



TSiBA Education 2016 Second Semester Review

1 | HIGHLIGHTS

TSiBA across Africa

Early in 2016 the African Alliance of YMCAs approached TSiBA to partner with them in establishing an "African Renaissance University" (ARU) in several African countries, starting with a campus outside Nairobi, Kenya.

The ARU develops its curriculum around the individual's journey "From Subject to Citizen", a notion that aligns beautifully with our own view of personal and leadership development as articulated through the TSiBA "Profile of Graduateness".

TSiBA CEO Adri Marais and Dean Pearl Pugin visited their Kenyan campuses early in 2016 and were very impressed. With the help of Bowman, TSiBA's pro-bono legal partner, a Memorandum of Understanding with ARU was signed towards the end of the second semester. The submission of an application to the Kenyan authorities for collaboration status followed shortly thereafter.

TSiBA will keep all stakeholders posted on this exciting development, one which could see TSiBA being involved in tertiary education across the African continent. We are excited

about this new partnership and the potential it holds for broadening our impact.

TSiBA Online

An innovative education concept has seen TSiBA join Media24's Educate24 community as an academic convener and a content development partner in online education.

Funding received from SAP Stiftungsfonds will enable TSiBA to create an initial set of eight online courses focusing on essential skills for micro-entrepreneurs and small business owners.

The first offering "[Business Essentials for Entrepreneurs](#)" launched online in September 2016 with the additional courses scheduled to go live in the first semester of 2017.

Strategically, this partnership also marks TSiBA Education's first steps towards delivering quality online education. It also supports our continued focus on building long term financial sustainability by reducing donor funding reliance.



TSiBA's 8th Mandela Rhodes Scholarship

TSiBA student Tinashe Munyuki was awarded a prestigious Mandela Rhodes Scholarship for postgraduate study. Tinashe was one of two TSiBA students who were shortlisted for the prestigious Mandela Rhodes Scholarship from a pool of 8 000 applicants across Africa.

Tinashe is TSiBA's 8th Mandela Rhodes Scholar in 8 years and 8 degree cohorts. He is also the 14th to receive a prestigious scholarship award or since TSiBA was founded in 2004.

We are also pleased to confirm Tinashe's acceptance into the Bachelor of Commerce (Honours) Management programme at the University of the Western Cape (UWC) for the 2017 academic year.

1 | HIGHLIGHTS

TSiBA strengthens relationships with international universities

TSiBA has long seen the value of partnerships with international universities and over the years has worked hard to explore and nurture the potential that such partnerships hold.

With this thinking in mind a number of new relationships came to fruition in 2016.

Our relationship with Hanze University Foundation deepened following their visit to both TSiBA campuses. Hanze had a particular interest in providing support for further developing TSiBA's rural campus in Karatara, near Knysna. Hanze provided a generous grant which has been committed to upgrade the library infrastructure at Eden Campus and to provide library training to students. They have also committed funding for TSiBA staff to study abroad (at Hanze) and for two scholarships for students to study at TSiBA.

Another international partnership started with the plan to set up an exchange programme between TSiBA and the University of Rosenheim in Bavaria, Germany. In this initiative twelve German students will travel to TSiBA Cape Town in February 2017 on an exchange programme. In return, an equal number of TSiBA students will be hosted at Rosenheim in December 2017.

In addition, a student project has launched with

Adencia Business School in Nantes, France. This will possibly form the basis of a future relationship between TSiBA's two business schools.

These partnerships follow the very successful annual programme in Social Entrepreneurship which takes place in collaboration with Northeastern University (Boston, USA) as well as the partnership with the European School of Management and Technology (Berlin, Germany) that sends MBA graduates on a 6-month internship at TSiBA through their Responsible Leaders Fellowship programme.

Leading Financial Sustainability Programme (LFS)

The second LFS programme in partnership with Deutsche Bank South Africa Foundation (DBSAF) launched in July 2016, supporting the leaders of 23 non-profit companies. The programme aims to support and enable the participating organisations to incorporate new, non-donor revenue streams and ultimately become more sustainable in the long term.

