrance was displayed at the North Campus Conference Centre as well as at the Leadership events with the Chancellor (22 July) and Year-End Breakfast with the VC (30 October).



B 1.1.4 Open days, career days and teacher appreciation evenings

Our students' community engagements were enhanced during 2014 **Open Days, Career Days, and Teacher Appreciation evenings** - all identified as opportunities for these students to act as "ambassadors for excellence" via volunteering time to assist and doing presentations at the events, reinforcing the strategy to let current students interact with prospective students.

B 1.1.5 Student for a day

HERALD (Morning Final)
16 Oct 2014, p.10

Pupils experience varsity

Grade 11 pupils had opportunity to shadow NMMU accounting students

Nicky Willemse

THERE were a few new faces in accounting lectures at Nelson Mandela Metropolitan University (NMMU) earlier this month as top pupils from 11 schools in the Bay shadowed top students for the day.

The 23 Grade 11 pupils were matched up in pairs or individually with 15 first and second-year accounting students – most of them recipients of the university's prestigious vice chancellor's scholarship – in the school of accounting's first "Student for a day" initiative.

They attended lectures with their students – and passed the day as any student does, including lunch at the on-campus restaurant Madibaz and take-away coffee on their way to lecture halls. They were each given a backpack, complete with an exam pad and pen to take notes, along with information relevant to their forthcoming studies.

"You're going into actual lectures with actual students," accounting lecturer and project head Suzette Snyders told the pupils on their arrival.

Snyders said the school of accounting planned to grow this project in the future by including more schools and expanding the number of pupils who could participate.

"We started the project by just asking schools in the area, sending invitations to the two top-performing accounting pupils at each of these schools.

"They are spending the day on campus, seeing exactly what a normal student's day consists of... We've tried to pair them up with students who matriculated from their schools. And we've paired the Afrikaans-speaking pupils with Afrikaans-speaking students."

Snyders, who is Afrikaans-speaking, is passionate about encouraging Afrikaans pupils to pursue their studies in English, as this is the language of the business world.

"Today is an opportunity for the pupils to ask questions and find out what it's really like to be a student at NMMU," she said.

Riebeeck College's Yolanda Mni, 17, who is aiming to become a chartered accountant, said she was looking forward to "seeing how university actually is". "It's a great opportunity to see how things work."

Her classmate, Kauthar Ravat, 16, said: "I'm a little nervous, but more excited."

Andrew Rabie's Lance Johnson, 17, said he was looking forward to "mingling with the students and getting a feel of the university".

"I have a lot of questions. I want to be a CA... The only other time I've come to the university was to play tennis. I feel very excited about the day."

Johnson's student "buddy" Ryno Burger, 19, a first-year BCom (chartered accounting) student said he loved the idea of the programme.

"I have a brother in Grade 11 and I keep saying I want to bring him to varsity to experience the lifestyle of a student. High school is very different from university. You grow up a lot in a year."

Other high schools included in this first initiative were Alexander Road, Despatch, Brandwag, Cillie, Victoria Park, Framesby, Collegiate, Pearson and Linkside.



COFFEE BREAK: Riebeeck College Grade 11 pupils Kauthar Ravat, 16 (second, from left), and Yolanda Mni, 17 (third, from left), enjoy a taste of student life by shadowing Nelson Mandela Metropolitan University BCom (accounting) first-year students Phumelela Kula (left) and Tonielle Prince for the day.

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Student for a Day was organized for 23 top performing Grade 11 pupils from 11 schools to shadow 15 TTP students on campus and experience academic and student life. For many pupils this provided the first opportunity to visit a university campus – creating in them the aspiration to pursue their post-school studies and fulfil their potential.

B 2 ENGAGEMENT THROUGH TEACHING AND LEARNING

This engagement category can be viewed as the core aspect of the “top performer project” and is built on the following considerations:

First. The NMMU value of excellence includes the academic field and supports the vision of generating cutting edge knowledge.

Second. The fact is that most academic development interventions are focused on under-prepared students and not normally include a focus on the support and development needs of potentially top performing students (who are likely to become leaders in society) – a gap which this project aimed to fill. Contrary to the perception of some staff members, top students are still ordinary human beings with the fears, excitement and social adaptations to make the transition from school to university.

Third. The practical reality that the VC Scholarship award requires students – in quite a demanding programme – to achieve a weighted average of 75% (and other bursaries require high performance as well), necessitate very careful monitoring of student progress and performance with timeous and relevant interventions.

Fourth. Unlike most other academic divisions, the SOA operates in a highly competitive environment and this project served a twofold purpose namely: (1) to attract top scholars to the NMMU and, (2) once accepted, assist them to perform well during their studies and in the eventual professional examinations of the SA Institute of Chartered Accountants (which serve as national benchmark for the quality of accounting education).

B 2.1 Overview

Short overview of teaching and learning activities and interventions:

B 2.1.1 Formal mentoring on group and individual basis

For each year group (first year to Honours) a compulsory quarterly mentor’s meeting is set up. This is attended by the academic mentor for the year group, the Director of the School, the HOD, the project coordinator as well as a relevant subject specialist (tax, accounting, management accounting and auditing).



Beryl Prinsloo
HOD/ 1st year Mentor



Prof Amanda Singleton
3rd year Mentor



Suzette Snyders
2nd year Mentor



Ansulene Prinsloo
1st year Mentor



Prof Frans Prinsloo
Director
Honours Mentor



Elize Naudé
Co-ordinator / Mentor

The agenda typically includes aspects of personal motivation, academic progress and professional development.

A reflective “looking back” is based on a careful analysis of academic results to determine patterns of performance, followed by a “looking forward” to the academic demands of the next term based on past experience. Highly interactive discussions ensure that students find ample time to express their concerns with an immediate feedback loop from the academics that are present.

Students also make use of structured personal mentoring opportunities. This may entail personal one-on-one meetings (sometimes related to non-academic matters like situations at home or personal health matters), but also access on a personal basis the information sharing and motivation emanating from emails, Facebook and sms messages.

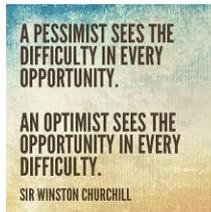


School of Accounting
Second Year Mentorship Meeting

30 July 2014

Agenda

- | | |
|---|----------------------------------|
| 1. Welcome and introductions | <i>Ms Naude</i> |
| 2. Expectations and realities - Second semester | <i>Ms Snyders</i> |
| 3. Your questions, comments and concerns | <i>Group discussion</i> |
| 4. Maintaining balance | <i>Ms Naude & Ms Snyders</i> |
| 5. General | <i>Ms Naude</i> |
| <ul style="list-style-type: none">• Speedreading refresher• Prof Prinsloo email regarding letters in the media• Lukhanyiso Childrens Home Projects• Maintaing and updating your CV | |



The VCS mentoring sessions have played a pivotal part in my academic success. The group sessions instilled good study habits and relieved a lot of the pressure I felt because I came to realise that many of my academically excellent peers were experiencing similar problems as me. The mentoring sessions which have now been extended to top performing students as opposed to only VCS has further enriched the value of the mentoring sessions. It further goes to show that academic excellence is not something unique to VCS but with hard work, discipline and determination any student can achieve brilliant results



Honours Students with Mentors

B 2.1.2 Informal group lunch hour sessions

Informal group lunch hour sessions are organized to allow for flexibility and quick responses to specific learning issues that might arise. These vary from subject specific matters (e.g. discussing weak results in a specific assessment) to more professionally oriented matters (e.g. application for leadership opportunities or meetings with representatives from the audit firms / potential employers). Even though attendance is not compulsory, students participating in the TPP are still expected to respond to their invitations (following professional protocol) and these are normally well supported by students whose needs are addressed.

B 2.1.3 Student-to-student (peer) teaching and learning

Student-to-student teaching and learning takes place via the use of senior students of the TPP programme interacting with and mentoring junior students in the programme formally (group meetings) and informally (socially/forming whatsapp group). Top students tend to work independently, and via this project they were prompted to see the value of study groups and building an academic network. The impact of this kind of learning is difficult to verify independently of the other initiatives, but feedback was unanimously positive.

B 2.1.4 Academic seminar interventions

Academic seminar interventions are utilized to specifically develop the learning strategies and skills of the students, as well as working toward a holistic sense of “wellness”, even though they are from the outside mostly perceived as academically and personally “fine”. This includes an annual *Effective (speed) reading and study strategy* workshop (25-26 July 2014) presented by a private company “Learning Revolution”. The immediate impact of this intensive course is quite dramatic as it significantly enhances the students’ speed of reading but with a higher content retention rate. A refresher course is co-presented to students who underwent the training in the previous year.



Dear Ms Naude

With regard to the effective reading and studying workshop last weekend, I really enjoyed it and definitely took a lot from it. I've learnt so much, most of which will help me not only in my studies, but also in my day-to-day activities. I noticed the difference the very next day, and continue to see the benefits. It was such a fruitful and productive course and I have very grateful to have had the opportunity to partake in it. It also gave me the chance to meet other like-minded students, which was really nice.

Kind regards

Isha

B 2.1.5 Learning via internship

A form of **learning via internship** is the vacation work in which the students who form part of the TPP programme are involved. Students are assisted with the applications, the interviews, and the eventual placement in professional firms, and feedback loops are provided to reflect on lessons learnt.

