

FOCUS ON STRATEGIC OBJECTIVE ACADEMIC EXCELLENCE: THE CORE OF OUR BUSINESS



ADvTECH remains Africa’s leading private education provider. Academic excellence is core to our strategy and has enabled us to continue to grow our market share, notwithstanding the continued increase of new entrants into the market.

With the advantage of a strong central academic team that supports our learners, students, teachers and lecturers in differentiated brands that live out their own unique identities, we remain at the forefront of private education in the basic, higher and other tertiary education sectors.

Delivering on academic excellence is a critically important part of the group strategy, and the academic strategy is key to the schools and tertiary divisions.

CORE TO OUR STRATEGIES ARE:

- > **EXCEPTIONAL TEACHING AND LEARNING.**
- > **BENCHMARKING OUR PERFORMANCE** against others and relative to prior years of our own performance to ensure we are living out a continual improvement ethos and can provide evidence to support our claims to excellence.
- > **LEARNING AND OTHER ANALYTICS** are used to support decision making.
- > **INTERNATIONAL AND EMPLOYER RECOGNITION** which requires the ongoing building of our reputation and relationships.

 Refer to our strategic objectives on pages 10 to 15 and in the CEO’s report on page 18.

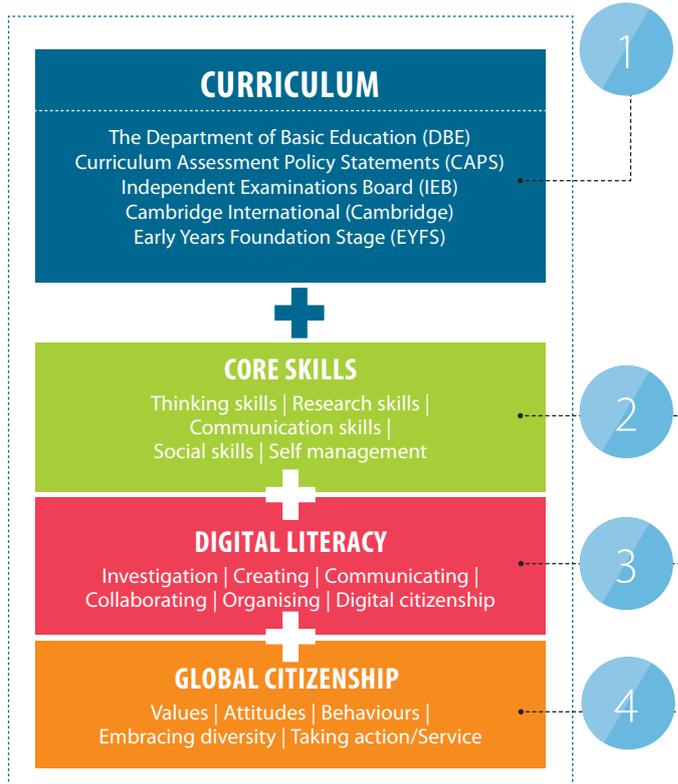
Our brands are known for their high standard of quality education provided to various target markets and communities. Offerings differ per brand based on, *inter alia*, price, curriculum, examining authority or qualification and augmented non-academic offerings that, together, create the individual identity of the brand and campus. Regardless of the brand or programme/qualification, ADvTECH consistently delivers academic excellence and a tailored student experience, which results in the development of life and tertiary study-ready young people and qualified and competent graduates who are in high demand in the workplace.

ACADEMIC EXCELLENCE WITHIN THE SCHOOLS DIVISION

The ADvTECH schools academic team’s objective is to ensure that our students progress incrementally in a learning environment that is inspiring, engaging and challenging.

The academic focus is centred on four strategic quadrants: the formal curricula and performance in the related assessments; core skills as essential global competencies; digital literacy; and global citizenship as an organising value base.

Given the critical value of excelling in the demanding school-leaving examinations and to the future of each of our students in the schools, strong emphasis is placed on ensuring that students are well prepared. Ongoing individual student progress is supported by continual analysis of student performance data, which is used to promote a personalised learning pathway. Our consistently exemplary matric results, which inevitably include a notable number of distinctions, are clear indicators that we offer the highest standard in education.