The success and relevance of this innovative intervention is clearly evidenced by DBSAF's continued commitment to the programme—with a 3rd Leading Financial Sustainability programme scheduled to start in March 2017.



Financial Services Board (FSB) Recognition

TSiBA Education is registered with the Department of Higher Education (DHET) as a Private Higher Education Institution (No: 2007/HE08/001), is accredited by the Council on Higher Education (CHE) to certify students against (TSiBA) Higher Education qualifications, and is fully accredited by the Services Sector Educational & Training Authority (Services SETA).

In the latter half of 2016, the status of TSiBA's academic offerings was further enhanced with recognition of three TSiBA programmes by the Financial Services Board. These programmes are the NQF 4 Certificate in Practical Business Administration (CPBA), the NQF 5 Higher Certificate in Business Administration (HCBA) and the NQF 7 Bachelor of Business Administration (BBA) Degree.

The recognition of these core programmes can only further enhance the employment opportunities for TSiBA graduates in the financial services industry – and presents a significant milestone in our vision to Ignite Opportunity.

2 | STRATEGIC OVERVIEW

South Africa faced a tumultuous 2016, and it was especially turbulent for those in Higher Education. Following the government's announcement that university fee increases will be capped at 8%, student voices were immediately amplified as they spoke up - again asking to be heard. As the year drew to a close, many universities were brought to a standstill as students stood firm on their demands.

The overt demand is, of course, one of #feesmustfall — something our youth are clear was a direct promise from the government they elected. Whether South Africa can or can't (and indeed should or shouldn't) fully cover tertiary fees is a highly contentious and charged debate, and one where TSiBA finds itself on the margins. Whilst we sometimes lightly refer to ourselves as the university to have invented #feesmustfall, we are mindful and respectful of the complexity of the issues.

We also understand that the fundamental education crisis in South Africa is not only about fees, but about the inherent prejudice built into the academic curriculum and the broader "Curriculum" of student experience in the journey towards Graduateness. This journey is laden with obstacles which prevent many first generation tertiary students from marginalised communities from entering, studying and ultimately graduating from institutions of higher learning. Hence the call to decolonise the curriculum.



TSiBA was founded on the principle that there is a large talent pool amongst South Africa's youth who are so academically, socially and financially marginalised that often there is a sense that it is not even worth having ambition. In a country where over 70% of youth (aged between 18 and 35) remain unemployed, and unemployable, effective solutions must be found. This is critical for the future of all of us in an ever-increasing volatile political context. Believing in our youth, understanding our talent base and having researched what specifically constitutes and widens the gap between those who have and those who don't, we took first bold steps in naming the hegemon.

We developed our unique leadership-centred curriculum around building a "Profile of Graduateness", and we looked critically at what it means to remove inherent and invisible curricular prejudices and to build learning environments where the playing field is level.

Corporate South Africa and our other partners took note of how the TSiBA approach directly addressed the talent gap in the country and put their weight behind us. To date, our graduate throughput rate remains double that of the national average and our post-graduate employment rate is staying firm at 96% — informing us that we remain firmly on track. With this in mind we will continue to offer and enhance TSiBA interventions which directly address the challenges of tertiary education in South Africa, and indeed other parts of the African continent.



3| ACADEMIC RESULTS



At the request of the Board of Directors of TSiBA Education, academic results data will henceforth be represented as both absolute numbers and percentages. Accordingly, in this review, the full pass rate figures for the period under review are first provided and then compared to the previous five periods. In some cases, courses have been moved to enhance opportunities for progression. For example, it makes more sense for all level one prerequisites in the Bachelor of Business Administration (BBA) to be offered in the first semester, and all level two prerequisites to be offered in the second semester. This allows for easier progression when students are repeating courses. Where both courses were previously in the same semester, students had to wait until the following year to continue with the next level.

In some cases, a transition arrangement was made to offer the course in both semesters, so as not to disadvantage students who would otherwise have needed to complete courses that were originally in the first semester. These “corrections” to the sequencing of programmes are now finally complete and further changes on a large scale will not be necessary.

The summary of results represents the Cape Town campus only. Comparative results for the HCBA at the Cape Town and Eden campuses are then illustrated and discussed. Explanations for the most significant differences between previous years are offered in the section that follows.