B 2.1.6 Disability Unit and Research Office

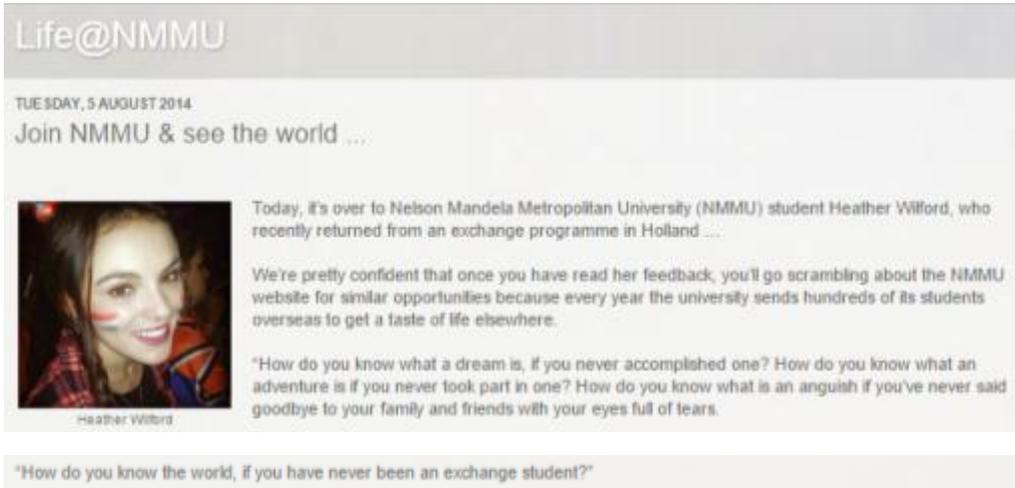
Liaison with **Disability Unit and Research Office** was established to secure extended examination time for students in line with the SAICA guidelines and to ensure that post-graduate bursaries were considered for students, taking into account the specific academic and professional development challenges of the Accounting programme.

B 2.1.7 Study abroad

To foster a global learning mind-set, students on the programme (who are ideally placed to be successful in applying for study abroad opportunities, not least as they are excellent ambassadors for NMMU) are exposed to the **Study Abroad** opportunities offered by the NMMU via the Office for International Education. In 2014 there was a visit to the University of Applied Sciences at Arnhem and Nijmegen, 22 June – 12 July. Although not all students can participate, this activity raises the consciousness of global teaching and professional awareness.

The overall impact of the Teaching and Learning Engagement is evident from the actual results achieved: Very few VC scholars in the SOA left the bursary programme for academic reasons since 2012, and a few students also graduated with a cum laude pass in each cohort.





B 3 ENGAGEMENT THROUGH PROFESSION/DISCIPLINE-BASED DEVELOPMENT AND SERVICE PROVISION

This category of engagement is driven by the NMMU value of excellence and professional development is crucial to ensure that students are developed in line with the expectations emanating from the SA Institute of Chartered Accountants' (SAICA) Competency Framework which gives detailed guidance on the pervasive skills and personal attributes required from graduates at the time of writing the first stage of their professional examinations (of SAICA).

For 2014, the **theme of self-leadership** was selected based on the following excerpt from the SAICA competency framework document: "The profession's commitment to be leaders in enhancing decision making and improving organisational performance requires CAs to foster individual characteristics that are vital to fulfilling this commitment." A student must be able to demonstrate the following attributes (SAICA 2014, page 10):

IB-1	Self-manages
IB-2	Demonstrates leadership and initiative
IB-3	Maintains and demonstrates competence and recognises limits
IB-4	Strives to add value in an innovative manner
IB-5	Manages change
IB-6	Treats others in a professional manner
IB-7	Understands the national and international environment
IB-8	Is a life-long learner
IB-9	Works effectively as a team member
IB-10	Manages time effectively

B 3.1 Four leadership events

There were **four leadership events** organized in 2014 to which all 79 VC Scholars were invited with a total attendance of between 100 and 120, including staff, management and other invitees:

These events served as important mentoring opportunities to groom and prepare the scholars in professional protocol (obligatory RSVP, keeping registers, planning the programmes, and networking) and preparation for interactive leadership conversations (CV preparation of the speaker with relevant questions).



ALL EARS ... First-year Vice-Chancellor's Scholars (from left) Mandy Forson, Taryn Stowman, Jessica Harvey, Taryn Balie, Sibongile Mapantsela and Tonielle Prince listen attentively to speakers at the first of several leadership sessions to be run through the VC Scholarship Leadership Development

B 3.1.1 First event: What is self-leadership?

Leading yourself to personal excellence was hosted on 14 February 2014 (Valentine's Day). This was the very first leadership welcome function since the inception of the programme attended by VC's scholars from all faculties, Deans, academic/support staff and management. A discussion and question/answer session was facilitated by an expert panel, including one of the students, followed by a networking finger lunch.



LEADERSHIP PANEL... Experts on the panel included (from left) Prof Frans Prinsloo (Director: School of Accounting), Prof Vivienne Lawack (Dean: Law), Prof Plet Naude (DVC: Academic), Khaya Matiso (Dean of Students) and Bongeka Mbonisweni (3rd year VCS BCom Chartered Accountancy student).

B 3.1.2 Second event: Self-leadership via personal branding.

The power of personal branding - how do you build a personal and institutional brand? (15 May 2014): An outstanding event hosted and presented by Boomtown CEO Andrew MacKenzie, where VC Scholars from all Faculties were initiated into the world of networking and personal advancement, followed by a food and wine-pairing. At the last leadership event a personalized branded VC's Scholar T-shirt was gifted to each scholar as motivation for the final exams to 'Be Calm and be a VC's Scholar'.



B 3.1.3 Third event: Self-leadership in the business world

A highlight on the leadership development programme, **Sharing Leadership Experiences** (22 July 2014) where NMMU's chancellor, Ms Santie Botha, inspired tomorrow's business leaders. This was followed by audience interaction, and opportunity for scholars to test their networking skills with various stakeholders from management, alumni and SRC members.

 <p>The NMMU Vice-Chancellor's Scholarship Programme has pleasure in inviting you to</p> <h2>Sharing Leadership Experiences</h2> <p>Speaker: Ms Santie Botha, NMMU Chancellor Date: Tuesday 22 July 2014, 18:00 - 20:00 Venue: North Campus Conference Centre Dress: Smart Casual RSVP: Monday 14 July to Suzette.elize@nmmu.ac.za or Elize.Naude@nmmu.ac.za</p> <p><i>This event is held in benefit of Lukhanyiso Children's Home</i></p>	<p>From: Santie Botha Sent: 23 July 2014 09:12 PM To: Naude, Elize (Ms) (Summerstrand Campus South) Cc: Naude, Piet (Prof) (Summerstrand South Campus); Swart, Pieter (Mnr) (Summerstrand Campus North) Subject: Re: VCS Thank You!</p> <p>Dear Elize</p> <p>Congratulations to you on a well organised event last night.</p> <p>It was a privilege for me to engage with the VC Scholars and the effort that is made through the mentorship programme is clearly paying dividends.</p> <p>Thanks also for my very special gift. I have attached my speech.</p> <p>Best regards</p> <p>Santie</p>
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B 3.1.4 Fourth event: Self-leadership in its relation to service-leadership

A festive breakfast session, celebrating five years of the VC Scholars' Programme, was hosted on 30 October 2014 at The Marine Hotel with the VC Prof Derrick Swartz speaking on **“What is the purpose of my knowledge if I can't use it for the good?”**. This was a first discussion and interactive meeting between the VC himself and all VC Scholars from the different faculties, followed by the **launch of a VCS publication** 'Leaders for Tomorrow', showcasing different views of the 2014 scholars (79) on 11 leadership questions posed to them, with a newly established **VCS Alumni Chapter**.



B 3.2 Professional audit firms and financial services companies

Engagement with **professional audit firms and financial services companies** occurred at regular intervals. Examples are as follows:



School of Accounting

Prof Les Simpson Legacy Lecture

The value of an Accounting Qualification including Management Accounting in the Business Environment

A discussion by three successful and influential businessmen

Join **Royden Vice** (Director of Companies/Entrepreneur), **Ian Scott** (Independent Financial Consultant) and **Marq Roberts** (CEO, Fury Motor Group), NMMU alumni and qualified Chartered Accountants, for a discussion wherein they share their business experiences and views on the value of their accounting qualification and management accounting studies.

Date: Thursday, 4 September 2014
Venue: South Campus, Building 123, Room 0007
Time: 12:05 – 13:05 (lunch hour)

B 3.2.1 (Prof) Les Simpson legacy lecture

Students are encouraged and invited to participate in various lunchtime presentations to broaden their understanding of the profession, network with business leaders and build their CV portfolios. For the *(Prof) Les Simpson Legacy Lecture* they were prepared to question and network with three successful and influential businessmen on the value of an Accounting Qualification (4 September 2014)

as well as an informal mentoring lunchtime discussion by CEO, Craig Killian, of Grant Thornton on 15 October 2014. Registers taken at these events allow for reflections with students at follow-up group/individual mentoring sessions. The sessions allowed students to discuss their questions regarding vacation work, internships, ethical behaviour, as well as issues with selecting of and signing with firms.

B 3.2.2 Strength's finder analysis

Our mentoring in business focus was enhanced through an off-campus seminar to assist students as a group in understanding their own competency profile via the *Strength's Finder Analysis* presented at the offices of, and by staff of one of the world's "big 4" professional services firms, Deloitte (22 October 2014). Second year students gained a new sense of the importance of diversity in professional and leadership competencies required to be successful in the business world, the value of focusing on and developing their strong attributes, as well as the benefits of working in a team context.

B 3.2.3 Allan Gray essay competition

Students of the TPP programme were actively encouraged and supported to participate in the annual *Allan Gray* essay competition. The TPP students continue to excel in the different categories of this essay competition, which only top performing students can enter by invitation, as winners. The prize-winning cocktail function provided them with an opportunity to visit the *Allan Gray* offices and network with the leading asset manager's representatives, invited academic staff and winning peers.

B 3.2.4 KPMG business case challenge

In the 2014 *KPMG* business case challenge a team, comprising students from the TPP programme, won in the regional competition and participated in Johannesburg for the international prize.



Dear Elize

It was a great pleasure for us to share our business mentoring experiences with you and the students. They are a fantastic group and we thoroughly enjoyed the interaction.

Thank you for requesting us to be part of this process.

Kind regards

Carol

B 3.2.5 Ernst & Young business ethics competition

Students annually participate in the national *Ernst & Young* Business Ethics competition (NMMU is one of the participating universities) where they have to present ethical topics in teams. At the cocktail prize winners evening (17 May 2014), the presence of TPP students are noted in the winning top 10 groups as well as taking the best speaker category.