The second of the strategic quadrants is the core skills continuum aimed at ensuring that students in our schools develop global competencies. The five key areas are:

- > Developing critical, creative and reflective thinking skills.
- > Developing research skills and the ability to analyse and interpret information from primary and secondary sources.
- > Developing strong communication skills that enable students to effectively share their opinions and collaborate with others using a variety of media and platforms.
- > Developing strong interpersonal and social skills so that our students can collaborate effectively in diverse contexts.
- > Developing self-management skills to empower students with organisational skills, including self-regulation, while developing a growth mindset to enable perseverance in the face of challenging and complex situations.

These core skills are not adjunct to the formal curriculum but are embedded in teaching and learning and all curricula and co-curricula activities in our schools. The central team supports the development of teacher competency through master classes, mentorship and networking, ensuring that the core skills are part of the school culture and mindset.

Digital literacy extends far beyond computer literacy in our digital world and is thus given particular attention.

The structured and progressive curriculum includes computational thinking and programming, networking and productivity and global competencies such as creativity, collaboration and communication. The current primary school programme, *Digital Literacy in the Primary Classroom*, was developed by internationally acclaimed academic Dr Neelam Parmar, director of e-learning for the United Learning group of schools in the UK.

In addition, various schools have introduced GoLab, a hands-on 21st century technology space, which includes using and applying new age technologies such as 3D printing, laser cutting, electronics, robotics, programming and design software. GoLab provides a combination of practical learning environments addressing real-world issues, taught through collaborative problem-based learning using 21st century higher order thinking skills and approaches. More often than not the problems students seek to solve in the GoLab spaces are associated with the UN Sustainable Development Goals and the approach used in the GoLabs includes the use of all the core skills.

The fourth and final quadrant in the academic strategy promotes the development of our students as aware and contributing global citizens. The United Nations Sustainable Development Goals 2030 are referenced to provide a framework for engaging our students with global challenges such as hunger and environmental degradation as well as global opportunities such as gender equity and diversity. The aim is to nurture the values, behaviours and solution-seeking mindset in our students from a young age, so that we can encourage them to embrace innovation, creativity and the ability to articulate their perspectives and contributions. These skills draw on the formal curriculum as well as the core skills and digital literacy to support the development of globally competent individuals who will make meaningful contributions to society.

This integrated approach to excellence is what makes ADvTECH schools so effective in their education offerings. Our students leave our schools with the confidence to contribute to and find their place in 21st century learning and living.



On pages 42 to 43 we highlight how we manage these key stakeholder relationships. More information on the schools division can be found on pages 32 to 35.



SCHOOLS HIGHLIGHTS

We continually strive to improve and regard it essential to undertake international assessments such as the Schools International Assessment Test (SIAT) and those moderated by the Victoria Curriculum Assessment Authority (VCAA). By combining local external assessments with international ones, we have ample data and a clear understanding of how our students are performing in specific learning areas, and receive continuous feedback on the success of our educational efforts in all our schools.

INTERNATIONAL RECOGNITION BY IVY LEAGUE SCHOOLS

More than ten of the world's top universities, including Harvard, MIT, New York University, Columbia, Cornell and Princeton, returned to Crawford College, Sandton, in 2017 to identify top matriculants to join their programmes in 2018. In recent years, the opportunity to study at these leading universities has seen several Crawford College students excel on the global stage.

TOURNAMENT OF MINDS

ADvTECH hosted the first Tournament of Minds (TOM) held in South Africa. TOM is an international competition, initiated in Australia and conducted in 16 different global regions. Where TOM differs from other international competitions is that the focus is not only on content and process in one discipline, but rather on problem solving and creative thinking activities involving open-ended challenges. These include experimentation and divergent thinking, while promoting collaboration within teams to develop potential solutions. The TOM finals were held at Summit College and included 13 schools with 32 teams and 240 students. The challenges are set internationally. Already, we have had several requests from other schools to participate in 2018.