Summary of Semester 2 Results

The average result for the 27 courses at the Cape Town campus, across both the HCBA and BBA, is 80.61%. It is useful therefore to use this average result as a measure to explain major deviations.

Using this approach highlights that, as expected, the courses that deviate from the programme average are mostly quantitative courses and the courses that require the same logic and/or reasoning abilities.

For example, Management-2 was offered as a repeat course in 2016, to accommodate students in the transition year during which we re-sequenced courses. The students who are enrolled for repeat courses are typically the students who also struggled with quantitative courses. Also, Research-1 was introduced in 2016, and it was evident that students struggled with argumentation models and reasoning skills. Various interventions are planned for 2017, including making supplementary exercises available to all students on an online platform. In addition, an international partner is assisting us with access to learning material that will increase their engagement with the courses that require extensive practice with formulae and numeric principles. A writing coach has also been sourced to assist students who are referred by their lecturers. It has been found that in many cases, students who struggle with languages also struggle with quantitative courses. It is hoped that with this intervention, we will reach more students and effectively address the challenge of low scores in quantitative courses.



Cape Town Campus

Summary of Semester 2 Results (All Courses)

Course	DPR		FAIL		PASS		SUB		Total	
	Num-ber	%	Number	%	Number	%	Number	%	Number	%
BLW-2	2	4%	1	2%	41	91.11%	1	2.22%	45	100.00%
COF-3S2		0%		0%	2	50.00%	2	50.00%	4	100.00%
ECO-1	9	10%	2	2%	82	87.23%	1	1.06%	94	100.00%
ECO-F	35	23%		0%	93	60.78%	25	16.34%	153	100.00%
ENT-1	6	6%		0%	89	92.71%	1	1.04%	96	100.00%
ENT-2	5	8%		0%	54	91.53%		0.00%	59	100.00%
ENT-3S2		0%		0%	17	100.00%		0.00%	17	100.00%
ENT-F102	14	11%		0%	106	86.18%	3	2.44%	123	100.00%
FTA-2	1	8%		0%	9	75.00%	2	16.67%	12	100.00%
IMA-2		0%		0%	13	100.00%		0.00%	13	100.00%
IPJ-3S2		0%		0%	26	92.86%	2	7.14%	28	100.00%
LSD-1	5	5%	1	1%	89	91.75%	2	2.06%	97	100.00%
LSD-2	7	11%	1	2%	52	85.25%	1	1.64%	61	100.00%
LSD-3S2		0%		0%	7	100.00%		0.00%	7	100.00%
LSD-F	29	21%		0%	103	75.74%	4	2.94%	136	100.00%
MAT-F102	19	17%		0%	83	73.45%	11	9.73%	113	100.00%
MGT-2S2	3	5%	2	3%	50	79.37%	8	12.70%	63	100.00%
MGT-301S2		0%		0%	20	100.00%		0.00%	20	100.00%
MGT-302S2	2	7%		0%	28	93.33%		0.00%	30	100.00%
MGT-FS2	29	31%		0%	60	64.52%	4	4.30%	93	100.00%
MKT-1	9	9%	4	4%	80	84.21%	2	2.11%	95	100.00%
MKT-202	4	11%		0%	32	88.89%		0.00%	36	100.00%
MKT-3S2		0%		0%	4	100.00%		0.00%	4	100.00%
NUM-102	18	19%	6	6%	66	69.47%	5	5.26%	95	100.00%
PAF-F	19	14%		0%	104	76.47%	13	9.56%	136	100.00%
RES-1	8	8%	6	6%	73	76.04%	9	9.38%	96	100.00%
TAX-2		0%		0%	10	100.00%		0.00%	10	100.00%

BACHELOR OF BUSINESS ADMINISTRATION

3rd YEAR RESULTS (BBA3)

Note to results:

BBA3 courses are repeated each semester. All courses, except the Individual Industry Practical Project-3 (IPJ) and Strategic Management-302, are courses that are normally taken in the first semester of a year. Second-semester students, except for the two mentioned courses, are students who have failed previous courses. The pass rates are normally quite high for final year courses, except in Corporate Finance-3 (COF-3), which remains a tough course for students. By the third year of their degree, students are generally ready to engage with higher level content. In terms of the rules of the BBA degree, they also need to complete all their BBA2 degree courses before they are allowed to register for the internship component in the final semester.