B 3.3 Annual SAICA student leadership summit

The **annual SAICA student leadership summit** involves all SAICA accredited universities in South Africa. Students are required to submit an essay and 30 finalists are selected from the nation-wide applications to participate in this prestigious weekend-event in Johannesburg. Students in the project are assisted with their preparation and we once again had a NMMU finalist in Danie Strydom (3rd year student in the TPP programme), bringing great reputational value to the NMMU and the SOA.

B 3.4 SAICA professional accreditation report

Engagement via contribution to the **SAICA professional accreditation report** prepared by the NMMU SOA. This re-accreditation visit from a SAICA panel of experts occurs every 5 years. As part of the self-evaluation report, the top achiever project contributed in demonstrating to SAICA the excellent student support given to our students as well as the striving toward building the required professional attributes. NMMU was awarded a rating of “1” (i.e. the best accreditation rating available) following this visit for its Chartered Accountancy programme for the period 2015-2019.

B 4 ENGAGEMENT THROUGH RESEARCH AND SCHOLARSHIP

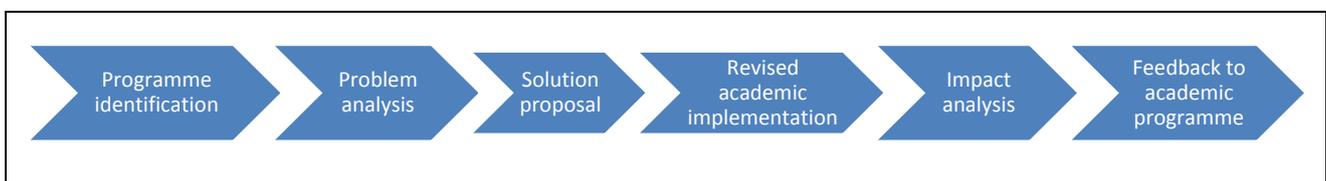
This category of engagement is premised on the NMMU value of excellence and on the fundamental principle that academic and professional development initiatives must be evidence-based and be executed in the form of continued reflective practices. The implication is that the Top Performer Project (TPP) illustrates “problem analysis and solving” as well as “evaluation and impact analysis” to ensure that problem solving interventions had the intended academic effect. Although no formal research outputs (accredited publications and conference presentations) emanated from this project thus far, there are at least six ways in which the project exhibits research engagement:

B 4.1 Design of the TPP

As stated in the background, the 2014 **design of the TPP** – encompassing the various inter-related dimensions of academic, professional, leadership, “global” and social development – was itself the **result of feedback and reflections** in the preceding years since late 2011. In fact, the origin of the project can be traced back to individual interviews with VC scholars in the SOA to determine their development needs which then commenced in a structured manner in 2012. Each aspect was evaluated and its impact in terms of academic results specifically measured to ensure that a cycle of continuous improvement and relevance could be established. (Impact: high throughput rates and no one leaving the scholarship programme)

B 4.2 Problem analysis

The bulk of the research-related activities stems from the **problem analysis** of students’ academic performance. This project stands or falls with the ability to minutely record and monitor each student’s academic results after each cycle of assessment. From the students’ side, they were involved in self-assessment of their academic progress – instilling a sense of scholarly reflection (identify – plan – implement) which were shared and discuss during mentoring sessions. On the part of academics, careful analysis (using averages, deviation from previous years, etc.) is utilized to determine “problem” modules or sub- modules and other student development needs. Discussions then take place with relevant stakeholders, including the students, to propose solutions; these solutions are implemented; and their impact is then evaluated with a feedback loop into the academic planning. The research process may be summarized as follows:



Singleton, Amanda (Prof) (Summerstrand Campus South)

From: Singleton, Amanda (Prof) (Summerstrand Campus South)
Sent: 29 September 2014 02:53 PM
To: Naude, Elize (Ms) (Summerstrand Campus South)
Subject: VC Scholars meeting

Hi Elize

Brief summary of my observations and subsequent action/follow up.

1. Students valuing the engagement opportunity – thanks to you for a brilliant support programme
2. Students not making full utilisation of consultation opportunities.
3. Subject specific observations:

R302:

- The issue of assignment solutions particularly for Consolidation tutorials reared its head again - this matter has been addressed with Jaco and Derek.
- I did mention it to Jaco who thinks it's merely a historical spill over of an issue already addressed – let's monitor and see what happens next year.

Auditing:

- The PWC project was the main topic of discussion.
- I will ask Frans to take the issues forward in the Audit division - think it was mostly related to managing groups particularly when you have no choice in team members and you are striving for top marks.

MAF:

- Students continue to feel a little unsettled by the adjustment in standard of assessment – have already raised this issue with Melissa after previous meeting and the sense I have is that this is being managed appropriately.

Tax:

- The previous test did not appear to go well for many students.
- Students appear to take ownership of their underperformance being attributable to their own inadequacy in preparation - had no real complaints against the module itself. Suspect this is due to the nature of the assessment which now requires integration of knowledge from first semester.

Kind regards

Amanda Singleton CA(SA)
Professor
Department of Auditing and Taxation
School of Accounting
South Campus
Tel: +27 (0)41 504 2447

B 4.3 Curriculum design and improvements

The TPP has led to complementary insights into continuous **curriculum design and improvements**, contributing in an informal but crucial manner to the scholarship of learning. The “research cycle” inherent to the project assisted the SOA for example to detect “problem phases” in the three year under-graduate curriculum and has clearly demonstrated the ability to ring-fence service modules that pose particular challenges to the top achievers in the School - which resulted in School management then engaging proactively with academic departments both within the Faculty of Business and Economic Sciences (BES Faculty) and those in other Faculties to attempt to find solutions in an attempt to ensure a high quality service delivery.

B 4.4 TDIF grants

During 2014, two applications for **TDIF grants** were submitted and awarded which will enable formal research on aspects of the TPP during 2015. The BES Faculty also built on the TPP framework to extend a similar programme to Second Avenue Campus. Therefore, the groundbreaking nature of the TPP programme, and the success thereof, is widely acclaimed to such an extent that others now want to emulate the programme. Therefore, in research terms, the body of knowledge developed by “trial and error” in the early years of this programme is now being recognised, adapted and used in the development of new programmes (at NMMU and elsewhere).

B 4.5 VCS Publication

Celebrating five (5) years of VC Scholars, publication entitled *Leaders for Tomorrow* was compiled. This publication includes the leadership views of 79 scholars and a few VCS alumni, and was distributed both internally (The Chancellor, Council, Missionvale & George campuses) and externally to select NGOs, private sector firms, and schools.

B 4.6 Project proposals

As part of the project development since 2012, quite a number of project proposals and project reports were written, based on reflective practices. Examples (apart from the funding proposals above) are as follows:

- The 2013 project report for the SoA
- proposal for a VC Scholar pilot project for 2014

- framework for a top performers' development programme (2014) in the Faculty of BES
- project proposal for high achievers written for the University of Stellenbosch Faculty of Economic Sciences (late 2014/beginning 2015).



SECTION C: DESCRIPTIONS

C 1 IMPACT OF ENGAGEMENT ACTIVITIES

Describe the impact your Engagement activities have made on stakeholders/beneficiaries/communities and provide details on how these activities are acknowledged/recognized by:

C 1.1 External communities/stakeholders/beneficiaries:

(not staff and students of NMMU)

The key external stakeholders/beneficiaries and the impact - with examples of select acknowledgements – may be summarised as follows:

- NGO (Lukhanyiso Children’s Home): Impact “internally” by providing in basic needs of the home (washing machine project) and giving the children as sense of self-worth and importance (shoe-project); and impact “externally” via high audience and media exposure (Bay TV, newspapers) crucial to any NGO strategy (see B 1.1.1).

Thank you very much for the interest you have shown in the Lukhanyiso Home Project, all the fundraising that you and your students have done is appreciated.
You have made positive contributions to the children's lives by providing them with shoes and other items such as the books and calculators etc. Emotionally they also felt loved and that is very important considering that they come from dysfunctional families.
Thank you also for the exposure to Bay TV.
I wish you and the students a festive holiday.
Kind Regards
Bukelwa Manyandela

- School Grade 11 & 12 learners: Academic impact via winter school tutoring; social impact via student-a-day hosting on campus, and impact on career choice guidance via recruitment activities (Open Days, etc.) (see B 1.1.2 and B 1.1.5)

HERALD (MorningFinal)
17 Jul 2014, p.5

Mandela memory tree takes root

Nicky Willemse

TO celebrate Nelson Mandela Day tomorrow – the former president's internationally celebrated birthday – born-frees across the Eastern Cape paid homage to the world icon by creating a "Mandela memory tree tribute".

The 1 200 Grade 11 and 12 pupils – who have been attending four different winter school programmes run by Nelson Mandela Metropolitan University's School of Accounting over the past three weeks – were each given a paper "leaf" on which to write one word which summed up how they viewed Madiba, with an explanation on the back.

The project was spearheaded by top-achieving first-year accounting students, who are all recipients of the NMMU's Vice-Chancellor's Scholarships for academic performance.

Most of them were tutors at the winter schools, held in Port Elizabeth and George.

The feedback from the born-frees, 20 years into democracy, proves that they value the role Mandela played in their own freedom.

"Legend" was Gamble Street High Grade 11 pupil Zandile Makhalima's word for Mandela.

"He sacrificed his entire life just for the freedom of others. He



LEAVING A LEGACY: Grade 12 pupils Francois Ungerer, left, and Sinovuyo Mbonda attach leaves to a Mandela memory tree. They are assisted by tutor Klarissa Barkhuizen

might be gone but his legacy will live on – a true legend."

"I want to be like him one day, to help people and bring the spirit of ubuntu because this country needs people like him," wrote Douglas Mbopa High's Fezeka Nyendwana, also in Grade 11, who called Mandela a "role model".

Alexander Road High matric pupil Tess Malgas said Madiba was "incredible".

"What Mandela did for South Africa is beyond belief," she wrote.

Boitumelo Dorane, in matric at Graaff-Reinet's Union High, called Mandela *qhawe lama qhawe* (hero of heroes).