INDEPENDENT SCHOOLS ASSOCIATION OF SOUTHERN AFRICA (ISASA)

ADvTECH Schools joined ISASA, the largest and longest standing association of independent schools in Southern Africa, in 2017. The organisation has more than 760 members in South Africa, Botswana, Swaziland, Namibia, Angola, Lesotho, Mozambique and Zambia.



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TERTIARY DIVISION

ADvTECH's tertiary division continued to grow its reputation as the leading provider of high-quality private education in the country. In keeping with our commitment to academic excellence, substantial investment ensured that ADvTECH was able to grow its offering and that more students would be able to access courses, either at state-of-the-art campuses across South Africa, or through industry-leading distance education. Adding to the attractiveness of workplace-focused curricula, prospective students continued to be drawn by the advantage provided through smaller class sizes and resultant personal attention, which is no longer a feature of higher education in many other institutions.

THE IIE

With an average module pass rate of 82% and 99 higher education qualifications offered at Varsity College, Vega and Rosebank College campuses, the Independent Institute of Education (IIE), ADvTECH's higher education division, continued to cement its position as South Africa's leading private university. Our strategic decision to create one higher education provider operating through strongly differentiated brands pays off in the quality of the education offered to students.

The IIE's four faculties operate across 20 campuses with 99 accredited qualifications from higher certificate to masters' level, to more than 33 000 full qualification students. The IIE also offers numerous qualifications through distance and part-time learning. This range and scope means that there is a perfect educational opportunity for virtually every ambition. Over and above local accreditation through the statutory bodies, the IIE is also accredited by the British Accreditation Council (BAC) and has its offerings. Standards are also verified by several other professional and strategic partners.

The IIE's brands placed 2 363 students in their first jobs in 2017. This bears testament to the effectiveness of its approach to work readiness, which includes tailor-made preparation programmes and Career Centres on campus.

 Read more on the GEP programme on page 39, in the tertiary division reports.



Last year, the BAC again accredited the IIE, which demonstrates to students and employees that the IIE's standards are indeed world-class and undoubtedly instils confidence in students about the credibility and value of their qualifications. The BAC is an independent authority in the UK that accredits private providers in the UK and elsewhere, including countries such as Greece, Switzerland, Singapore, India, Mauritius and the United Arab Emirates.

 Refer to pages 36 and 37 for accreditation and endorsements per brand.

Although each brand has its own particular focus and emphasis, the IIE's success can be attributed to its unwavering commitment, on all campuses and in all programmes, to launching and building students' careers, by way of:

- > innovative, student-centred teaching and learning, which includes comprehensive student support;
- > industry-relevant curricula based on established industry and academic partnerships and verified through regular programme reviews and graduate tracking studies;
- > learning opportunities that meet the diverse needs of our students; and
- > structured programmes on all campuses linking students to the world of work.

 Read more about our key stakeholder relationships on pages 42 and 43.

THE IIE IN NUMBERS

82%
 AVERAGE
 MODULE
 PASS RATE



20 CAMPUSES ACROSS
 SOUTH AFRICA



99
 REGISTERED AND
 ACCREDITED
 QUALIFICATIONS



100+
 STAFF EMPLOYED
 IN THE CENTRAL
 ACADEMIC TEAM



33 000+
 STUDENTS REGISTERED
 FOR FULL QUALIFICATIONS



ABOUT
 PRIVATE UNIVERSITIES

By law, private higher education institutions in South Africa may not call themselves private universities, even though registered private institutions are subject to the same regulations, accreditation requirements and oversight as public universities.



The IIE is able to achieve these successes because its model enables it to draw on the skills of all its people across 20 DHET registered sites nationally. This rich resource offers unmatched access to academic and industry leadership, resulting in curricula and campus experiences being deliberately set up to promote student success. The academic work is coordinated by our central academic team, which has enviable and extensive higher education experience and a track record of supporting their qualifications and brands.