2016 is only the second year that COF-3 has been offered and the evidence suggests that students who repeated courses previously are potentially not best equipped for this course. The class size, as can be seen from the previous summary, was only four students.



	2016S2	2016S1	2015S2	2015S1	2014	2013
Course	PASS RATE					
Corporate Finance 3	50%	64%	-	77%	-	-
Individual Industry Practical Project 3	93%	81%	94%	100%	92%	90%
Innovation & Knowledge Management/ENT 3	100%	-	100%	100%	100%	97%
Leadership 3	100%	100%	98%	98%	-	-
Marketing 3	100%	100%	100%	100%	-	-
Strategic Management 301	100%	93%	98%	100%	100%	93%
Strategic Management 302	100%	80%	100%	96%	85%	90%

BACHELOR OF BUSINESS ADMINISTRATION

2nd YEAR RESULTS (BBA 2)

Note to results:

BBA2 results reveal no significant deviations from the programme average of 80.61%. Again, the course that is an exception is the high-level Financial Techniques & Analysis-2 course, which is a prerequisite for the third year COF-3 course, discussed under BBA3 results. Pass rates for the other courses are generally in line with previous years, with an exception in Marketing Management-202.

The course run in the first semester is however not compatible with the second semester course, due to a refining of the Marketing stream in 2016. The previous Marketing course at BBA2 level was demoted to BBA1 level after the 2016 Curriculum Review, as its outcomes were introductory. A new second year stream was introduced to connect the stream with the Marketing-3 course that was introduced the previous year. We now have a coherent Marketing stream in the BBA.



	2016S2	2016S1	2015S2	2015S1	2014	2013
Course	PASS RATE					
Business Law 2	91%	-	93%	-	83%	-
Entrepreneurship 2	92%	-	94%	87%*	68%	87%
Financial Techniques & Analysis 2	75%	-	79%	78%	-	-
General Management 2	79%	71%	68%	100%	-	-
Investment Management Administration 2	100%	-	100%	-	100%	-
Leadership & Self Development 2	85%	-	88%	76%*	83%	94%
Marketing Management 202	89%	76%	-	-	-	-
Tax - 2	100%	-	-	-	-	-

*Interim marks for year duration course

BACHELOR OF BUSINESS ADMINISTRATION

1st YEAR RESULTS (BBA 1)

Note to results:

BBA1 results also reveal no significant deviations from the programme average of 80.61% and compared year-on-year. The teaching and learning team have more confidence in the results, as we have spent significant time on analysing the curriculum design and teaching and assessment methodologies.

A thorough analysis of the moderation of both the exam papers and the marked scripts have led to many planned improvements for the 2017 academic year - an improvement which we are looking forward to. Various academic administration process improvements and technology-enabled efficiencies mean that we have more capacity to isolate the most challenging courses in 2017 for further attention and revision.



	2016S2	2016S1	2015S2	2015S1	2014	2013
Course	PASS RATE					
Economics 1	87%	-	-	82%	85%	25%
Entrepreneurship 1	93%	-	90%	91%*	96%	85%
Leadership & Self Development 1	92%	-	84%	86%*	88%	79%
Marketing 1	80%	-	-	-	-	-
Quantitative Business Applications (NUM-102)	69%	61%	56%	72%	95%	63%
Research 1	76%	-	-	-	-	-

*Interim marks for year duration course

HIGHER CERTIFICATE IN BUSINESS ADMINISTRATION (HCBA)

Note to results:

A most challenging analysis remains the comparison on the HCBA programme between the results of the Cape Town and Eden campuses.

Careful consideration of all the contextual differences between the urban and rural campus has allowed for a refined explanation for why the results are so different. Our understanding based on the Cape Town data of why Eden students do significantly better while they are in Eden, but not when they transfer to Cape Town to attempt the degree has led to enriching conversations and high-level decisions on how to approach the successes and the challenges.