"Data Mandela had the influence and the power to turn our country into a river of blood but instead he chose peace. Not many leaders who have been oppressed and ridiculed would do the same."

"Humble" was Collegiate High Grade 12 pupil Elma Asun's word for Madiba. "He was a world leader. He changed history but he didn't let fame change him."

The tree will be showcased at a vice-chancellor's scholars' leadership event with NMMU chancellor Santie Botha on Tuesday. Photographs and the story behind the tree will also be sent to the government.

This material has been copied under a DALRO licence and is not for resale or retransmission.

- SAICA: Impact on enhancement/reinforcement of Competency Framework and preparing rounded professionals via participation in Student Leadership Summit (see B 3.3).
- Professional auditing firms: Impact on the firms' ability to introduce themselves in recruitment of top students, and direct impact on public profiling of these firms via participation in various events/competitions (see B 3.2).
- International partnership university: Impact on strengthening – in 2014 – the specific relationship with Arnhem Nijmegen University in The Netherlands (see B 2.1.7).

C 1.2 Internal communities/stakeholders/beneficiaries:

(staff and students of NMMU)

- Students participating in the project: They are the key stakeholders and the project had as huge and enduring impact on their holistic development i.t.o. of social (B 1), academic (B 2), leadership (B 3.1), professional (B 3.2 – 3.4) and global (B 2.1.7) interventions. They were enabled to build internal and external networks, and developed the ability to take responsibility for and reflect on their own progress.

Examples of student feedback explain the project-impact best:

The leadership programmes in my opinion were as vital to my development as the academic support I received. The leadership programmes gave us an opportunity to interact with business leaders such as the Madam Chancellor Ms Botha, Mr Brand Pretorius and many others. The leadership programmes also taught us the power of personal brand and how to develop and be cognisant of our brands. Considering that a few VCS will be entering the job market soon this tool will come in pretty handy. Most importantly the VCS leadership programmes gave many of us VCS a platform to develop other pervasive skills and commit to our social responsibility through the VCS social contribution initiative 'shoes for souls'. (Bongeka Mbonisweni)

The mentorship we received during the programme enabled me to develop the soft skills that are so sought-after in the world of business today. (Yolande Oosthuizen)

With all the support programmes that the School of Accounting exposed us to, even in the hardest times, I always knew that if anyone has to pass an exam, it was me. (Siya Khalakahla)

There were many character-building events such as leadership seminars and a personality test. The programme also helped me obtain opportunities to study abroad and to tutor at winter schools. It gave me an all-round university experience. (Prinola Govindasamy)

- Academic staff in the SOA: Impact on their perception of top achievers' development needs; impact on their mentoring skills, and decisive impact on their alertness to student monitoring, curriculum design and assessment strategies.



Mentor 1st Year/Lecturer My perceived impact:

- I believe that the weekly individual mentoring sessions are crucial for first years. Some of the benefits are as follows:
- I get to know the students really well and can determine very quickly "where they are in their learning".
- I assist them with the adjustment from school to HE.
- I help them to work "smarter" by identifying where they are wasting time and how they can get more work done on a daily basis.
- I allocate a "study buddy" to each of them. And the feedback from this is that it really helps them if they have someone to "bounce" off topics...someone to share the load ...
- I believe that it also helps them to reflect on their performance after each test. I expect that when they see me they must bring their marks with, as well as a written reflection. By doing this the student have to spend time going through the test and know exactly where they went wrong...and how they can ensure that they do not make the same mistake again.
- By seeing the students on a weekly basis I pick up very quickly if they are having a problem. The problem can either be academic or it can be personal. Although I am not a qualified psychologist, I do know, or can find out, where or whom to send the students too.
- I arrange informal workshops for the students if I determine that there is a problem that they whole group is battling with...e.g. how to write a law test ...how to study for business management.
- Time management is a huge problem with most students. By monitoring the students so regularly I more or less manage their time for them as well at the beginning of the year...by the second semester they are all adjusted and are able to manage their own time. I show them to use their calendar and plan all the activities...and to start early working for tests and to do their various assignments.

For me personally, being the first year mentor is extremely fulfilling. You see these young "caterpillars" becoming the most beautiful butterflies...

Ansulene Prinsloo

Mentor 2nd Year/Lecturer My perceived impact:

The mentoring sessions was a wonderful opportunity for myself as a lecturer to engage with a select number of high achieving students.

The sessions gave me an opportunity to encourage and motivate them for the challenges they continuously face, but also for them to share with me regarding concerns and questions they have not only in my module, but for their studies and career as a whole.

I often found that these concerns were reflective of the bigger group and I could take this knowledge into my lectures to benefit the student body at large.

For the students who were invited to attend there was a clear improvement from the first meeting to the last. Their ability to identify problems, think it through logically and formulate it in a professional and respectful manner in discussions with lecturers grew tremendously. This is a crucial skill for a Chartered Accountant to possess, but one that cannot always be given the required attention during lectures due to time constraints.

I believe this programme is a unique and powerful tool for these students to grow themselves personally, professionally and academically. The short but focussed sessions left them with food for thought and inspiration to continue to reach for the exceptional results they hope to achieve.

I look forward to my continued involvement with this programme and the far reaching effects I know it will have for any student lucky enough to participate in it.

SUZETTE SNYDERS

Mentor 3rd Year/Lecturer My perceived impact:

- For students:
 - Value engagement opportunity with staff (at lunch time sessions)
 - Input (hopefully assists in accelerating their success)
 - Monitoring of results with individual mentoring to encourage or challenge performance (and correct behavior to attain desired personal goals e.g. cum laudes)
- For SOA
 - Feedback recorded of student experience of the programme feeds back into delivery of programme and forms an important QA mechanism.
- Personally
 - Very rewarding to be permitted to be part of individual's journey and development and more so when a student allows you into a more personal space.

PROF AMANDA SINGLETON

- Academic staff in BES and other participating Faculties: The idea of special attention to top achievers and the success of mentoring found wider impact and led to a decision to include VC Scholars from all Faculties in the 2014 project as well as extending the project in 2015 to BES students at Second Avenue Campus.
- Impact on the VC Scholar-project (started in 2010) was to include bursar holders in select interventions in the SOA project and thus provided an avenue for executing the “development” aspect of the scholarship policy.
- Recognition in T&L Annual report produced by the Office of the Dean: Teaching and Learning.
- The NMMU Marketing and Corporate Relations won a number of national awards in the Higher Education sector, and the VCS publication, Leaders for tomorrow, was included in the portfolio for “professional publications”.
- Recognition for various aspects of the project was received from the Chancellor and the VC:

<p>From: Swartz, Derrick (Prof) (Summerstrand Campus North) Sent: 11 August 2014 08:09 AM To: Naude, Elize (Ms) (Summerstrand Campus South) Cc: Shushu, Babalwa (Ms) (Summerstrand Campus South); Best, Laura (Ms) (Summerstrand South Campus) Subject: Re: VC scholar evening with our Chancellor</p> <p>Hello Elize,</p> <p>Thanks very much for this - from the coverage and attendance it seems to have been a stunning success and the Chancellor also seemed happy when I communicated with her after the event. Thanks for so diligently organising this event.</p> <p>Best wishes.</p> <p>VC.</p>	<p>From: Mayekiso, Thoko (Prof) (Summerstrand Campus South) Sent: 11 August 2014 06:31 AM To: Naude, Elize (Ms) (Summerstrand Campus South) Subject: Re: VC scholar evening with our Chancellor</p> <p>Dear Elize</p> <p>Thanks a lot for speech and the excellent work you are doing with the VC scholars.</p> <p>I am happy to make a donation towards the purchasing of the washing machine, should you still need contributions.</p> <p>Regards</p> <p>Thoko</p>	<p>From: Santie Botha Sent: Wednesday, July 23, 2014 9:13 PM To: Naude, Elize (Ms) (Summerstrand Campus South) Cc: Naude, Piet (Prof) (Summerstrand South Campus); Swart, Pieter (Mnr) (Summerstrand Campus North) Subject: Re: VCS Thank You!</p> <p>Dear Elize</p> <p>Congratulations to you on a well organised event last night.</p> <p>It was a privilege for me to engage with the VC Scholars and the effort that is made through the mentorship programme is clearly paying dividends.</p> <p>Thanks also for my very special gift. I have attached my speech.</p> <p>Best regards</p> <p>Santie</p>
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C 2 CONTRIBUTION OF ENGAGEMENT ACTIVITIES

Describe how your Engagement activities contribute towards faculty/department/entity engagement goals and objectives. (Refer to your Department/Faculty/Entity's strategic plan here)

C 2 CONTRIBUTION OF ENGAGEMENT ACTIVITIES

Describe how your Engagement activities contribute towards faculty/department/entity engagement goals and objectives. (Refer to your Department/Faculty/Entity's strategic plan here)

Engagement with relevant key stakeholders, including the following, is an important focus area in the strategic plan of the SoA:

- Professional bodies, such as the SA Institute of Chartered Accountants (SAICA) (who accredit our programmes);

- Feeder schools (who contribute students to our programmes); and
- Professional services firms (who employ our graduates).

(i) Relationship with professional bodies:

The NMMU Chartered Accountancy programme is widely regarded as a flagship programme and is highly regarded by SAICA. However, to ensure that this remains as such, it is important that the quality and number of Chartered Accountancy graduates remains high.

The TPP, by enhancing the quality of the offering to the School's students, particularly its top performing students, ensures that NMMU remains an important contributor of quality Chartered Accountants to the SAICA – and we are confident that our alumni are likely to count amongst the top in the country (e.g. feature amongst the top 10 in the Part 1 of the Qualifying Examination). We believe that the interventions offered by the TPP will ensure that our top achieving Accounting graduates assume leadership positions in society in even greater numbers than has the case been prior to the introduction of the initiative (i.e. the initiative will benefit society in general over time by producing socially-conscious business leaders). Therefore, the benefit of this engagement initiative will be a general raising of the profile of NMMU as a result of the quality of its alumni.