There are more than 100 professionals in the central academic team, including academics, instructional designers, professional editors, content developers, programme managers, operations coordinators, business process analysts, business intelligence experts and research and curriculum development specialists. The result is a strong central capacity from which the expertise at the brands and on the campuses can leverage support for the creation of focused and meaningful campus experiences. In particular, for the achievement of the academic deliverables, the academic expertise at brand level is leveraged strongly to supplement the central skills and results in an effective and efficient network.

A measure of the success of this structure is that the IIE has the only DHET accredited and peer reviewed academic journal managed by a private higher education institution. *The Independent Journal of Teaching and Learning* is in its 12th year of publication with two editions annually, and is available on open access platforms.

NEW ACADEMIC MARKETS

Statistics have shown that the tourism sector remains one of the fastest-growing economic sectors and ADvTECH, through **Capsicum Culinary Studio** and **The Private Hotel School (TPHS)**, now has comprehensive academic offerings for those who aim to pursue careers in the hospitality and tourism industry.

The highly skilled teams of professionals at TPHS and Capsicum teach both nationally and internationally accredited courses, and its qualifications and graduates are sought-after in the workplace, both locally and abroad. With seven campuses between the two brands, one of which is a shared campus, both brands provide academic programmes, which include practical training and specialised skills that equip students to succeed in the hospitality and tourism sectors.

TPHS offers qualifications ranging from entry level chef qualifications to advanced diplomas in hospitality and events management as well as culinary arts. The curriculum combines innovative and cutting-edge hospitality instruction with sound practical training and knowledge of the industry. Students are trained to master professional skills and obtain high levels of the specialised knowledge needed to excel in the hospitality environment. Its qualifications are endorsed by the American Hospitality Academy International Hotel Management Schools (AHA-IHMS), thus allowing students to complete an optional year in the USA.

The school's alumni rate of employment is a remarkable 100%, which attests to the quality of education offered and workplace recognition thereof.

In the past decade, more than 4 000 chefs have graduated from Capsicum, with many snapped up by leading local and global restaurants. Capsicum offers five full-time and part-time City & Guilds recognised courses including Certificate in Food Preparation and Cooking, Diploma in Patisserie, Diploma in Food Preparation and Cooking and the Combination Programme in Culinary Arts.

Oxbridge Academy is one of the fastest-growing distance learning colleges in the country, and services more than 20 000 students annually. Oxbridge offers students opportunities to gain job-relevant skills and strengthen existing skills and experience with an appropriate qualification or skills course, backed by strong academic and student support from industry experts and tutors.

The University of Africa (UoA), based in Zambia, offers distance learning qualifications to a growing student base in Southern Africa, including in South Africa, Zambia, Zimbabwe, Angola, Uganda and the Democratic Republic of Congo. The university's pan-African PhD programme, *Leadership in Africa's Development*, is the first of its kind on the continent. The UoA has eight faculties offering 31 qualifications ranging from certificate to doctorate levels.



Refer to the CEO's report for more insight on pages 18 to 21.



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ADVTECH tertiary's focus across all brands is on building student careers by continuously developing curricula to remain relevant in the world of work.

We build strong industry, academic and professional body partnerships that ensure this relevance, while our commitment to student success includes a focus on quality teaching and student support and development. We seek to produce graduates who can and will contribute to the economy and society and, as a result, we unquestionably hold the leadership position in private education.

ACCREDITED TERTIARY COURSES BY CATEGORY:



TOTAL



165
ACCREDITED TERTIARY COURSES

2 PHDs | 10 MASTERS | 11 HONOURS
47 DEGREES | 36 DIPLOMAS | 28 HIGHER CERTIFICATES
31 VOCATIONAL TRAINING



Refer to pages 36 and 37 for accreditation information.

To accommodate its diverse range of qualifications, from higher certificates to master's degrees, the IIE now operates four faculties, namely the Faculty of Commerce, Faculty of Social Sciences, Faculty of Information and Communication Technology and the Faculty of Humanities to ensure that each area has the academic focus and leadership needed to underpin our quality offerings. In 2018, in response to the growth in the key areas of Law and Education, new faculties in these areas will emerge from the existing ones and the IIE will have six faculties by the end of 2018.