It must firstly be noted that there are a few differences in the selection procedures at the two campuses that are not aligned. This included a higher level candidate entering the Eden HCBA than those entering the Cape Town campus on the same programme. In addition to this, Eden students, as residential students, were engaged in more contact time than the students in Cape Town. The number of students at each campus and the ratio of staff to student at Eden were definitively beneficial to the rural students. Access to additional assistance, repeated lectures and tutorials, and a much slower pace all contributed to better results at Eden.

Our challenge remains to transfer the successes, where this is possible, to Cape Town whilst ensuring that rural students are allowed to learn a self-study skill that will be beneficial to them when they transfer to the city campus.

Better alignment of the rural and city campuses is in place for the 2017 academic year, including matching timetables and therefore contact time with the teaching and learning team.

It will be important for us to watch the developments in Eden so that we can respond quickly to the benefit of our students.

	2016S2		2016S1		2015S2		2015S1		2014		2013	
Course	PASS RATE											
	CPT	EDEN										
Basic Mathematics F	72%	77%	58%	85%	45%	88%	85%*	98%	74%	94%	74%	54%
Business Management F	97%	97%	65%	-	-	100%	89%	100%	89%	95%	89%	74%
Entrepreneurship F	82%	95%	84%	100%	68%	100%	95%*	100%	72%	100%	72%	71%
Introduction to Economics F	54%	80%	-	-	56%	80%	85%*	100%	60%	89%	60%	46%
Leadership & Self Development F	68%	95%	-	-	71%	100%	80%*	100%	79%	100%	79%	91%
Personal Finance F	71%	90%	-	-	57%	77%	-	-	60%	81%	60%	-

*Interim marks for year duration course

The TSIBA teaching and learning team looks forward to 2017 with appreciation for the enormous amount of work that was done in 2016 to deliver quality teaching to our students on both campuses.

4| STUDENT DEMOGRAPHICS 2016

Certificate in Practical Business Administration (CPBA)

The CPBA certificate qualification in Further Education & Training (FET) at NQF Level 4 (worth 140 credits, SAQA 61595) and is accredited by the Services SETA. This qualification has a significant practical component and prepares students for the formal workplace or to become entrepreneurs of small businesses. The qualification also functions as a bridging program into the TSIBA Higher Certificate in Business Administration (HCBA).

Higher Certificate in Business Administration (HCBA)

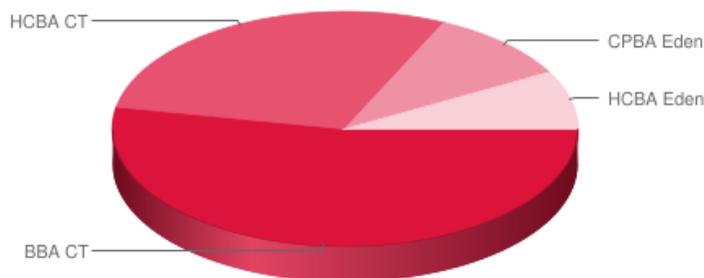
The HCBA is a certificate qualification at NQF Level 5 (worth 130 credits, SAQA 84186). The HCBA acts as a bridging qualification between Grade 12 and higher tertiary education, and integrates the development of the student's personal self in preparation for further academic studies.

Bachelor of Business Administration (BBA)

The BBA (Bachelor of Business Administration) is a three-year commercial degree at NQF Level 7 (worth 369 credits, SAQA 61469) developed to address the industry need for work-ready and employable graduates.

CAPE TOWN CAMPUS		
Ethnicity		
African	191	36%
Coloured	178	37%
Indian	12	2%
White	2	1%
Foreigner	17	3%
TOTAL	400	
Gender		
Female	221	45%
Male	179	55%
Total	400	
Student Age		
<=18	5	1%
19-24	295	61%
25-34	89	18%
35+	11	2%
Total	400	

Total Students CT & Eden = 487



EDEN CAMPUS		
Ethnicity		
African	76	16%
Coloured	11	2%
Indian	0	1%
White	0	1%
Foreigner	0	3%
TOTAL	87	
Gender		
Female	41	47%
Male	46	53%
Total	87	
Student Age		
<=18	13	3%
19-24	63	13%
25-34	11	2%
35+	0	0%
Total	87	

5 | FINANCIAL REVIEW

SUMMARY: INCOME & EXPENSES IN ZAR	
Monetary Donations	13 399 176
Non Cash Donations	1 814 137
Direct Costs of Funding	(336 486)
Non-Donor based Revenue	7 691 657
GROSS OPERATING INCOME	22 568 484
Administration	552 323
Marketing	471 462
Campus Infrastructure	3 361 381
ICT & Communication	1 593 908
Human Resources	14 739 945
Travel	893 718
Educational Costs	2 052 151
Depreciation	906 101
TOTAL OPERATING EXPENSES	24 570 989
OPERATING SURPLUS / DEFICT	(2 002 506)
INCOME FROM INVESTMENTS	1 561 894
NET SURPLUS / DEFICIT	(440 612)

COMPARISON TO BUDGET			
	Actual	Budgeted	Variance
Operating Income	22 568 484	25 460 807	-11%
Operating Expenses	24 570 989	27 404 991	-10%
Net Operating Result	(2 002 506)	(1 944 184)	-3%

Notes to Financials:

The 2016 financial results demonstrate that we continue to follow and solidify the financial strategies forged and honed since 2012. Our strategic focus areas remain in deepening relationships with current donors, the development of new donors, building our non-donor income streams, and careful and deliberate stewardship of our reserves.

The net deficit of the company was R440,612 and was the result of an operating deficit of R2,002,506 and a non-operating surplus of R1,561,894. While no operating deficit should be celebrated, it is important to emphasise that the company did budget for a deficit of R1,944,184 — as an investment into additional capability in both the academic and sustainability areas of our business. This has been achieved and we look forward to seeing the benefits of this investment in the coming years.

5| FINANCIAL REVIEW



Prestigious Awards

8 Mandela-Rhodes
Scholarships

3 Kofi Annan Scholarships

4 Allan Gray Orbis
Foundation Fellows

Financial notes continued:

Notwithstanding the challenging economic environment we were very pleased with our improved cash-flow the 2016 financial year and were able to build up our cash reserves.

In so far as TSiBA reserves are concerned the total funds on the TSiBA balance sheet did not grow at the pace we would have hoped – primarily as a result of an unrealised loss of R1.2m on our equity portfolio. Furthermore, we have remained very conservative in providing for future expenses by withholding certain income categories only to be realised when the expense is budgeted to take place.

Going forward TSiBA will continue to pursue the broader financial sustainability strategy set in place over the previous years, including building additional and diverse income streams and capability to support these endeavours. We will also continue to explore new models which may become more appropriate in a changing social and economic environment, whilst remaining true to our core mission of been “an innovative learning community that graduates entrepreneurial leaders who ignite opportunity and social change”.

Finally, we wish to express our heartfelt gratitude to all TSiBA donors and financial partners. These partnerships - and their commitment to our work - empower us to be able to continue providing a significant and profound impact to the students on our campuses as well as their families and communities.

6 | LOOKING AHEAD



The South African 2017 academic year has just started and the educational landscape remains an extremely disturbing one. Most universities are trying to catch up on exams, supplementary exams and finalising applications for the year. Students are anxious about whether they will be accepted at the public universities and have to make decisions in a vacuum - this is leading to a charged energy on campuses across the country.

Contrary to this, the energy at TSiBA is very different as we were fortunate to be able to complete our 2016 year without incident as classes continued uninterrupted.

We are, of course, aware of our privileged position as the notion of "access", "opportunity" and financial support have long since been clear to us. With the continued support of our donors and corporate South Africa we have been able to craft the TSiBA solution and to deliver on it since 2004.

We continue to be grateful for the support.

Almost without exception our students grab this opportunity to study at TSiBA and graduate as innovative, entrepreneurial and constructively thinking leaders, over 96% of whom remain employed, completing postgraduate study or entrepreneurs in their own businesses.

Tertiary School in Business Administration

“

Graduating from TSiBA brings **hope** to my community as it shows that despite our current circumstances, we can **dare to dream** knowing that **everything is possible**

”



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