(ii) Relationship with feeder schools:

Strong relationships with feeder schools are of utmost importance in ensuring that the SoA has a sustained pipeline of quality students studying in the field of Accountancy. These relationships are built in a variety of ways, including the offering of initiatives such as the Teacher Appreciation Evening (to recognise the role of teachers); the Accounting Winter Schools (to benefit directly learners in their Accounting studies, and occasionally grade 11/12 Accounting teachers); and Career Evenings (to educate learners, parents and teachers about careers in the field of Accountancy).

We have relied heavily on the students from the TPP to play an active role in offering, and ensuring the success of, these initiatives. For example, in the Teacher Appreciation Evening the students serve as MCs; in the Winter Schools they act as tutors; and in Career Evenings they provide insights from a student perspective to prospective learners. Simply put, without the invaluable contribution of the TPP students it will often not be possible run these initiatives, and the quality of the students adds significantly to the experience of participating learners.

(iii) Relationship with professional services firms:

A successful Accounting Department depends on strong relationships with the professional services firms from the surrounding area (who can offer financial and other resources to enhance the academic programme offering and employ its graduates). However, to ensure such strong relationships a key starting point is that the firms must want to choose NMMU Accounting graduates as their first choice when appointing employees (in preference to those from other universities).

We believe that the TPP has enabled the raising of the quality of our graduates (through the various engagement related projects they participate in), which has resulted in NMMU Accounting graduates being preferred by many employers. This is evidenced by the large number of employers who participate in the annual Accounting & Law Career Day, and the positive feedback that we have received from employers (e.g. in the annual formal meeting between School management and representatives from the local profession).

C 3 CONTRIBUTION OF ENGAGEMENT ACTIVITIES TOWARDS THE ACHIEVEMENT OF THE NMMU VISION 2020

Describe how your Engagement activities contribute towards the achievement of the NMMU Vision 2020 Engagement Strategic Goals and Objectives. (Refer to the attached NMMU Engagement Strategic Goals and Objectives)

Our vision



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

Our mission



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

The engagement activities of the TPP described in Section B contribute to the NMMU Engagement Goals (see specifically Vision 2020 strategic priority 4) in the following ways:

- The TPP – through its participation in all four categories of engagement - enhances the overall reputation of the NMMU as an “engaged” institution (see Section B: 1- 4)
- It promotes an ethos of engagement for the public good amongst top performing students (see Section B: 1.2 – 1.5)
- It promotes social awareness of responsible citizenship amongst participants in the programme (see Section B 1.1)
- It promotes institutional, staff and student participation with schools, business, and professional bodies (see Section B: 3.1 – 3.4)
- It enhances the accessibility of NMMU expertise in Accounting to the relevant external communities (see Section B: 1.2 and 1.4)
- It promotes the participation of students in international partnerships (see Section B: 2.6)
- It actively markets engagement initiatives to increase awareness of this important function of the university (see all references to and examples of media exposure in this submission)

C 4 OTHER CONTRIBUTION OF ENGAGEMENT ACTIVITIES

Describe how your Engagement activities contribute towards: (Refer to any relevant media coverage, representation on boards or committees, scholarly publications, conference presentations etc.)

C 4.1 Addressing the needs of society and various external communities served by NMMU

See Section B, specifically B 1 and B 3.

The Engagement activities addressed the **educational** needs of at least three stakeholders: local schools (specifically in the field of Accounting), the professional auditing firms (exposure to top achieving students and in turn providing opportunities to our students), and SAICA as the overseeing professional body (providing future top achievers and leaders to the profession).

The activities also served the **social and practical needs** of the Lukhanyiso Children’s Home, representing empowerment, recognition and hope.

C 4.2 Profiling and promoting the NMMU as an engaged university

See the fuller exposition under Section B and point 3 immediately above.

The outline and description of the four engagement categories tell a collective story:

- The NMMU takes its vision and mission and strategic plans relating to engagement seriously;
- Our students interact with and give back to those who are marginalized in our society;
- Our students and staff give of their expertise to school learners to enhance their educational opportunities at a higher level;
- The SOA (staff and students) takes its relationship with private firms seriously as they are the current providers of financial and in-kind support and the future employees of our students;
- The engagement categories demonstrate to both insiders and outsiders the interaction and integration of “engagement” with the academic project as such (see next point).

C 5 INTEGRATION ENGAGEMENT

Describe how you have successfully integrated engagement into the Teaching and Learning and Research functions of the university. (Refer to sections 5.1, 5.2 and 5.3 of the Engagement Excellence Awards Policy as a guideline)

The project description in Section B clearly stated that the focal point of the TPP is indeed Teaching and Learning (T&L). In other words, the other forms of engagement not only emanate from and are necessitated by the T&L demands of the Accounting programme, but they also feed into and reinforce the T&L objectives of the programme.

In the context of well-rounded and holistic student development – also required by the SAICA competency framework – it simply makes no sense to run social, professional, and research engagements as “additional activities” to the academic programme merely to seek “engagement” for its own sake. To the contrary, the T&L would become impoverished and in some respects impossible without the other forms of engagements.

One could therefore conclude that T&L is the axis-point around which the other forms of engagement revolve, driven by an underlying research process and focus so as to ensure that students’ learning in fact benefit from the various academic and other interventions.

C 6 SCHOLARLY OUTPUTS/CONTRIBUTIONS

Provide details of scholarly outputs/contributions made to a body of knowledge as a result of your engagement activities. (Refer to publications, new teaching programmes, technical reports, conference proceedings, etc.)

See the discussion and explanation of the research process under Section B 4.1 – 4.6 with the research “outputs” from the project, namely the project design itself, problem & impact analysis and curriculum revision.

Further: Note the publication of the VC Scholar book, *Leaders for Tomorrow*, records the participants in the VCS programme and their views on leadership (4.4 above). Although not a scholarly (refereed) publication, it does serve the purpose of recording important information in the form of a leadership project.

A successful funding proposal was submitted to AUF and a further two successful applications for TDIF funding were submitted at the end of 2014/beginning 2015 that were built upon reflective insights gained from the TPP (see 4.5 above).

Quite a number of reports were generated as outcome of a continued cycle of reflective practice in the execution of the project (see an example under section F).

C 7 DESCRIBE THE IMPORTANT ROLE PERFORMED BY YOU OR THE TEAM IN:

C 7.1 The leadership and management of the engagement activities and initiatives:

As Director of the School of Accounting, the project sponsor takes responsibility for the three core functions of the university (research, T&L, and Engagement) in this specific context. The TPP has the full backing of the School and key academics are the HOD of Accounting Sciences plus the academic mentors for each year group as well as the subject specialist of the four key areas in Accounting. The chair of the Faculty T&L committee, who is an academic in the SoA, resides in the SOA serves a vital advisory role.

The actual running of the project rests with the dedicated project coordinator, Mrs Elize Naude, who has a background in Education and extensive experience in student motivation and success. Regular meetings were held – with students in the mentoring sessions and with staff in the normal staff meetings – to ensure oversight of, and support for, the TPP.

It would be impossible to maintain such a wide variety of engagement activities without involving the students themselves. They are briefed, and in quite a number of cases play a primary role in the organizing and execution of activities.

C 7.2 The level and extent of partnerships/collaborations/networks/linkages formed internally and externally

Internally (Inter-departmental, inter-faculty and interdisciplinary)	Externally (at local, national and international level)
<ul style="list-style-type: none"> • Apart from the School of Accounting (inter-departmental), key internal stakeholders are as follows: • The NMMU marketing and communication division • The offices of the DVC: Academic and Dean Teaching and Learning • Office of the VC for aspects of the VC Scholar leadership programme • The office of the Chancellor as key 2014 participant and sponsor • All other faculties, plus George and Missionvale campuses, were involved via participation of all VC Scholars (leadership and academic interventions) • SRC office wrt leadership seminars • Student finance for discussions about VC scholarship requirements • Liaison with Disability Unit regarding learning needs and extended examination time in line with SAICA policy • Liaison with Research Office regarding post-graduate bursaries • Liaison with Student Counselling regarding one-on-one sessions as required • The NMMU alumni association established a chapter for VC scholars during the last leadership event of the year. 	<ul style="list-style-type: none"> • The link with the LCH continued in 2014 (since 2013) and is now a strongly established local partnership • Partnerships with high schools were forged via both the SOA winter schools and the Student-a day-project • Extensive networks were established with the professional services and financial services firms that all have a global footprint as well (B: 3.2) • The long-standing partnership with SAICA – a national professional body - was strengthened in a double sense during 2014: via participation of students from the programme in the SAICA leadership summit (B: 3.3) and the accreditation visit to NMMU (B: 3.4). • There was again awareness raising and participation in the study abroad programme, tapping into NMMU’s international partnership network via the Office for International Education.



SECTION F: PORTFOLIO OF EVIDENCE

List of supporting documents submitted along with this application as addendums:

F 1 Students in the media (examples only)

F 1.1 Student blog (Heather Wilson)

Life@NMMU

TUESDAY, 5 AUGUST 2014

Join NMMU & see the world ...



Heather Wilford

Today, it's over to Nelson Mandela Metropolitan University (NMMU) student Heather Wilford, who recently returned from an exchange programme in Holland ...

We're pretty confident that once you have read her feedback, you'll go scrambling about the NMMU website for similar opportunities because every year the university sends hundreds of its students overseas to get a taste of life elsewhere.

How do you know what a dream is, if you never accomplished one? How do you know what an adventure is if you never took part in one? How do you know what is an anguish if you've never said goodbye to your family and friends with your eyes full of tears.

"How do you know what being desperate is, if you never arrived in a place alone and cannot understand what everyone else was saying. How do you know what diversity is if you never lived under the same roof with people from all over the world? How do you know what tolerance is, if you never had to get used to something different even if you didn't like it.

"How do you know what autonomy is, if you never had the chance to decide something by yourself? How do you know what it means to grow up, if you never stop being a child to start a new course?"



Heather (second right) experiencing Hup Hup Holande!