In keeping with its broader commitment to develop the reputation and standing, as well as the quality of the offering of private higher education in the country, the IIE is a founding member of SAPHE, an association of South African Private Higher Education institutions.

The graduate employability strategy of the IIE, as implemented on Rosebank College campuses throughout South Africa, was recognised as a top programme of its kind by the World Bank's IFC in a pilot review of similar programmes.

Please refer to our website www.advtech.co.za for more detail.

Oxbridge student and study support/facilitators call centre was expanded in 2017 in order to increase the level of support for students.



Refer to our key stakeholder relationship overview to understand the media engagements on pages 42 and 43.

TERTIARY HIGHLIGHTS

NEW QUALIFICATIONS FIRST OFFERED IN 2017:

BACHELOR OF COMPUTER AND INFORMATION SCIENCES IN APPLICATION DEVELOPMENT

BACHELOR OF ARTS HONOURS IN COMMUNICATION

BACHELOR OF COMMERCE HONOURS IN MANAGEMENT

BACHELOR OF ACCOUNTING

QUALIFICATIONS

NEW IIE COURSES DEVELOPED IN 2017, OFFERED IN 2018:

BACHELOR OF ARTS HONOURS IN INTERIOR DESIGN

BACHELOR OF LAWS

BACHELOR OF BUSINESS ADMINISTRATION IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT

HIGHER CERTIFICATE IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT

For 2017 industry awards and achievements, refer to the tertiary divisional report, pages 38 to 39.

VARSITY COLLEGE SAICA SCORES

83%

Five of the IIE's Varsity College graduates scored in the Top 20 in the 2017 South African Institute of Chartered Accountants' (SAICA) Certificate in the Theory of Accounting exams

VEGA STUDENTS WON

12

INTERNATIONAL ACCOLADES

165

ACCREDITED TERTIARY COURSES

LOOKING AHEAD

Distinguishing ADvTECH from its peers and new entrants into the education sector is our commitment to innovation through the development of new qualifications, our approach to teaching and learning and our unrivalled provision of student support and service.

A schools and tertiary administration software system, internally referred to as STASY, will for the first time in 2018 provide our schools with consolidated information and high-quality reporting and analytics to generate actionable insights. It provides portals for parents, students and teachers and will therefore change the way we interact and give feedback. It will be further supplemented with analytical tools and internal and external benchmarking. This new system will enable us to set up common learning management tools to drive best practice and online professional development programmes. The system will also enable us to improve data literacy of teachers and school managers, therefore enabling better data-driven decision making. This learner analytics system will be rolled out to the tertiary division in 2019.



For details on the operational benefits, refer to the CEO's report on pages 18 to 21.

We continue to make full use of IIELearn, the Learning Management System (LMS), which supports the teaching and learning strategy to reach more students in the distance mode and enhance the learning experience of our on-campus students. Effective online education strategies will be applied in the coming years to support our growth in the distance education space. We monitor each new operational feature to ensure that our growth does not compromise the quality of our teaching and learning. The Bridge, ADvTECH's new assisted learning school, opened in January 2018 and offers exciting alternatives for frustrated parents and students who are not currently adequately catered for in mainstream or special needs schools. Responding to a significant market demand, The Bridge represents a much-needed opportunity for children with average to above average ability, whose learning is impacted by challenges such as Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and mild autism or anxiety, or who have been through illness or trauma which has affected their progress.

The school assists learners to bridge the gap between where they currently find themselves and what is required in mainstream schools, in order to help each learner reach their full potential and develop strategies that will enable them to return to a mainstream classroom, confidently and empowered. With small classes capped at 12 pupils, an individualised learning approach and therapeutic programmes, The Bridge caters to learners who are cognitively on par or ahead of their peers to address whatever the challenge is that has kept them from succeeding in mainstream schools.



Refer to the schools division report on pages 32 to 35 for more detail.



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