“How do you know what is to be helpless, if you never wanted to hug someone and had a computer screen to prevent you from doing it. How do you know what distance is, if you never, looking at a map, said ‘I’m so far away’? How do you know what language is, if you never had to learn one from friends. How do you know what patriotism is, if you never shouted “Hup Hup Holanda” wearing a flag around your body?

“How do you know what an opportunity is, if you never caught one? How do you know what pride is, if you never experienced it for yourself at realizing how much you have accomplished. How do you know what to seize the day is, if you never saw the time running so fast?

“How do you know what love is, if you never experienced the adrenaline from a summer fling? How do you know what a friend is, if the circumstances never showed you the true ones? How do you know what family is, if you never had one that supported you unconditionally.

“How do you know what borders are, if you never crossed yours, to see what is on the other side? How do you know what imagination is, if you never thought about the moment when you returned home?

“How do you know the world, if you have never been an exchange student?”

I told you you’d be yearning to experience the joys of travelling once you’d read this ...

For more information contact NMMU’s International Office for Education’s Study Abroad Programme on studyabroad@nmmu.ac.za



Heather Wilford recommends travelling.

F 1.2 Student news release – excerpt (Bongeka Mbonisweni)



I mentioned how my grandfather inspired me to be a CA. My accounting teacher, Mrs Farquharson further inspired to be a CA because of her passion for accounting. Mrs Farquharson also played a significant role in helping me obtain financial assistance because she provided me with bursary application forms (including Investec and the VC scholarship) and assisted me in the application process. Even when I was rejected Mrs Farquharson and Mrs Peters continued to encourage me to press on. These teachers made an invaluable contribution in my life.

Making my transition into varsity was not easy because I had daunting preconceived ideas of what varsity would be like. However from day one I received a warm welcome from the TTK programme and my peers. I was then introduced to the VC scholars who are brilliant students, and through their brilliance and diligence I came to realise what an honour it was to be a part of this prestigious scholarship.

The last three years of varsity have been filled with growth opportunities. The biggest challenges I faced were adapting to the new environment and coping with the pressures that came with having scholarships which required me to maintain a high standard in order to retain them. However with that being said the unwavering support that I have received from the Vice Chancellor Scholarship Programme, the Thuthuka Programme and Investec have propelled me to achieve academic excellence and develop myself beyond the classroom.

F 1.3 Graduation report (Daniel Alfond)

HERALD (Morning Final)
11 Apr 2014, p.5



DANIEL ALFOND

*This material has been copied under
a DALRO licence and is not for
resale or retransmission.*

Student shows himself suited for success

Zandile Mbabela
mbabelaz@timesmedia.co.za

FOR this boffin, who spent his final exam days donning a formal suit on campus to remind himself of his determination to graduate, failing a test during his second year of accounting studies at Nelson Mandela Metropolitan University was the best thing that could have happened to him.

Daniel Alfond, 21, of Walmer Downs, endured confused stares from his peers on campus as he walked around in a tuxedo-like suit on days when he was to write an exam on the road to completing his accounting studies.

Tomorrow Alfond, who in 2010 was a recipient of the coveted Vice-Chancellor's Scholarship Award – given to pupils with excellent academic performance – will be awarded his BComm degree cum laude.

Nearly two years ago, Alfond did not think this possible when he, for the first time in his academic career, failed a test, scoring 41% despite having spent weeks studying hard for it.

"It was a shock to my system. I lost confidence in myself because I had worked very hard learning for that test so it was a real confidence knock," he said.

"But looking back now, it was the

best thing to have ever happened to me. It was the push I needed to keep serious and keep going."

Having matriculated at Grey High School in 2010 with an 88% aggregate, Alfond was under constant pressure to perform at his peak.

The scholarship condition was that he maintain a 75% average each year throughout his course.

"Failing that test made me scared that I would lose the scholarship so I decided that something drastic needed to happen to get me up again," he said.

Alfond not only underwent a mental shift, but gave himself a professional makeover that saw

him wearing a suit to every exam thereafter as a reminder that "this thing is serious".

"Sometimes you get halfway through a very challenging test and just feel like throwing in the towel, but the suit was a constant reminder that this thing is serious," he said. "It was not so much a confidence booster, but a reminder of my professional goal and that I came to the exam room to dominate the examination."

Alfond will be the eighth vice-chancellor's scholar in the university's School of Accounting to graduate cum laude, along with his peers Liezl Viljoen, Caitlin Allen, Dale McCarthy and Timothy Olls in their respective courses.

F 2 Evidence of NMMU VCS Facebook page



Lukhanyiso Children's Home Visit

Updated about 3 months ago





F 3 General public media examples

MYPE NEWS

HOME ABOUT PE INFO CONTACT SUBMIT GALLERY EVENTS

Sante Botha - Inspiring tomorrow's business leaders

12 OCT 2014 BY ALAN STANTON

Nelson Mandela Metropolitan University Chancellor Sante Botha selects an encouraging message in a book for second year law student Service Bhele. The book was one of several on leadership donated by the university to Bhele and awarded to students in a lucky draw. Photo: Laurette Beyer

"The most vital ingredient for the next generation of leaders to succeed in the world today is agility... They must adapt, move quickly and set the pace in this world, fast-moving world!"

That was the key message shared by Nelson Mandela Metropolitan University Chancellor Sante Botha - one of South Africa's most successful businessmen and, at 46, the youngest chancellor of any South African university - in a talk on leadership to 2000's brightest students this week.

"The current business environment requires a constant state of innovation. Next generation leaders must be able to handle any conceivable and respond with actions that are focused, fast and flexible. This must be able

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Think fast, act fast, respond fast, change fast

12 September 4, 2014 12:13 PM order: Business Top News, L2 Picked by: Alan Stantton

It's a word often used by thousands of analysts to describe those that set the market, set the highest, those that deftly adjust their strategies. Those who are agile win.

The word can also be applied to today's dog-eat-dog business world. Changes are fierce and fast.

Competition is everywhere - people are constantly looking for ground, introducing new technologies and new products, and they're innovating them in all sorts of creative ways that were unimaginable just a decade or two ago.

If you're not coming with them, or at least, you're behind them.

Sante Botha, one of South Africa's most successful entrepreneurs, who saw BSA business owner of the year in 2010, believes agility is the key ingredient business leaders need to succeed in the world today. They must adapt - more quickly and set the pace. They must constantly innovate - and respond quickly to any curve ball that comes their way.

At 46, she is the youngest chancellor of a South African university - Nelson Mandela Metropolitan University - and one in the Bay recently, sharing business leadership tips with the university's top-performing students.

Botha is also chairman of Fancos Brands, as well as a non-executive director of Tiger Brands, Tabankulu and Liberty Holdings. She also chairs Gum Holdings, the parent company of Curro private school.

MYPE NEWS

HOME ABOUT PE INFO CONTACT SUBMIT GALLERY EVENTS

Our personal brands include three key aspects

12 OCT 2014 BY ALAN STANTON

"We are CEOs of our own companies, Me Inc. To be in business today, our most important job is to be brand marker for the brand called you." These are the words of branding guru Tom Peters - and this was also the main message of a talk on personal branding and leadership geared towards Nelson Mandela Metropolitan University's top academic achievers.

The 65 student attendees from all seven faculties of the university - all of whom are recipients of NMMU's prestigious Vice-Chancellor's Scholarships - learned how branding oneself links to employability or, more specifically, attracting the employer one wants.

"Personal brands allow individuals to differentiate themselves - we're all brands," said keynote speaker Andrew Mackenzie, creative director at strategic brand agency **Sourcepoint**. "Your brand results from a set of associations in people's minds, based on the content that comes across that relates to you. If you're not branding yourself, others are doing it for you."

Mackenzie said our personal brands included three key aspects: our identity, which is who we are, where we come from and what drives us; our personality, which is how we behave, how we dress and the attitudes we keep; and our experience. "Think about the types of professional relationships you want, what you want to be known for, and what your personal goals are. A few personal brand conveys unique value and differentiates you from the crowd."

He encouraged students to define their audience and then broadcast their brand accordingly - literally get their names out there - through websites, blogs, forums, traditional media and social media like Facebook, Twitter, LinkedIn and Instagram and YouTube.

"Start generating content to get people interested.

"Make yourself findable. Connect all your social media, e.g. Twitter to Facebook to Instagram, cultivate relationships, donate your expertise to a cause, develop a visible platform and start or join conversations."

He also warned the students that whatever they placed on social media could potentially be the catalyst for brand erosion. "Be very careful what you plant there - avoid things that are controversial. Remember that you

Life@NMMU

Nelson Mandela Metropolitan University

FRESH, 31 OCTOBER 2014

"What is the purpose of my knowledge if I can't put it to use for good?"

The grand blogger Nelsie Willemse (left)

Earlier this week, I was feeling a little cross the world, a little sad about what we as people do to each other, and capacity for violence and

My party went on Thursday (30 October), when I attended a breakfast celebrating five years of the university's top scholarship.

Invited by the Vice-Chancellor herself, the Vice-Chancellor's Scholarships grew to top-performing, paying out R25 000 for each year of study of an undergraduate degree, provided recipients achieve first class passes.

To her, it's been awarded to 80 deserving recipients.

What I read about the breakfast was that Vice-Chancellor Prof Dennis Swartz didn't just give their prizes (at which he would have been forgiven), but instead considered them about the difference people like them can and should make in society.

Prof Swartz reminded the students just how privileged they were, not least for being among the less than 2% of the population that actually walks through 'the hallowed doors of university'.

And then he challenged them to use the knowledge they were gaining at NMMU not just to have good lives with great wealth, but to do something meaningful with it, to change the world for the better.

It was a valid challenge so not only are these students top academic achievers, but they're also being groomed as future leaders through a mentorship and leadership programme tailor made for them by the university, run with passion and enthusiasm by staff member Gize Naude.

Much has been invested in them - and much is expected of them.

"What are you going to use the knowledge for?" asked Prof Swartz of the VC's Scholars. "There is more to the journey of life than 'me and my own interests'. There is something greater about why we are living, a greater purpose. I want you to think carefully about that before you ever use your degree."

NMMU Communique coverage



Elize Naude, Vice-Chancellor Scholar's Programme coordinator, Mrs Manyandela, representative from Lukhanyiso Childrens Home, Danie Strydom, a 3rd year VC's Scholar and Andrea Christoffels, also a 3rd year VC's Scholar, recently sat down with Mikaela Oosthuizen, a 1st year VC's Scholar, to discuss their "shoes for souls" project and the handing over of shoes, a washing machine and gifts to the children during their year-end visit.

The show will be broadcast on **"The Today Show-In The Spotlight"** which airs on Bay TV on Wednesday evenings from 19:00 to 20:00 on channel 260 (DStv) or after ETV on a normal TV dish and should appear in a few weeks, so watch this space!

F 4 Student feedback

<p><i>"Having the privilege to be part of the School of Accounting VCS Programme ensures that I am more than just a number in the tertiary education system. Elize Naude (our administrator/mentor), our other mentors and fellow VC Scholars are the fuel behind my everyday pursuit of excellence and personal best. This programme has enabled me to develop more in the past two years than in my entire life. I am forever grateful for this opportunity."</i></p> <p>- Yolande Oosthuysen 3rd Year BCom Chartered Accounting</p>	
<p><i>"The School of Accounting's VCS programme has been invaluable to my studies to date. It provides one the opportunity to interact with other like-minded students and form new friendships. I consider the exposure I gained during the numerous workshops and mentoring sessions to be as valuable as my academic knowledge. I would definitely recommend this programme to anyone who is interested in pursuing the CA (SA) designation."</i></p> <p>- Danie Strydom 2nd Year BCom Chartered Accounting</p>	
<p><i>"An excellent programme administered by people who only care to see you achieve. The best of it's kind!"</i></p> <p>- Hilton Sansom 2nd Year BCom Chartered Accounting</p>	
<p><i>"It has been a privilege to be part of the School of Accounting VCS programme. It is well organized and complements the university's academic curriculum appropriately. The School of Accounting VCS programme exposes one to numerous value-adding opportunities such as mentoring sessions, study skill workshops, life coaching and networking with dynamic people. It contributes greatly to one's personal development not only as a student but also as a well rounded, professional individual."</i></p> <p>- Timothy Olls BCom Honours (Accounting)</p>	

"I am most grateful for the pervasive professional skills the VCS programme has taught me. The School of Accounting, in partnership with the VCS programme, is shaping tomorrow's business leaders."

- Riaan van Gent

BCom Honours (Accounting)



"The VC Scholarship programme encourages learning by setting high academic goals to be achieved and maintained, earning by providing financial reward for hard work and good results and by offering workshops and providing reading materials beyond the scope of the course, creates a yearning for knowledge and success! All of this is provided along with a mentorship-program where you always have a listening ear and supporting shoulder!"

- Hermi Maree

BCom Honours (Accounting)



F 5 Evidence of VCS Leadership seminar (B 3.1)

Vice-Chancellor Scholarship Leadership Function



LEADERSHIP PANEL... Experts on the panel included (from left) Prof Frans Prinsloo (Director: School of Accounting), Prof Vivienne Lawack (Dean: Law), Prof Piet Naude (DVC: Academic), Khaya Matiso (Dean of Students) and Bongeka Mbonisweni (3rd year VCS BCom Chartered Accountancy student).

"Self-leadership: Leading yourself to personal excellence" was the theme of an interactive panel discussion for VC Scholars, held on 14 February 2014. It was the first of many leadership interventions to be run this year through the VCS Leadership Development Programme.



VC Scholars from the Faculty of Arts



The Faculty of Education



The Faculty of Health Sciences



The Faculty of Science



The Faculty of Law



The Faculty of Engineering, Built Environment, & Information Technology



VC Scholars with (second from right) Dr Sibongile Muthwa (DVC: Institutional Support) and (right) Mr Pieter Swart (Head: Marketing and Corporate Relations).



The Faculty of Business and Economic Sciences

for tomorrow

F 6 Evidence of SAICA Student Leadership Summit (B 3.3)



SAICA's Student Leadership Summit 2014

Make Your Mark!

In our quest to grow future leaders, SAICA is offering the top 30 entrants the opportunity to network with South Africa's top business leaders in Johannesburg on Friday, 1 August 2014 (prize includes travel and accommodation).

To enter, please choose ONE of the following topics and submit an essay of 1000 words.

- 1** 2014 marks the first year that teenagers who were born in "the new South Africa" have the opportunity to vote yet only 12% of South Africans aged 18-19 are registered voters. Among the age group 20-29, only 65% of those who are eligible to vote are registered. Why do you think they are not taking this opportunity that their parents fought hard to win? And, whose fault is it?
- 2** The late former President Nelson Mandela's legacy of showing love, peace, unity and forgiveness in the face of a country riddled with hatred and on the brink of war is known the world over. How are ordinary South Africans failing his legacy (if at all) and what can we do better?
- 3** Rabelani Ramak, the founder of SA Virgin Girls Awards, gives cash prizes to women who retain their virginity and says that this will curb unwanted pregnancies and the spread of HIV/Aids.
 - a. Do you think this is realistic? Why?
 - b. Why not? If not, what would work better to curb unwanted pregnancies and HIV/Aids? If yes, how could this be expanded?

Email your submissions to siscompetition@saica.co.za. The closing date for submissions is **Monday, 9 June 2014**.

Please include the following details (THE INFORMATION BELOW IS COMPULSORY AND MUST BE INCLUDED IN YOUR ESSAY FORMAT):

First Name	Surname	Contact Number/s	Name of University	Name of Degree	Student Number	Email Address	Essay Word Count
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Where did you hear about the SLS competition: nowiCAn, flyers, lecturer, other (specify)?

The first prize is an iPad sponsored by Sage Pastel Accounting plus a SAICA cash prize of R5000. There are also other great prizes to be won!

THIS COMPETITION IS ONLY OPEN TO STUDENTS THAT ARE STUDYING TOWARDS A CHARTERED ACCOUNTANCY DEGREE.

Should you have any queries please contact Teboho Moephudi on 011 621 6672 or tebohom@saica.co.za






F 7 Evidence of SAICA accreditation submission (B 3.4)

SAICA SUBMISSION

Criterion 6.2.1

Academic Development Programmes

The VC scholarship mentoring and leadership development programme

Criterion 6.2.2

Support services for individual learners

VC scholarship group and individual mentoring programme

Attachment

(For both the references above)

1. Inception of a top scholarship programme

The NMMU instituted the Vice-Chancellor Scholarship (VCS) programme in 2009. This was and still is the biggest under-graduate bursary awarded to first time entering students. The 25 annual scholarships (increased via sponsorships to 30 in 2013) are awarded to nationwide applications on academic merit only.

Since its inception the School of Accounting attracted by far the greatest number of scholars in each cohort, namely 12 (2011), 10 (2012), 11 (2013) and a record number of 15 scholars in 2014 – in the latter case constituting 50% of all bursar holders in the NMMU. This is a testimony for the national reputation of the School. There are currently 30 (?) students in the School in the B Comm (CA) stream with 5 (?) students in the Honours year.

Due to the high academic requirement to remain on the scholarship (a weighted average of 75% - leading to more *cum laude* students), and mindful of the fact that high achievers require appropriate development opportunities, the SOA established a VCS development programme that included Tegkor bursary holders, other top achievers, as well the Honours students. The focus is on acknowledging and fostering excellence in the encompassing sense of the word.

2. Development interventions

With the SAICA competency framework in mind (see references to pervasive qualities and skills below), the programme consists of three core interventions:

2.1 Academic mentoring and development opportunities.

There is one interactive group mentoring session per term attended by the DOS, the VCS coordinator, and the responsible academic staff members.

This is complemented with extensive informal individual mentoring sessions (one-on-one) where the focus is on academic, professional and self-leadership development (IB-1, IB-2, IB-9). The mentor is also available via electronic means and students make extensive use of cell phones/emails when seeking advice or assistance.

Academic development is further attended to via short workshops according to the needs of the different year groups. For second years an annual speed-reading workshop is included and has proven a huge success with immediate benefit for participants.

The academic development initiatives have led to a higher motivation and work ethic (IA-3), and contributed to the SOA's high retention rate of top graduates (a 100% retention in 2013, for example).

2.2 Leadership development programme

These top achievers participate in the generic "Nelson Mandela Champion Within" orientation as part of the unique NMMU first year development initiatives. It forms part of inducting students into the values of the university, ranging from excellence and ubuntu to taking responsibility.

This is then followed by four leadership summits per year (one per term) presented interactively by top academic, professional and business leaders on topic ranging from self-leadership, business leadership to leadership branding (IA-8; IB-7; IC-2.6; IC-4.3; IC-8).

Complementing these initiatives are other development opportunities provided by the NMMU: Study abroad, "Beyond the classroom", and building an official "co-curricular record" that is issued to accompany a student's academic record. We also do development work with the assistance of outside sponsors, for example Deloitte's: "Strengths Finder" intervention and KPMG's guidance on moving from mentee to mentoring. (IC-5.1; IC -5.2)

2.3 Social responsibility/community outreach

As part of developing socially responsible professionals, VC scholars are invited to participate in a variety of activities like beach clean-ups, supporting charities in the Corporate Ironman, and presenting a pair of school- and casual shoes to the Lukhanyiso Childrens' Home in Kwanobuhle at the closing breakfast function of the year, normally hosted by the Vice-Chancellor himself. (IB-4; IB-7; IB-10).

3. Extension to the rest of the NMMU

The success of the SOA programme has drawn the attention of the NMMU management team: In 2014 the leadership dimension of the VCS programme in the School has been extended to the whole university, i.e. covering all VC scholars in all seven faculties. This does not detract from the SOA programme – it in fact enriches the exposure of our top students to bursars from other faculties, and the economies of scale leads to greater efficiencies and wider participation.

The SOA is confident that these interventions lead to better academic results and contribute significantly to the professional development of our top students.

ELIZE NAUDE

VCS Mentor and Coordinator

F 8 Example of project report (B 4.6)

NMMU VCS PILOT PROGRAMME 2014: A DRAFT PROPOSAL

At the request of the Dean of Teaching and Learning, the following draft proposal regarding a 2014 VCS Pilot Programme is submitted. The request was to make a proposal that uses the structure and extends the basis of the School of Accounting (SoA) VC Scholars programme as it evolved since inception in September 2011, but without diluting the SoA programme in any way.

1. BACKGROUND

The SoA model with its various components (see under 2 below) is aimed to ensure VC scholars are empowered to maintain the high academic achievement required by the scholarship in the demanding B Com (Chartered Accountancy) programme, and at the same contributes to the personal and professional development of the students. The group mentoring sessions were extended to Tegkor Bursary students in 2013 and sessions were also presented to our current Honours students who were VC scholars during their under-graduate studies.

There is no doubt that the SoA programme had a markedly positive impact on the retention rate and academic performance of participating students, and their feedback on the leadership/social responsibility activities were all positive. Lecturers commented on the increased work ethic and active participation in the learning process and class situations.

Based on individual interviews with the VC Scholars in Sept 2011 as well as personal lecturing experience in the Extended Studies Programme and the Thuthuka interventions (2009-2011), the SoA VCS attendance was made 'professional compulsory' to signal its seriousness and to validate the time and money invested. Each student was followed up individually via sms and they were expected to lodge formal apologies and reasons for non-attendance of any aspect of the programme (except general NMMU activities with an "open" invitation).

It is important to note, however, that students are quite busy and enrolled in demanding academic programmes and they are subject to high scholarship criteria. Students have different time-tables, live at different places and distances from the university, and have different support needs. The VCS development programme should therefore not be designed to become an additional burden, but it should remain an instrument to make life easier and better for the participants.

2.CORE COMPONENTS OF THE PROPOSED NMMU VCS PROGRAMME

2.1 Personal academic development

This is the heart of the VCS development programme. VC scholars must be assisted - through a rigorous and continuous monitoring of their academic progress - with appropriate support to fulfil the scholarship criteria. It is essential that students not only adjust successfully to university, but be guided into the responsibility to self-lead and self-navigate via reflection in solving challenges they may experience in

achieving both the rigorous academic goals and professional development required in preparation for the workplace.

Through formal and informal mentorship relations students will be supported to design a PDP (Personal Development Plan) stating their academic, leadership and professional goals which will feed into their CV's/Portfolios. This will annually be revised as students self-assess their progress.

A combination of support options could be offered to students:

2.1.1 Academic staff mentors: Each VC scholar or group of scholars per Faculty will be linked to specific academics in the Faculty and be alerted to the value of regular consultations with their mentor in identifying the growth areas desired for the desired performance. Academics will have to be oriented to play this role and make a clear commitment. VC scholars will be provided with a self-assessment tool to evaluate, determine and address areas of improvements. This mentoring could take place via a combination of face-to-face sessions, email or sms. (This worked well in the SoA programme due to high academic buy-in).

2.1.2 The possibility of Business/Professional Mentoring by persons from outside the NMMU (as was started in 2013 for the SoA) could be optional for each faculty (e.g. linking an Architecture student with a professional architect, etc.). It is suggested that these possible mentorships be structured informally for the duration of the pilot project.

2.1.3 Dedicated consultants/counselors from SCCDC (names provided at the beginning of the year) to assist – sometimes at short notice - in dealing with trauma and crisis situations.

2.1.4 Group Mentoring: Compulsory lunchtime sessions/meetings once per term attended by students, mentors (academic staff/outside), the VCS coordinator and DOS/Dean (or duly selected academic leadership person) to discuss/monitor progress, focus on generic strategic study topics, professional behaviour, academic protocol, identifying problems experienced in the programme or in specific modules (e.g. Chemistry) which could potentially pose a problem to all students. Students are guided in the academic protocol and professional handling of problem or conflict situations.

2.1.5 Individual coaching: The VCS Coordinator will be available to deal with requests for individual coaching and will in general act as “referral point” to ensure VC scholars access other NMMU support structures and opportunities. (In 2013 the coordinator already provided guidance to VCS from other faculties encountered during the leadership events).

2.1.6 Academic Seminars/Development Interventions

- ‘Effective Reading and Study Seminar’ presented by The Learning Revolution and a follow-up ‘Refresher Seminar’ to all students who have completed the first seminar. (The feedback on this seminar has been very positive with a huge immediate impact on reading and retention abilities).
- Additional interventions, e.g. a session on ‘Strategic planning and study strategies in achieving goals’, can be facilitated at the beginning of the year as part of an orientation/team building seminar, or alternatively incorporated as part of the group mentoring session agenda.

- Students will be invited/reminded to attend the NMMU academic development programmes advertised by CTLM and SCCDC.

3. LEADERSHIP DEVELOPMENT FRAMEWORK

Four interactive sessions/events (one per term, if time allows) with speakers on relevant topics from different contexts (NMMU management, business leader, academic leaders, entrepreneurs) could be arranged for the VCS.

The idea behind these leadership events is broader than just “attending and listening”. Students are prepared for the upcoming event and the events are used to mould scholars’ own leadership views and styles; they will be exposed to leadership role-models; grow their ability to formulate perspectives/opinions; interact with the speaker and audience via Q&A discussions; develop their understanding of professional protocol and ability to network on a professional level with people from various spheres.

Attendance is “compulsory” and the process is run via a formal RSVP and attendance register to train the students in events protocol as well. Invitations beyond the VCS will depend on the budget. In the past the *quality* and *relevance* of these events were the secret to their success.

Additional to these specific leadership events, the following should be noted as well:

- All first year VCS students are required to attend the NMMU ‘Nelson Mandela Champion Within’ programme.
- Students will also be encouraged to participate in the BtC Programme and other leadership opportunities as organised by the office of the Student Dean.
- One could also shape the welcome and closing functions as part of a broader leadership development initiative.

4. SOCIAL RESPONSIBILITY/ENTREPRENEURSHIP

An important part of the student development is enhancing an ethos of care and “giving back” in line with NMMU values. One could set as a requirement that each student participates in at least one annual event, and guide them to understand the concept of social entrepreneurship as well. The programme will create specific opportunities where students can participate in activities such as

- Beach clean-ups
- Corporate Ironman
- Pay it Forward: ‘Shoes for Souls’
- Mandela Day

5. EXTRA-CURRICULAR DEVELOPMENT

There is a remarkable variety of co/extra-curricular opportunities at the NMMU. These are not compulsory, but VCS will be alerted to making use of these opportunities to enhance their PDPs/CVs/Portfolios and

prepare themselves for the world of work and life in general. The following are examples of such development opportunities:

Study Abroad, public speaking, ballroom, leadership summits, essay writing competitions, career evenings, Open Days, Business Challenges, BtC, Tutoring, Orientation (buddy), SI, Winter School Community programmes, etc.

Apart from academic performance, these are important CV indicators once they have to apply for post-graduate bursaries and no longer have access to VCS funding.

6. LOCATION, GOVERNANCE AND ROLE RESPONSIBILITIES

It is proposed that if the 2014 VCS programme is piloted on the basis of the SOA (programme), the coordinator and admin assistant remain located in the SoA on South Campus (commitment to office space has already been made by SoA).

As far as governance is concerned, the following is proposed:

- The admin assistant reports to the coordinator
- For internal SoA matters, the coordinator reports to the DOS: SoA
- For broader VCS matters, the coordinator reports to the Dean: T&L. (It is understood that the VCS policy puts leadership development as the responsibility of the Student Dean, whereas Faculty Deans are required to take responsibility for the academic development of VC scholars).
- The current responsibilities of MCR and Student Finance remain as per the VCS policy, with the extension of MCR support for organizing leadership/social events and media releases in collaboration with the office of the coordinator.
- Research assistance will be sought by the Co-ordinator from within the NMMU as the data and process of the SOA programme is being reflected upon for possible research outputs (this proposal at this point also not for general distribution).

7. PROPOSED BUDGET 2014

The funding for the SoA programme was chiefly provided by the School of Accounting itself, and in 2013 supplemented by African Unity Foundation (R60 000), Deloitte (in kind), KPMG (in kind) and the DVC:A (to invite all VCS to leadership events).

If one takes the 2013 SoA programme as a baseline and make an inflation adjustment, the cost per student will be R3 300 (detailed calculations per activity/event available on request, and this includes Speed Reading Workshop at R750 per student, but the budget could be adjusted upward or downward as per activities presented):

- Estimated VC scholars for 2014: 75 x R3 300 = R247 500
- Coordinator: R360 000 (1200 hours x R300 per hour)
- 5/8 Administrative support: R4 500 x 12 = R54 000
- Operating budget (printing, sms, marketing): R10 000

TOTAL: R671 500

Proposed budget contributions:

- NMMU: R491 500
- SoA contribution: R180 000 (50% of coordinator)
- Sponsorships will again be sought that might diminish the NMMU contribution

8. ENDORSEMENT AND APPROVAL

Appropriate aspects of this proposal should be discussed with the Deans to ensure their buy-in (either now or early in the new year), and it should be endorsed by the VCS panel, if the protocol so requires.

The budget (as proposed or amended) should be approved *as soon as possible* to finalize contracts and ensure the appointment of the admin assistant by 6 December 2013 (assuming duties as from 1 January 2014). It is impossible to do the 2014 programme planning without a definitive budget, and we have already commenced planning the 2014 SoA programme on which the pilot will be based.

9. CONCLUSION

The VCS programme in the SoA is committed to excellence in performance, retention and personal growth of students, and thus far it yielded positive results. It is hoped that the pilot project, if approved, will achieve the same and even better results for the VC Scholarship programme in general.

Elize Naudé

VCS Coordinator/Mentor

NMMU School of Accounting

13 November 2013

SECTION D: SIGNATURE

Applicant Signature: Prof FE Prinsloo (electronic signature)

Date: 14 March 2015

SECTION E: FOR OFFICE USE

(Administered by the Centre for Academic Engagement and Collaboration and the NMMU Engagement Committee)

Resolution regarding application from Awards Committee:

Feedback to applicant: