Higher Education Internationalisation in the Development of Africa
English is used as medium of instruction in most South African higher education institutions.

Ranked **eighth most popular study destination for foreigners** by the Institute for Statistics of the UN’s Educational, Scientific, and Cultural Organisation (Unesco).

**South Africa is the only country in Africa** that receives more international students - **2.2% of the global share** - than it sends abroad.
“Higher education must strive to develop a critical society and critical minds that will guide and lead our continent’s development.”

– Professor Russel Botman.

IEASA celebrates the 10th Edition of Study South Africa. The Guide symbolises IEASA’s efforts to position South Africa’s higher education system in the global arena.

“[In 2005], 26% of people enrolling for doctoral degrees and 25% of doctoral graduates were not South Africans. Since most foreign students come from other countries in Africa, South African higher education plays an important role in developing staff for higher education across Africa.”

– Council on Higher Education (CHE) in Higher Education Monitor - The state of higher education in South Africa.
Higher Education Internationalisation in the Development of Africa

International Education Association of South Africa (IEASA)
in association with
Higher Education South Africa (HESA)
Higher Education in Context

My country is also somewhere else: 11
Redefining internationalisation

International Students – being moved by the world 13

The South African higher education landscape: 16
Facts and Figures

South Africa – Sun, Sea and… Soccer 23

Studying in South Africa: 27
Information for international students

Features

Study South Africa: 34
Ten years of providing global reach

Hope for Africa: 39
The role of higher education in human development

In Every Issue

News 5
Messages 6
higher Education Destination Map 42
University Profiles 44
Useful Contacts 106

Credits

Published by the International Education Association of South Africa (IEASA) in association with Higher Education South Africa (HESA).

Publisher: IEASA
Publications Committee Chair: Dr Nico Jooste
Project Coordinator: Thilor Manikam
Editing and Proofreading: Design@Bay, Port Elizabeth
Layout and Design: Design@Bay, Port Elizabeth
Photographs: Luc Hosten, Design@Bay, MediaClubSouthAfrica.com, Nelson Mandela Metropolitan University, University of Cape Town, University of KwaZulu-Natal, University of Limpopo, University of the Witwatersrand, University of Pretoria, University of the Free State, University of Zululand, University of Stellenbosch, University of the Western Cape.

International Education Association of South Africa
PO Box 27394
Sunnyside
Pretoria
0132
South Africa
Tel: +27 (0)12 481 2908
Fax: 086 649 1247
Website: www.ieasa.studysa.org
Visit the Study South Africa website at: www.ieasa.studysa.org

No part of this publication may be reproduced or transmitted in any form or by any means without prior permission from IEASA. Permission to use material contained in the university profiles must be obtained directly from the institutions concerned.

The information in this publication was compiled from a variety of sources, and opinions expressed should not necessarily be taken to represent those of IEASA or HESA. The information on the universities was supplied by the universities themselves, or updated from the 9th Edition of Study South Africa or using the website of the institutions concerned.

Every effort was made to ensure that the information contained in this Guide was accurate and correct at the time of going to press. However, IEASA and HESA will not accept any liability resulting from any person relying on information contained herein.

 Contributors

**MR PATRICK FISH**
Mr Fish has been in and out of higher education - 18 years as a lecturer and eight as an advocate for the sector. As a lecturer in English literature and in media and communications he did a healthy stint in both public and private universities. He subsequently joined the corporate world as a Brand Manager for an online brokerage, before heading back into higher education as a writer, researcher and advocate for Vice-Chancellors under the aegis of Higher Education South Africa. During this period he was a member of the Executive of the International Association of Higher Education, has written guides for those intending to enter higher education, as well as consulting on educational matters for those in as diverse countries as India and Holland.

**DR NICO JOOSTE**
Dr Jooste is the Director of the Office for International Education at the Nelson Mandela Metropolitan University. He is a Higher Education Scholar and is actively involved in research in Higher Education Internationalisation. He has presented a number of papers at International and National Conferences and publishes on Higher Education Internationalisation.

**PROF RUSSEL BOTMAN**
Prof Botman is Rector and Vice-Chancellor of Stellenbosch University, and serves as Vice-President of the Association of African Universities. He is also a member of the Executive Committee of Higher Education South Africa, and chairs the organisation’s Africa Strategy Group.

### IEASA Management Council • 2009/2010

<table>
<thead>
<tr>
<th>NAME AND DESIGNATION</th>
<th>INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr David Farirai</td>
<td>University of Pretoria</td>
</tr>
<tr>
<td>President</td>
<td>Corporate International Relations</td>
</tr>
<tr>
<td>Ms Merle Hodges</td>
<td>Cape Peninsula University of Technology</td>
</tr>
<tr>
<td>Deputy President/Conference</td>
<td>Director: International Affairs</td>
</tr>
<tr>
<td>Support: Internationalisation@Home</td>
<td></td>
</tr>
<tr>
<td>Dr Derek Swemmer</td>
<td>University of the Witwatersrand</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Registrar</td>
</tr>
<tr>
<td>Dr Loveness Kaunda</td>
<td>University of Cape Town</td>
</tr>
<tr>
<td>Chair: Directors Forum/Internationalisation@Home</td>
<td>Director: International Office</td>
</tr>
<tr>
<td>Ms Fazella Haniff</td>
<td>University of the Witwatersrand</td>
</tr>
<tr>
<td>Marketing and Communications</td>
<td>Director: International Office</td>
</tr>
<tr>
<td>Mr Mbeke Mnyatheli</td>
<td>University of Fort Hare</td>
</tr>
<tr>
<td>Student Development and Liaison</td>
<td>International Office</td>
</tr>
<tr>
<td>Dr Nico Jooste</td>
<td>Nelson Mandela Metropolitan University</td>
</tr>
<tr>
<td>Academic Liaison</td>
<td>Director: Office for International Education</td>
</tr>
<tr>
<td>Prof Aldo Stroebel</td>
<td>University of the Free State</td>
</tr>
<tr>
<td>(Institutional Representative)</td>
<td>Director: International Affairs</td>
</tr>
<tr>
<td>Mr Lavern Samuels</td>
<td>Durban University of Technology</td>
</tr>
<tr>
<td>Regional Collaboration</td>
<td>Director: International Education and Partnerships</td>
</tr>
<tr>
<td>Dr Theo Bhengu</td>
<td>HESA</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Senior Manager: Advocacy and Stakeholder Engagement</td>
</tr>
<tr>
<td>(Individual Member)</td>
<td></td>
</tr>
<tr>
<td>STAFF</td>
<td></td>
</tr>
<tr>
<td>Ms Thilor Manikam</td>
<td>Administration Manager</td>
</tr>
<tr>
<td>- IEASA</td>
<td></td>
</tr>
</tbody>
</table>

www.ieasa.studysa.org
New Director General appointed

Pretoria – Former Wits Head of Education, Ms Mary Metcalfe, has been appointed the new Director General in the Department of Higher Education and Training.

Ms Metcalfe has a distinguished career in education. With a Diploma in Specialised Education and a Master’s in Education, she has been a teacher, lecturer, adviser and an Education Policy Analyst at the Centre for Education Policy Development (CEPD).

Before joining Wits, Ms Metcalfe served as the Guateng MEC for Agriculture, Conservation, Environment and Land Affairs.

Call for compulsory African language

Pretoria – Higher Education and Training Minister Dr Blade Nzimande has challenged universities and professional bodies to consider making an official African language, other than English and Afrikaans, compulsory.

“It would be beneficial to all the students, help strengthen the African language departments and raise the status of African languages,” Nzimande said.

Nzimande stressed the importance of curriculum, adding that some African language departments at leading universities have become weaker over the years.

“Strengthening them is a central strategy in developing the languages of the majority of people, in particular because of the role these departments can play in producing African language teachers and developing African language literature, something that can help in developing a culture of reading among children and young people,” he said.

New Chair of HESA

Pretoria – In July 2010, Professor Ihron Rensburg was elected as the Chairperson of Higher Education South Africa (HESA).

Professor Rensburg is currently the Vice-Chancellor of the University of Johannesburg (UJ).

Prior to taking over leadership at UJ he was the Chief Executive: Strategic Corporate Services at the SABC. Up until 2001, he was the Deputy Director General at the Department of Education where he assisted in shaping policies and legislation for the post-apartheid schooling, further and higher education sub-sectors.

“In important ways, higher education presently has to make its way through greater turbulence than that brought about by the mergers. The incorporation of Further Education and Training (FET) Colleges, SETAs and the universities under one umbrella – under the Department of Higher Education and Training – is positive, yet has brought with it a certain amount of challenge about the shape and role of the post-school sector for which HESA is gearing itself to offer critical comment and advice on,” said Rensburg.

He further commented: “It is crucial for HESA to do whatever it can to make sure that this new configuration achieves internal alignment. It is not enough that universities, FET colleges and SETAs operate within the same regulatory and institutional space, what matters is that there is articulation between and within these sub-sectors in order to provide for access and success, as well as the requisite number and quality of skills and knowledge for our country.”

– www.hesa.org.za

New Vice-Chancellors appointed in 2010:
Prof Roy du Pré – Durban University of Technology
Prof Mandla Makhanya – University of South Africa
It gives me great pleasure to express support for the International Education Association of South Africa’s (IEASA) Study South Africa: The Guide to South African Higher Education publication.

The 10th Edition focuses on the highly relevant issue of ‘Higher Education Internationalisation in the Development of Africa’. The internationalisation of higher education is of great importance for the continent, if Africa wants to be able to compete and participate in a global context. Currently, there are only three African institutions in the Top 500 of the Shanghai Academic Ranking of World Universities and all of these are in South Africa. Similarly, one South African institution appears in the Top 200 of the Times Higher Education World Ranking and no other African universities are represented. Despite being cautious about the methodology used to derive rankings, our aim in higher education should be to actively compete internationally and, more importantly, to serve the developmental challenges of Africa.

It is imperative that Africa engages internationally and participates in the development of humanity’s knowledge. Research outputs and publications are particularly low on the continent, and African universities need to develop their research capabilities and direct resources to this important function. It is particularly important that research, which affects Africa and its development, is conducted on a large scale on the continent, supported by collaborative work and partnerships, rather than being carried out predominantly in other countries. The time has come for the tide to change and for our researchers and academics to focus on research opportunities presented on the continent. This is an important step for Africa to take if it is to deal effectively with the problems it faces and take its place in the international arena. One way to increase and develop knowledge outputs is through collaboration.

An important opportunity for South African universities is the Erasmus Mundus Programme funded through the European Union (EU). This programme encourages collaboration between South African and European universities and provides resources for the exchange of staff and students within specific research programmes. It is also important for Africa to develop the research collaboration within the continent and with other developing and developed countries. In this regard, the Intra-ACP (Africa-Caribbean-Pacific) Scheme is of great importance. This initiative by the African Union (AU), working in collaboration with the EU, provides the opportunity for academic staff and student exchanges between universities in these regions. Intra-African exchanges are of particular importance in developing the continent’s capacity. Through such programmes African universities can work together to develop research and participate in the knowledge economy.

We should also not ignore the challenges faced in improving the quality of teaching and learning in African universities, including many in South Africa. If sufficient attention and resources are not directed to improving these most basic activities of higher education, we will not only fail to meet the continent’s human resource development needs, but we will fail to establish the basis for future research advancement. Student mobility is very much a part of our fabric and provides the necessary intellectual stimulation, which is an essential part of student life. The number of African students from outside South Africa studying at South African institutions is growing annually, as is the number of non-African students. The networks established through such internationalisation are invaluable. There are also large numbers of our own students who, through universities’ reciprocal agreements, are studying abroad. The information provided in this publication provides a valuable opportunity to showcase our higher education sector and goes a long way to providing the necessary facts to encourage such student mobility.
As the economic, political, social and cultural world of today evolves to accommodate an increasingly more inter-connected populace, so too has tertiary education become an ever so globalised ‘commodity’. Universities have traditionally collaborated, but have done so with some caution because of the competition mentality that has been bred on campuses, thus depriving staff and students of the opportunity to learn from each other and to collaborate on research with their international peers.

There has, however, been a recent realisation that collaboration amongst international universities is key to creating a pervasive research and scholarship culture amongst scholars. The rate at which the national borders have become permeable; the rapidity with which the information is transmitted; and the rate at which workplaces have increasingly become multicultural, have all made modern universities realise the inevitability of internationalisation and its role in preparing ‘globally competent graduates’.

Emanating from the drive to internationalise universities, there has also been a strong emphasis to treat education as a commodity of trade. Such an approach has worked well in countries such as the United States of America and Australia, to name a few. In Africa, however, there is a compelling need for the internationalisation that is adopted to be cognisant of the African challenges and demands. Africa is slowly emerging as a global economic player of note. However, for such progress to be realised speedily, and to be sustained, Africa’s higher education needs to rise to the challenge of human capacity development.

In Africa, it is taking too long to realise the Millennium Development Goals. African universities therefore need to form partnerships that are sustaining and contributive to the realisation of these Goals. It is only through a well carved internationalisation purpose that Africa can dictate the type and purpose of its higher education internationalisation. Successful internationalisation programmes have been accompanied by a purpose for internationalisation such as: academic reasons, foreign policy initiatives, social goals, and economic and entrepreneurial goals. Internationalisation of higher education can thus contribute to the development of Africa, but it needs to be mapped and properly directed to achieve the desired end. It is understandable that internationalisation is still developing in Africa; however, every great artist was once an amateur. With time and through productive relationships, Africa’s internationalisation will be better developed and ultimately contribute to the success of the continent.

The International Education Association of South Africa (IEASA) has thus recognised the need to mobilise South Africa’s universities and rally behind a common vision for higher education internationalisation. IEASA is engaging policy makers to promote the internationalisation of higher education and its attendant role of development of Africa. IEASA believes that it is only through creating purposeful relationships and partnerships that developmental collaboration will be realised for Africa’s development. African universities should also forge relationships with Africa’s development agencies and play a more developmental role through the implementation of developmental programmes. IEASA will strive to forge such relations, as well as support the mobility of students and professionals.

Mr David Farirai
The universality of knowledge generated, shared, studied, debated and imparted at a university makes internationalisation a critical component of the very character of higher education, and makes higher education institutions the key drivers of internationalisation.

This aspect is even more accentuated by the presence on many university campuses of international students and staff, as well as cross-border research collaboration between institutions. In the South African context, based on 2008 data extrapolated from the Higher Education Management Information System (HEMIS), the following facts are worth noting:

- Of the almost 800 000 students in headcount enrolment in the public higher education system, 8% are from outside the country.
- 14% of students undertaking postgraduate studies are foreign students.
- 10% of academic staff are from outside the country.

Of the total number of foreign students in the South African public higher education system, most (about 72%) come from the SADC region and another 15% come from the rest of the African continent. These figures signify the centrality of the discourse on internationalisation in our higher education system, and in the development of the SADC region and the African continent at large. The contribution of South African higher education to the development of Africa, in this regard, is evident.

The importance of internationalisation for social, cultural and intellectual reasons is thus a widely accepted notion and benefit of higher education. However, important as the figures presented are regarding the international component of our higher education system, it is our view as Higher Education South Africa (HESA) that the discourse on internationalisation in higher education should move beyond the mobility of staff and students between countries to re-inserting into the discourse the core business of higher education.

Much of what has been written in the area of internationalisation has tended to focus at the level of institutional and national policy and strategy. This focus has a risk of downplaying or obscuring the issue at the teaching and learning level, which is where students and teachers actually experience internationalisation. Because of its central importance, teaching and learning must be addressed explicitly alongside policy and strategic perspectives. For instance, supporting students’ learning, which is addressed through curriculum design, should take into account the international student population in a number of disciplinary areas. An overt integration of an international dimension into the purpose, function and delivery of higher education should be what we strive towards. There are many pathways to internationalisation, depending on the needs of particular universities and departments within universities, at any one time.

International offices have a central role of looking after the welfare of international students and staff in all respects, including at a level of teaching and learning, thereby interfacing with academic departments, student support, staff development,
and admissions departments in order to implement a coherent internationalised strategy throughout the university system.

**HESA’s vision for the South African higher education system encompasses two key aspects, with a clear international dimension:**

- High levels of quality comparable to the best in the world; and
- High levels of responsiveness and relevance.

Both these characteristics envisage a higher education system that is not only responsive and relevant to the needs of the country (students, government, industry, civil society, respective professions), but one that will stand the test of time in the international arena.

HESA, therefore, highly values its partnership with the International Education Association of South Africa (IEASA) and welcomes the opportunity of contributing to the 10th Edition of *Study South Africa*. 

14% of students undertaking postgraduate studies in South Africa are **foreign students**.
Higher Education in Context

[By Mr Patrick Fish]

My country is also somewhere else: Redefining internationalisation

International Students – being moved by the world

The South African higher education landscape: Fact and Figures

South Africa – Sun, Sea and... Soccer

Studying in South Africa: Information for International Students
My country is also somewhere else: Redefining internationalisation

It started at approximately 09:30 on 10 June 2010. Normally subdued streets within Johannesburg started spilling over with people, young and old, blowing vuvuzelas. What initially appeared as a momentary lapse of reason soon became a month-long party.

In times to come, sociologists, anthropologists and media specialists will - no doubt - try to explain this phenomenon. It was not mass hysteria, and it definitely was not some carefully crafted media ploy. It was a simple eruption of passion and joy.

Everyone, from FIFA’s guarded comments before the tournament to hysterical journalists who suggested that tourists bring bulletproof vests with them, admitted after the fact that South Africa’s hosting of the World Cup was a success. They praised the logistics, the bandwidth and the warmth of the people. However, these are only partially accurate assessments of the event that happened. What actually happened was that 49 million people living in South Africa opened their hearts to some 380 000 friends who came to visit because of the beautiful game. These visitors, common in their love of soccer, were immediately accepted as insiders, as members of the same family. And when the national team was kicked out early, South Africans simply adopted the remaining African team, Ghana, as their own.

What does this have to do with internationalisation? It is simple really. In journals on the topic, you will often hear about ‘host countries’, about the fact that internationalisation should ‘start at home’, about revenue generated through international students, and about the university’s responsibility to make international visitors feel welcome.

In other words, internationalisation is all too commonly understood in marketing terms. These students - from far-flung countries - are essentially seen as a source of revenue and, as a result, are treated artificially and in the end, not fairly. What is overlooked in the neo-liberal connotations of internationalisation is that students are always, ultimately, attracted by the possibility of learning something new. The huge marketing campaigns put in place by some global universities are all well and good, but they fail to understand that
the student, by his or her very nature, is curious. And curiosity is an instinct that very few hard-sell marketing campaigns can reach.

Someone who has read Alexander McCall Smith’s *The Number 1 Ladies’ Detective Agency* and who loved the novels, may well be living in Singapore, but is now more likely to want to explore study opportunities in Botswana than studying African culture remotely at a university in Singapore or even the UK.

The proliferation of media - via Facebook and Twitter - together with exposure to cable channels that highlight the food, travel opportunities and cultures of different countries mean, possibly for the first time in the history of our civilisation, that home is no place. The modern student has become cosmopolitan in the truest sense of the word: “cosmo” meaning of no one place, and “politan” meaning simply a citizen of.

That does not mean that students today are lost and without identity. It simply means that students, in their quest to discover the new and interesting, are more flexible, are more prepared to travel and show a greater willingness to be curious outside of their national boundaries. Within this context, internationalisation, as a term, begins to look a little dated, a touch quaint. Internationalisation had meaning when it still conjured up dangerous trips into the unknown, when it still was firmly held in the grip of national boundaries. Those days are long since passed.

Internationalisation is no longer a novelty, but a fact of life and, as such, it deserves a better name. Maybe we need to draw a distinction between “students” and “mobi-students”, between those students who are only interested in undertaking their studies within one institution and others who are sufficiently curious to take their discipline beyond borders.

Driven by the exigencies of lack of resources, lack of libraries and lack of opportunity, students (especially) from the rest of Africa have headed south in increasing numbers in order to quench that curiosity. So, when South Africa as the host nation of the 2010 World Cup was kicked out, the country collectively understood itself as part of a broader community called Africa. The result was that we supported Ghana as passionately as we supported our home team. This transference of allegiance happened in a heartbeat, but did not diminish national pride. A sense of belonging to an ever-broader community is not anachronistic but, rather, the shape of things to come.

The 10th Edition of *Study South Africa* is meant to be read in the spirit of an invitation to passion and curiosity, an invitation to those “mobi-students” to venture to that place called “somewhere else”. "Internationalisation is no longer a novelty, but a fact of file."
International Students – being moved by the world

Every university in South Africa has international students. South Africa has long been a preferred destination for students from other countries in Southern Africa.

It is the country in the region with the largest and strongest higher education system, offering a full range of courses and qualifications not always available in nations with smaller university sectors.

International Student Landscape

In 1997, the Southern Africa Development Community (SADC) put the finishing touches on a document called the Protocol on Education and Training. The Protocol signing took place in Malawi, and Article 7 (A1) states that: “Member States agree to recommend to universities and other tertiary institutions in their countries to reserve at least 5% of admission for students from SADC nations, other than their own.” South Africa reached that target in 2003 and by 2009, 5.8% of our student cohort was from the SADC region, while 8% of all students studying in South Africa are from outside its borders.

The number of international students has grown dramatically since 1994: from 12 600 to more than 64 000 in 2008, nearly 8% of a total of 800 000 students at South Africa’s 23 public universities - according to audited Department of Education figures. About a quarter of international students are postgraduates. The choice by a steadily growing number of international students of South Africa as a place to study, confirms the quality of the country’s universities and the international standing of their academics and qualifications.

Research Destination

South Africa also attracts international postgraduate students and academics, who engage in highly relevant research in their fields, often in collaboration with local scholars with global reputations in their areas of expertise. The country’s setting and leading role in Africa, its strong research universities and its relatively advanced stage of development make it an ideal base for studies aimed at understanding the challenges of developing countries and Africa. Many factors drive the choices of international students, who numbered 2.9 million in 2006 - a 59% increase over the 2000 figure of 1.7 million global students, according to the most recent OECD report. The factors include geographic region, historical connections between countries, language, the perceived quality of a country’s education and its accessibility, affordability and the ‘employability’ of qualifications obtained.

Why South Africa?

South Africa is close geographically to most sub-Saharan African countries, uses English as the primary language of instruction, charges lower fees than many developed nations, and has a lower cost of living. It also boasts a large higher education sector that is accessible and offers internationally recognised qualifications. It is not surprising, therefore, that 71% of international students are from neighbouring SADC countries where English is commonly spoken – 45 851 in 2008, against 15% from the rest of Africa, and 11% from outside the continent.

In 2009, 5.8% of the South African student cohort came from the SADC region.
Zimbabwe is the major ‘source’ country, sending 39% of all international students - up from 27% in 2006. The rapid rise in the number of Zimbabwean students account for much of the increase in numbers from 2006 to 2008, and has been fuelled by political, educational and economic crises in the country. The next biggest sending countries are Namibia, a little shy of 8 000 students; and Botswana with over 5 000; followed by Lesotho, Swaziland, the Democratic Republic of Congo, Zambia, Mauritius, and Angola. Over 9 500 students from non-SADC African countries studied in South Africa during 2008, and slightly less than 7 000 came from the rest of the world. Most non-African students in South African universities were from Europe, followed by Asia and North America. In the latest OECD Report 2008 it is also noteworthy that South Africa ranks 10th in the world as a preferred destination for international students and is the only African country that features. As mentioned above, part of the draw factor for South Africa is that English is the predominant language of instruction and that, comparatively, South Africa is still an inexpensive study destination.

Audited statistics from the Department of Education for 2009 showed that around 40% of international students were enrolled through the University of South Africa (UNISA), a proportion in line with other destination countries. The North-West University had the highest number of foreign students at a ‘contact’ institution, closely followed by the University of Cape Town (UCT) and the University of Pretoria. Rhodes University had the highest proportion (22%) from outside South Africa, with UCT at almost 20% of the student population. More than one in 10 students were foreign at the Universities of Fort Hare, the University of the Witwatersrand and UNISA.

Benefits for Country and Student

For both the outbound student and the host country, the benefits of study abroad are well known and considerable. For destination countries, the fees and living costs paid by foreign students are high, which provides additional revenue and helps to offset the costs of education.

Figure 2 - Increase in student numbers

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SADC</td>
<td>6,209</td>
<td>7,822</td>
<td>21,318</td>
<td>36,207</td>
<td>35,917</td>
<td>45,851</td>
</tr>
<tr>
<td>NON-SADC AFRICA</td>
<td>1,521</td>
<td>2,079</td>
<td>4,263</td>
<td>6,664</td>
<td>8,569</td>
<td>9,554</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,827</td>
<td>5,268</td>
<td>5,568</td>
<td>7,108</td>
<td>7,673</td>
<td>6,619</td>
</tr>
<tr>
<td>NO INFORMATION</td>
<td>14,228</td>
<td>1,447</td>
<td>1,574</td>
<td>1,928</td>
<td>1,928</td>
<td>1,928</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>591,161</td>
<td>717,793</td>
<td>741,383</td>
<td>799,490</td>
<td>799,490</td>
<td>799,490</td>
</tr>
<tr>
<td>%Non South African</td>
<td>7.68</td>
<td>7.16</td>
<td>7.25</td>
<td>8.00</td>
<td>8.00</td>
<td>8.00</td>
</tr>
</tbody>
</table>

Source: Department of Education audited figures, 2010

Figure 3 – Trends in international market shares (2000, 2006)

Source: OECD Report 2008

www.ieasa.studysa.org
a form of foreign investment and help to fund higher education. Countries and students benefit from the international relations and links forged between students during their studies. In South Africa, internationalisation is also viewed as a means of advancing communication and respect among people of different cultures, of developing scholarship, and of strengthening the country’s global position.

South Africa also sees accepting students from the rest of Africa as a way of contributing to the continent’s human resource development and helping to stem a crippling brain drain. Africa, which suffers a critical shortage of high-level skills, loses 70 000 highly qualified scholars and experts each year mostly to developed countries, according to the World Bank. This situation is, however, undergoing a partial reversal due to the economic crisis.

According to Adcorp’s latest Employment Survey (July 2010) about 39 000 South African job seekers have returned in the past year (to South Africa from foreign countries) – a figure that is expected to grow in coming years. In addition, there is globally a move from a simple brain drain model to a “create-your-own Silicon Valley” model. These graduates are made up of qualified individuals who leave their country of origin in order to create an entrepreneurial start-up in a host country. The successes of this entrepreneurial instinct is either extended abroad or brought back home.

In line with the recommendations of the SADC Protocol, SADC students receive the same government subsidy as local students and are charged the same fees (plus a modest international levy). Several universities also charge home-level fees to students from the rest of Africa. The argument is that by providing quality training to African students, South Africa believes that it contributes to

In South Africa, internationalisation is also viewed as a means of advancing communication and respect among people of different cultures, of developing scholarship, and of strengthening the country’s global position.

In South Africa, internationalisation is also viewed as a means of advancing communication and respect among people of different cultures, of developing scholarship, and of strengthening the country’s global position.

Statistics from the Department of Education, for 2009, showed that around 40% of international students were enrolled through UNISA.
The South African higher education landscape: Facts and Figures

South Africa’s higher education sector is the strongest and most diverse in Africa. There are about 800,000 students enrolled in fewer, but larger, public universities, and nearly one in five young South Africans enter higher education.

More than half of all students are women, and some 8% are international students, most of them from other African countries, but also thousands from Europe, Asia and the Americas.

There has also been a radical change in the make-up of the sector over the past year. One of the stated priorities of South Africa’s Government has been a renewed focus on education. This has resulted in a structural split in the Department of Education into Basic Education and the Department of Higher Education and Training. Somewhat like the United States (US) model, higher education now incorporates Further Education and Training colleges (the equivalent of community colleges in the US) and SETAs that provide training for those outside the usual education channels. That means, without even taking into account those who are pursuing their studies via SETAs, higher education has an annual participation rate that is fast approaching the 1 million mark.

In the university sector there are three types of universities that together offer a full range of courses leading to internationally recognised qualifications. All public universities conduct research, which supports teaching and is frequently aimed at tackling the challenges that face South Africa and the developing world. There is world-class research generated in many fields, concentrated in the country’s top research universities.

South Africa’s apartheid legacy was a higher education sector that was racially divided, of uneven quality, and beset by duplications and inefficiencies. Under apartheid there were separate institutions for different race groups, historically ‘white’ institutions were most favourably located and resourced and conducted almost all research, and there was a binary system featuring academic universities and vocational technikons (polytechnics).

The binary divide was dismantled, and the number of institutions was cut from 36 to 23 through mergers and campus incorporations involving most institutions.

Higher education in a democratic South Africa faced huge challenges - primarily the needs to achieve greater equity, efficiency and effectiveness within institutions and across the system. Universities had to open their doors to students of all races; transform curricula to become more locally relevant, but also geared to a knowledge-driven world; train growing numbers of different types of graduates essential to economic growth and development; and produce scholars able to tackle South Africa’s problems, through research responsive to all of society’s needs.
The new government drove a radical restructuring of higher education aimed at making it stronger and more focused and efficient, within a framework of policies and regulations including the 1996 National Commission on Higher Education, 1997 Higher Education Act, and the 2001 National Plan for Higher Education. In this year alone, the Department has also produced the Higher Education and Training Laws Amendment Bill, 2010, and a Strategic Plan 2010-2015 in order to clarify the roles and responsibilities of all parties within this new Departmental structure.

The binary divide was dismantled, and the number of institutions was cut from 36 to 23 through mergers and campus incorporations involving most institutions. No campuses were closed, so there remains as much higher education provision as there was before.

The new landscape comprises three types of institutions: ‘traditional’ research-focused universities, universities of technology, and ‘comprehensive’ universities that combine academic and vocationally-oriented education. Currently, the system has:

- Eleven universities: traditional universities that offer Bachelors degrees and have strong research capacity and high proportions of postgraduate students.
- Six universities of technology: vocationally-oriented institutions that award higher certificates, diplomas and degrees in technology; and have some postgraduate and research capacity.
- Six comprehensive universities: offering both Bachelors and technology qualifications, and focusing on teaching but also conducting research and postgraduate study.

There is a fourth typology known as National Institutes (of which there are two) that are located in rural areas in order to offer additional physical locations whereby students can access higher education. These are located in provinces that previously had no provision: the Northern Cape National Institute for Higher Education, and the Mpumalanga National Institute for Higher Education.

Previously, more than two-thirds of students were at traditional universities. The new higher education landscape concentrates almost half of enrolments in the six ‘comprehensive’ or ‘new generation’ universities, which together enrol more than 300 000 students. These institutions are in the process of finding innovative ways of best combining the different qualifications, curricula, and teaching and learning styles of their traditional and university of technology constituent parts.

The University of South Africa has the largest number of students - over a quarter of a million - while Rhodes University in Grahamstown has the smallest number, with just over 6 000 students. Mergers of two or more institutions created some very large multi-campus universities. The largest ‘contact’ university is the University of Pretoria, which has over 53 000 students, followed by the Tshwane University of Technology with over 51 000. These are followed by North-West University, the University of Johannesburg and the University of KwaZulu-Natal.

<table>
<thead>
<tr>
<th>TYPE</th>
<th>NAME</th>
<th>STUDENT POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Universities</td>
<td>University of Cape Town</td>
<td>22,317</td>
</tr>
<tr>
<td>2</td>
<td>Rhodes University</td>
<td>6,327</td>
</tr>
<tr>
<td>3</td>
<td>University of Pretoria</td>
<td>53,106</td>
</tr>
<tr>
<td>4</td>
<td>University of the Free State</td>
<td>26,193</td>
</tr>
<tr>
<td>5</td>
<td>University of Fort Hare</td>
<td>9,338</td>
</tr>
<tr>
<td>6</td>
<td>North-West University</td>
<td>47,008</td>
</tr>
<tr>
<td>7</td>
<td>University of KwaZulu-Natal</td>
<td>37,188</td>
</tr>
<tr>
<td>8</td>
<td>University of Limpopo</td>
<td>17,147</td>
</tr>
<tr>
<td>9</td>
<td>University of the Western Cape</td>
<td>15,074</td>
</tr>
<tr>
<td>10</td>
<td>University of Stellenbosch</td>
<td>23,983</td>
</tr>
<tr>
<td>11</td>
<td>University of the Witwatersrand</td>
<td>26,096</td>
</tr>
<tr>
<td>12 Comprehensive Universities</td>
<td>Nelson Mandela Metropolitan University</td>
<td>22,661</td>
</tr>
<tr>
<td>13</td>
<td>UNISA</td>
<td>261,927</td>
</tr>
<tr>
<td>14</td>
<td>University of Johannesburg</td>
<td>51,628</td>
</tr>
<tr>
<td>15</td>
<td>University of Venda</td>
<td>10,912</td>
</tr>
<tr>
<td>16</td>
<td>University of Zululand</td>
<td>10,316</td>
</tr>
<tr>
<td>17</td>
<td>Walter Sisulu University</td>
<td>25,111</td>
</tr>
<tr>
<td>18 Universities of Technology</td>
<td>Cape Peninsula University of Technology</td>
<td>29,367</td>
</tr>
<tr>
<td>19</td>
<td>Central University of Technology</td>
<td>10,894</td>
</tr>
<tr>
<td>20</td>
<td>Durban University of Technology</td>
<td>22,381</td>
</tr>
<tr>
<td>21</td>
<td>Tshwane University of Technology</td>
<td>51,613</td>
</tr>
<tr>
<td>22</td>
<td>Mangosuthu University of Technology</td>
<td>9,128</td>
</tr>
<tr>
<td>23</td>
<td>Vaal University of Technology</td>
<td>16,947</td>
</tr>
<tr>
<td>24 National Institutes</td>
<td>Mpumalanga Institute for Higher Education</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Northern Cape Institute for Higher Education</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>799,490</strong></td>
<td></td>
</tr>
</tbody>
</table>

South Africa’s higher education sector has a participation rate that is fast approaching the 1 million mark.
Students

A specific goal of the National Plan for Higher Education (2001) was to increase participation in higher education to 20% for the 18-24 age cohort. Expanding student numbers and improving access to higher education for disadvantaged black people were seen as key to overcoming apartheid inequalities, creating a stable society, and producing the high-level skills needed to drive economic growth. Universities were required to enrol many more students of all race groups and build a student body that more accurately reflected South Africa’s demographic makeup.

South Africa’s student participation rate - the proportion of 18-24 year olds in higher education – was 16.6% based on 2008 figures with the strategic intent to reach 20% by 2014. But while access to higher education has significantly improved, there are still racial divides between the participation rates of young people: some 60% of whites and more than half of Indians enter higher education, but the rate for coloureds is 13.6% while Africans are still the lowest at 12.8%. The primary reason for this ongoing disparity is the low quality primary and secondary schooling.

Since its formation in 1999, the government-funded National Student Financial Aid Scheme (NSFAS) has played a critical role in enabling financially disadvantaged students to access higher education. Study bursaries and loans worth R3.4 billion were awarded to disadvantaged students in 2010, which is estimated to benefit over 150 000 students, and the numbers are growing annually. Student loans are recovered through the tax system once graduates are employed. However, student throughput remained a major concern. In 2009, 316 320 (48%) students that had borrowed from NSFAS had dropped out without completing their studies.

Higher education in South Africa has a disturbing 45% drop-out rate among students, undermining the access gains of universities. Financial difficulties among the country’s large pool of poor black students are largely to blame. ‘First generation’ students from low-income, less educated families are the most likely to drop out, according to Student Retention and Graduate Destination (2009) by the Human Sciences Research Council. Loans and bursaries do not cover the full costs of study, leaving students struggling to cover living and other costs, which also impacts – especially on the poorer students – on their ability to successfully complete their studies.

To increase access and success, most universities have devised alternative admission processes that select educationally disadvantaged students on the basis of their academic potential rather than their performance in national school-leaving exams. All institutions have also put in place academic development initiatives - bridging/foundation or extended curriculum programmes - that help students to overcome poor schooling and to cope with learning in a second language, usually English. The Department of Higher Education and Training is also putting in some R517 million over the coming year in order to assist 48 000 students with additional foundation courses. The Council on Higher Education, which is an advisory body to government, is also exploring extending the period of degree studies from three to four years to address this problem.

The number of graduates produced annually by South African universities has been steadily growing, from 74 000 in 1994 to more than 127 000 in 2008. There have been successful efforts to produce more of the kind of graduates the economy needs, especially in the fields of science, engineering and technology, which now enrol more than a quarter of all students. This amounts to 35 257 graduates in Science, Engineering and Technology; 31 064 in Business and Management; and 60 319 in Human and Social Sciences.
After 30 years with the same requirements for entering higher education, 2008 saw the introduction of a new school-leaving certificate. This Grade 12 national school exit qualification is now in place and being written by all provinces with the same curricula and assessments.

Although there are concerns about the National Senior Certificate, the responsibility is on universities to ensure that as many students as possible make the grade. Whether it be access to foundation courses in critical subjects or offering career advice for those under-prepared students entering higher education, it remains crucial that students are afforded every opportunity for success, once they have commenced higher learning. Universities often have their own selection procedures that include point rating systems based on school results, questionnaires, and interviews to select appropriate students, while academic departments often require students to have performed well in subjects appropriate to their study field.

There are more than 43,717 full-time staff in South Africa’s 23 public universities, including 15,589 academics, according to the Department of Education audited figures for 2007. A further 65,000 people are employed part-time. Most staff are white, closely followed by African staff, but while whites dominate the academic and professional personnel categories, black people are in the majority in Administration or Service jobs. Efforts to transform the demographic profile of academic and professional university staff have been slower than among students, but there has been a gradual increase in the proportion of black people and women. An ongoing challenge for universities is the difficulty in retaining talented, young black academic staff who are highly prized by the government and corporate sectors and who are often lured away from a career in academia by better salaries and promises of swift advancement.

In 2007, 43% of the academic staff were women but this does not reflect that women are still concentrated around the lower end of the academic scale.

Research

South Africa’s research base is strong and diverse, and the largest in Africa. It produces 80% of basic research conducted in Southern Africa. Thousands of scholars conduct research that is helping to strengthen the economy and drive development, solve the country’s many challenges or advance knowledge generally. Several South African universities have world-class research, and feature in the Top 1% of the world’s institutions (captured in the United States’ Essential Science Indicators database). There has been a dramatic rise in postgraduate enrolments since 1995, from 70,000 to 120,000. But of this number only 9,158 Master’s and PhDs graduated in 2007, or 7.2%.

South Africa spends 0.93% of Gross Domestic Product on research and development and is on target to increase this proportion to 1% during 2010/2011, which will place the country at a level with Brazil in terms of research spending. The most recent Research & Development survey (for 2007/08) reveals a gross investment in research & development of R18.6 billion.

Universities conduct 19.4% each of all research, the government sector (including the science councils) conducts about 21.7%, while the business sector undertakes 57.7% - a proportion that the Department of Science and Technology (DST) says compares favourably to levels in European Union countries. There are 40,084 research & development personnel – of which 40.3% were women - in South Africa, according to the DST. However, South Africa’s output of high level research, measured by the publication of papers per full-time equivalent academic, has shown a disturbing dip since the late 1990s, largely because of the drop in funding, an ageing population (of largely white males) of researchers and the difficulty in attracting and retaining young academics.
In its 10 year plan for Science and Technology, the DST calculated that to build a knowledge-based economy positioned between developed and developing countries, South Africa would need to increase its PhD production rate by a factor of about five over the next 10 to 20 years. Presently South Africa produces 1,200 PhDs a year in comparison to countries like Germany (20,000 per annum) and China (35,000).

There are major efforts underway to reverse the decline in research output through, among other things, scholarships for postgraduate students and greater funding for research. In 2005, South Africa launched its first six research Centres of Excellence, which pull together existing resources to enable researchers to collaborate across disciplines and institutions on long-term projects that are locally relevant and internationally competitive. Another centre has subsequently been established.

There are Centres of Excellence in:
- Biomedical TB Research
- Invasion Biology
- Strong Materials
- Birds as Keys to Biodiversity Conservation at the Percy Fitzpatrick Institute
- Catalysis
- Tree Health Biotechnology at FABI
- Epidemiological Modelling and Analysis

The dwindling pool of senior academics has prompted South Africa to create 210 university research chairs by 2010, and to woo top foreign scientists in an attempt to reverse the brain drain. By the end of 2008 there were 72 new chairs, boosting research capacity in the optimistic effort to produce 6,000 PhDs annually.

**Rated researchers**

South Africa has 75 A-rated researchers who are “unequivocally recognised by their peers as leading international scholars in their field”, according to the rating system of the National Research Foundation (NRF). There are 1,622 rated researchers in six categories that cover experienced, young and ‘disadvantaged’ academics. Researchers apply for ratings to the NRF, and panels of experts in 22 subject fields assess the standing of researchers among their peers, based on work produced during the previous seven years. Ratings, the NRF contends, are thus “assigned on the basis of objective statements contained in reviewers’ reports”.

Researchers get financial support at varying levels based on their rating, from an incentive funding programme. This ‘glue’ money is to keep their research programmes going. Academics can use the money at their discretion, with limited conditions attached. Around one in seven of all researchers are now rated in one category or another. Among the 75 A-rated scientists, 32 work for the University of Cape Town, and there are 13 at both the Universities of the Witwatersrand and Stellenbosch. There are six at the University of Pretoria, five at KwaZulu-Natal, three at the University of Johannesburg, two at North-West and one at Nelson Mandela Metropolitan University.

**Funding Universities**

For many years university funding declined in terms of the proportion of total state finance committed to higher education - from 4% in 1999 to 2.5% in 2007 - forcing universities to raise tuition fees. At the same time, student numbers grew, while staff numbers remained static.

Universities have three primary sources of funding: Government, student fees, and donations and entrepreneurial activities. In terms of state allocations, funding is linked to national policy goals and to the performance of universities. Direct funding (or Block Grants) allocations to universities are based on research graduates and publication outputs, teaching outputs weighted by qualification level, student numbers weighted by study fields and course levels. Secondly, Government allocates “earmarked grants” or infrastructural funding for institutions who have high numbers of poor students or small institutions.

South Africa spends 0.93% of Gross Domestic Product on research and development.
The earmarked grants also offer a clear indication of the Department’s priorities within the higher education sector:

**Figure 5 - Ministerial Statement on Higher Education Funding (DHET, November 2009)**

<table>
<thead>
<tr>
<th>Medium Term Expenditure Framework</th>
<th>2008/9 (mill)</th>
<th>2009/10 (mill)</th>
<th>2010/11 (mill)</th>
<th>2011/12 (mill)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSFAS</td>
<td>1 502</td>
<td>1 845 2</td>
<td>2 015</td>
<td>2 373</td>
</tr>
<tr>
<td>Improving infrastructure &amp; output efficiencies</td>
<td>1 095</td>
<td>1 462</td>
<td>1 585</td>
<td>1 615</td>
</tr>
<tr>
<td>Clinical training of health professionals</td>
<td>200</td>
<td>300</td>
<td>330</td>
<td>350</td>
</tr>
<tr>
<td>National Institutes</td>
<td>30</td>
<td>35</td>
<td>39</td>
<td>41</td>
</tr>
<tr>
<td>African Institute for Mathematical Studies</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Foundation programmes</td>
<td>131</td>
<td>146</td>
<td>185</td>
<td>193</td>
</tr>
<tr>
<td>Veterinary sciences earmarked grants</td>
<td>0</td>
<td>0</td>
<td>102</td>
<td>116</td>
</tr>
<tr>
<td>Multi-campus earmarked grants</td>
<td>0</td>
<td>0</td>
<td>148</td>
<td>148</td>
</tr>
<tr>
<td>Institutional restructuring</td>
<td>235</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching development grants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>535</td>
</tr>
<tr>
<td>Research development grants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>438</td>
</tr>
</tbody>
</table>

A 2008 report by Higher Education South Africa, *Tuition Fees: Higher education institutions in South Africa*, revealed that by 2004 direct first-stream funding from the Government had dropped to 43% of university income (from 49% in 2000), while the proportion of second-stream income from fees rose to 29% (from 24% in 2000). For the past two years, universities have been making a concerted effort to ensure that fee increases remain within the inflation rate of that particular year. On average, 28% of universities’ income was generated from third-stream type activities in 2004 (slightly up from 27%). Under increasing pressure from Government to contain soaring tuition fees, universities are seeking ways of generating more third-stream income through donations, investments and entrepreneurial activities. Higher education also sees raising alternative income as a way of bolstering university autonomy.

Since 2007, education (all levels) comprise on average 5.5% of GDP, and amount to approximately 19.5% of total government funding. For the 2010/11 period, Government Medium-Term Expenditure Framework has set aside R15.2 billion for direct transfer to the universities and R2 billion for the National Student Financial Aid Scheme.

**Governance**

Universities are autonomous institutions in South Africa, but the higher education system is under increasing pressure to ensure that the sector produces the skills the economy needs and is efficient, affordable and accountable. Over the past year, and in each of these areas, the Minister has called universities to book, and it is likely that the sector will come under increased scrutiny. At the time of going to print, higher education institutions are also voicing their growing concern over the Protection of Information Bill, which is due before Parliament. If this Bill goes through in its present state it may have far-reaching implications on higher education’s ability to freely access information, which is the cornerstone of the production of knowledge.

Universities submit institutional plans to the Department of Education, which determines the appropriate programme mix for every institution based on its current profile, relevance to regional and national priorities, its capacity to take on new programmes, and the need to avoid duplication between institutions. Curriculum transformation efforts have been directed at producing much-needed skills, creating a National Qualifications Framework, enabling flexible learning, and encouraging more inter-disciplinary and relevant curricula.

**Quality Assurance**

A quality assurance system was introduced in South Africa in 2004. Quality assurance is the responsibility of the statutory advisory body, the Council on Higher Education (CHE). Its Higher Education Quality Committee (HEQC) conducts audits of public universities and private higher education institutions - there have been 30 audits of public and private institutions by September 2010– based on self-evaluation by institutions of their performance against a range of criteria, and external peer assessment. The HEQC also accredits courses and does national reviews, quality promotion and capacity development. A new higher education qualifications framework has come into effect this year and is aimed at strengthening the quality assurance system and laying the foundation for credit accumulation and transfer, which was hindered by separate qualification structures for universities and universities of technology.

The policy also defines how higher education qualifications fit into the National Qualifications Framework (NQF), which covers all levels of education and registers all qualifications. The framework sets minimum admissions requirements for all programmes, but leaves it up to universities to set their own admissions policies beyond those minimums. It allows recognition of prior learning and work integrated learning.

**Further Education and Training**

South Africa’s Further Education and Training (FET) system has finally become a part of the higher education system. This ends a process that has been turbulent for colleges. The colleges were restructured through its own merger process. This meant that the sector, which had 152 technical colleges now has 50, on 256 campuses across the country. The FET sector has been expanded through a R1.9 billion recapitalisation project funded by Government in order to improve the quality and to tackle the country’s skills shortage.
Higher Education in Context

FET colleges enrolled around 123,000 students in 2009, up from 25,000 in 2007. By 2014, the government wants 1 million students enrolled at colleges. The colleges now fall under the Department of Higher Education and Training and it is expected that their offering will be more closely aligned with the universities, especially the universities of technology, in the future. This modernisation of the sector was necessary in order to offer vocationally-oriented training that is closely linked to industry requirements and the world of work.

The growth in private colleges took the country by surprise, and there was no framework in place to register, accredit or quality assure the sector. So the Department of Education set about constructing one, through the Higher Education Act of 1997 and Regulations for the Registration of Private Higher Education Institutions, gazetted in 2002. It also created registration, accreditation and quality systems for private institutions.

Up to 2007, 443 institutions had lodged applications for registration as ‘privates’, while only 144 were either provisionally or fully registered. The result of this shake up of the system meant that many private institutions, some of who were opportunistic fly-by-nights, folded. Of those in the 2009 Register of Private Higher Education Institutions most offer advanced certificates and diplomas in fields such as theology, information technology and computing, commerce and management, media, and alternative therapies.

There are also a number of institutions offering a range of degree and postgraduate qualifications, such as St Augustine, Monash South Africa and the Independent Institute of Education, Damelin and Midrand Graduate Institute, as well as major providers of advanced certificates and diplomas such as Lyceum College and City Varsity.

Conclusion

Over the past three years the South African Government has been asking higher education to play a greater role in the development of the country. Through a range of initiatives that are intended to accelerate economic growth, reduce poverty and supply scarce skills, the Government is calling on higher education to assist as a real partner. While still respecting the autonomy of our institutions, Government has become highly sensitised to the role that the university plays within society.

In practical terms, there is a new energy within the Department of Higher Education and Training and it is clearly manifested in its Strategic Plan 2010/2011-2014/2015. There is a shift from the big policies of the period between 1997 and 2004 towards more achievable goals and promises of additional funding to realise these goals.

South African higher education faces many challenges, however, there have been major achievements. Since the transformation of higher education began in the mid-1990s, the number of students in South Africa’s public universities has nearly doubled and the racial make-up of the student body has radically improved.

Higher education has been restructured, new funding and quality assurance mechanisms have been put in place, and higher education collectively needs to become ever more responsive to the needs of South Africa, its citizens and the mobility of a global student and academic community.

www.ieasa.studysa.org

Their are 32 A-rated scientists working for the University of Cape Town.
South Africa –
Sun, Sea and … Soccer

Chances are that even if you had never heard of South Africa in 2009 that would have changed after the country hosted the 2010 World Cup over June and July 2010. FIFA estimated that about 70 countries transmitted the sporting spectacular to a TV audience that exceeded a cumulative 26 billion people, an average of 400 million viewers per match, with 750 million watching the final between Spain and the Netherlands.

So, there’s a good possibility that even if you were not interested in soccer you would have seen pictures of South Africa, watched some of the games and been subjected to the eardrum-bursting roar of the vuvuzela.

A Study Destination

South Africa has been a stable, peaceful and progressive democracy since 1994, when the first democratic elections were held and the African National Congress came to power. Nelson Mandela was elected president and he led the nation to a fully-fledged democracy.

In 1994, the incoming government wrote one of the world’s most progressive constitutions, and set about dismantling apartheid laws and institutions and building a society based on equality, non-discrimination and human rights for all. Since then, the government has focused on growing the economy and improving the quality of life for all South Africans. After decades of isolation, South Africa rejoined Africa, and the world, and became an active participant in the international economy and politics.

Higher education has also played its part and universities have forged formal (through agreements) and informal links with their counterparts across the continent, and are working with their fellow African universities towards the revitalisation of the continent.

The newly formed Department of International Relations and Cooperation has, in its Strategic Plan (2010-2013), reaffirmed its commitment to strengthening its ties within Africa. What has been interesting in this regard is that the Department has made a concerted effort, over the past year, to conduct fact-finding missions within South Africa’s universities. At the level of research partnerships, formal agreements and staff and student swops within the length and breadth of the continent, the Department appears eager to collaborate with higher education institutions to strengthen what already exists in Africa, and to forge new partnerships based on its own governmental collaborations.

Since the birth of democracy, South African companies and universities have also ventured into Africa. South Africa has become the biggest investor in Africa, especially in areas like mining, banking, food production, hospitality and communications. Higher education has also played its part and universities have forged formal (through agreements) and informal links with their counterparts across the continent, and are working with their fellow African universities towards the revitalisation of the continent.
Cups and Conferences
The people are friendly, the weather is wonderful, the scenery is breathtaking and this middle-income country is very user-friendly - it offers first world comforts at affordable cost in a challenging and interesting developing country setting.

South Africa’s eventful history, rich natural environment and its geographical position at the southern tip of Africa, on a key shipping route, have forged a country of contrasts, rich in diversity and charged with energy. There are worlds of diverse humanity and teeming wildlife; of rich oceans and desolate mountains, semi-desert and forests, thorny bush and savannah; of modernity and tradition; of Africa and Europe and Asia; of rich and poor, of black and white.

The tourism industry is booming. South Africa estimates that it will record a total of more than 9.9 million foreign arrivals in 2010, compared to approximately 9.6 million in 2008. Even prior to the start of the World Cup, South Africa had achieved a 3.6% growth against an international decline of 4% - considerably higher than the global tourism growth rate.

In the first quarter of 2010, there were just over 1.9 million tourist arrivals, a 20.9% growth over the first quarter of 2009. Although all visiting markets increased, Africans remained the main driver of growth.

The travel scene is highly developed. Leading up to the World Cup many smaller Bed & Breakfasts spent large amounts on improving services and upgrading accommodation with the result that there is comfortable accommodation everywhere. The roads are good and the financial infrastructure is excellent. Shopping malls in cities are modern and stock all major local and international brands. The biggest city is Johannesburg, which is the economic heartland of South Africa. In the 2010 Mercer Quality of Living Survey, Cape Town ranks 30th on the eco-city index out of 221. Other big cities are Durban - which is home to the busiest port in Africa - Pretoria, Port Elizabeth and Bloemfontein.

It’s pretty too
Above all, South Africa is a scenically beautiful country. It has the third highest level of biodiversity in the world, is internationally renowned for conservation and boasts eight World Heritage sites, four of them natural wonders - the Cape Floral Region, Greater St Lucia Wetland Park, the Vredefort Dome created by a meteorite strike 3 000 million years ago, and the mountainous uKhahlamba-Drakensberg Park. There are 3 000 kilometres of pristine beaches, which form South Africa’s eastern, western and southern borders, enclosing 1.2 million square kilometres of mountain ranges and bushy foothills, sub-tropical forests, grassland, scrubland and the central semi-desert. To the north lie borders with Namibia, Botswana, Zimbabwe, Swaziland and Mozambique. The country completely surrounds the mountain kingdom of Lesotho.

The summers are hot and the winters are mild, with an average of eight hours of sunshine a day. The entire coastline is a watery playground for swimmers, surfers, divers and anglers. Indeed, South Africa is sports-mad and offers every kind of outdoor activity, from hiking and biking to ostrich riding, river rafting, mountain climbing, ballooning and bungee jumping.

The cultural melting pot that is the people
South Africa’s population in mid-2010 was 49.9 million, according to Statistics South Africa. The two most populace regions are Gauteng (a small province that includes the cities of Johannesburg and Pretoria), with just over 11.2 million people, and the east coast province of KwaZulu-Natal with 10.7 million. The largest of South Africa’s nine provinces is the Northern Cape, which has the smallest number of people with just over a million inhabitants.
South Africa's population is diverse. There are four main race groups: black (African), white, coloured (people of mixed race) and Indian. Four in five people are African (79.4%) and the rest are white (9.2%), coloured (8.7%) or Indian (2.6%). Just over half of all people (51%) are women.

**Languages**

South Africa has 11 official languages but English is the lingua franca and spoken by most people. Although English is the home language of just 8% of South Africans, road signs and official forms are in English, which is also the language of the cities and of business. Of the indigenous African languages, the most commonly spoken is isiZulu, which is the home tongue to nearly a quarter of the population, followed by isiXhosa. Afrikaans - the language evolved from Dutch settlers - is the first language of 13% of people.

**Politics**

Pretoria is the administrative capital of South Africa, the legislative capital is Cape Town and the judicial capital is Bloemfontein. South Africa has a proportional representation electoral system, with general elections every five years. There are two ballots, one to elect members of Parliament’s National Assembly and the other for provincial Parliaments. An upper house, the National Council of Provinces, comprises 10 delegates each from nine provinces. Local elections are run separately. There is also a House of Traditional Leaders, for chiefs of rural areas still under tribal authority. Parliament elects a President who has a maximum of two terms. President Jacob Zuma is the country’s president following the 2009 democratic elections.

South Africa’s success in rising above centuries of racial hatred through reconciliation has been internationally acknowledged as a major political achievement of the 20th Century. The country boasts four Nobel Peace Prize winners - Chief Albert Luthuli, Archbishop Desmond Tutu, Archbishop Desmond Tutu, Nelson Mandela and FW de Klerk.

**Arts and Culture**

South Africa’s melting pot society creates an energetic culture that draws on its African, Indian and European roots and diverse influences to forge a distinct identity in the fields of art, music, dance, theatre, film, literature and fashion.

Cultural experiences abound, including the World Heritage sites of Robben Island, where Mandela and other political prisoners were incarcerated, the Iron Age citadel of Mapungubwe and the San (Bushman) terrain of the Richtersveld. Most recently is the impressive establishment of a visitor’s site at Maropeng, the ‘cradle of humankind’, with its Sterkfontein caves - which are a repository of rich hominid and mammal fossils that tell the story of our earliest ancestors.

There are scores of museums. The cities are alive with cultural events and craft markets, coffee bars, pubs and clubs. There are annual festivals of everything from rock music, dance to poetry and jazz, cinema complexes, art galleries and more than 100 active theatre venues. South Africa’s film, music and fashion industries are booming. The country has become a top site for shooting international movies, its locally produced films and music earn global awards, and its fusion fashion is making a distinctive mark on the world.

South African cuisine is renowned for its variety, derived from the culinary traditions of a diverse people over the length of the country’s history. Some restaurants serve authentic African food and others specialise in inherited cuisines - Cape Dutch, Malay, Indian and Portuguese. There are also plenty of international restaurants, along with fast food joints. To wash it down, South African wines and brandies are among the best in the world, and fine local and international beers are drunk at every opportunity thanks to SAB Miller, the second largest brewer in the world.

**Developing the Economy**

Although categorised as a developing country, South Africa has a large, diverse and growing economy that generates 24% of Africa’s entire Gross Domestic Product. The country has a strong economic infrastructure, rich mineral and metal resources, strong manufacturing and service sectors and a rapidly growing tourism market. According to the Boston Consulting Group, out of the Top 40 companies operating in Africa in 2010, South Africa had by far the most (18) with successful operations across the continent, followed by Egypt (7) and Morocco (6).

Economic policy focuses on boosting economic growth and investment in order to generate jobs and reduce income inequalities. These remain two major challenges facing the economy.

As in the rest of the world, South Africa is emerging from a state of recession brought about by the global financial crisis. That said, the country has escaped many of the harsher impacts of the global downturn due to strict banking (and lending) regulations. Economic growth has averaged 3.5% a year since late 1999, achieving the longest period of expansion in the country’s history. As expected, growth slowed down in 2009, but was back at 3.2% in
the second quarter of 2010 according to the latest figures released by Statistics South Africa.

Growth has begun to deliver more jobs, although unemployment remains high. During 2009, unemployment rose by 4.7% and presently, according to Statistics South Africa, is at 25.3%. The Government had pledged to halve unemployment between 2004 and 2014, to a maximum of 14%. The total number of South Africans without jobs by mid-2010 was 4.3 million. While under apartheid the economy and the public and private sectors were white-dominated, now, a booming economy and black economic empowerment and affirmative action policies have created a burgeoning middle-class comprising all race groups.

Development

One of South Africa’s major problems, poverty, is gradually easing. The 2009 Development Indicators Report revealed a reduction in poverty since 2000, with the proportion of the population living below R388 a month decreasing from 51% in 1994 to 39% in 2008. As of March 2009, just over 13 million people received social grants, and 5.5% of GDP was spent on social grant assistance. The majority of grant recipients are the 8.8 million recipients of the Child Support Grant, which is provided to children in need up to the age of 15 years. The expansion of social grants has raised the income of the poorest 10% and 20% of the population - but levels of income inequality remain high because the rate of improvement of income for the poor has not matched that of the rich.

Since 1994, the Government has made major strides in improving the lives of millions of poor people. Despite the number of households growing by around four million and an increasing demand for social services, according to the Government’s 2009 Development Indicators:

- 2.8 million subsidised houses have been completed or are in progress.
- 91% of households have access to water of reasonable standard compared with 61% in 1994.
- 10 million households have access to sanitation, against 5 million in 1994.
- 73% of households have access to electricity, compared with 61% in 1994.
- Immunisation coverage has reached 88% of people.
- Severe malnutrition for children under five years has been reduced by more than 60%, but as with other countries there is a growth in obesity in this age group.
- Tax revenues have increased from R19 billion in 1996 to R85 billion in 2009.

More and more South Africans are becoming educated. Almost all children are now enrolled in primary school, and while only two-thirds of young people were attending secondary school in 1990, the proportion had grown to 93% by 2004. Adult literacy is steadily improving and presently stands at 74%. South Africa is, nevertheless, grappling with a major HIV/AIDS epidemic, which has been reducing the life expectancy of its people to 54 years for men and 57 years for women. Statistics South Africa estimates the overall HIV prevalence rate to be 10.6%, and by November 2008, 631 000 people were on ARVs. There has been an associated rise in cases of tuberculosis since 2001.

President Zuma unveiled a major Voluntary Counselling and Testing campaign in March 2010, which hopes to reach the majority of South Africans, thus ensuring that all South Africans are aware of their HIV status.

Development achievements have been remarkable in the years since 1994. But much remains to be done to uplift the lives of millions of people still mired in poverty, to further reduce levels of HIV/AIDS and crime, to deliver basic services to all South Africans, and to improve the health system and education in schools and colleges so that they are able to produce the skills that the country’s burgeoning economy needs.
Studying in South Africa: Information for international students

South Africa’s public universities are located across the length and breadth of the country, and offer hundreds of courses in all study fields leading to national certificates, diplomas, undergraduate or postgraduate degrees.

The country’s public universities, universities of technology and comprehensive universities have multicultural campuses that are well-resourced and alive with academic and research opportunities, as well as extra-curricula activities ranging from sports and societies to pubs, clubs and student events.

Residential accommodation is usually available and most universities have bureaus that help locate student accommodation, a short distance from campus.

Because all our universities have international students, even the smallest university has a dedicated International Office that acts as a first port of call in the case of queries or problems.

Universities have elected Student Representative Councils (SRC) that offer student services and play an important role in institutional governance. Most campuses also operate voluntary, or academically related, community programmes that enable students to engage with local people outside of the university and also play a role in South Africa’s development.

Qualifications
South African university qualifications are internationally recognised. The most basic qualification, at traditional universities, is the Bachelors degree, followed by Honours, Master’s and Doctoral degrees, although some courses offer certificates and diplomas. Bachelors degrees such as the BA, BCom, BSc or BSocSc take three years to complete, while career-focused degrees such as the BEng and BA(Ed) take four years and others, for instance medicine or architecture, take longer. Honours degrees, which require a completed Bachelors degree, are generally one-year courses.

Master’s degrees require a minimum one year of full-time study following an Honours, and Doctoral degrees are awarded after a minimum of two years of study and an original research thesis.

Universities of technology offer a wide range of qualifications, from one-year certificates to diplomas, advanced diplomas, Bachelors of Technology degrees and postgraduate qualifications up to Doctoral level. The study period for the BTech is four years, although in most cases there are exit points at lower levels, enabling students to enter a career with a diploma qualification at an earlier stage. Comprehensive universities offer a combination of both of these types of qualifications.

Application Requirements
Applying for a study permit and visa
Anyone who is not a South African citizen, or a permanent resident of South Africa, requires a visa in order to enter, as well as a permit to stay (or sojourn) in South Africa.
The South African High Commission, Embassy or Consulate in your country of residence issues a visa so that you may travel to South Africa. At your ‘port of entry’ (for example, Durban International Airport, Johannesburg International Airport, Cape Town International Airport or Beit Bridge), your visa is endorsed and becomes your temporary residence permit.

How to Apply for a Study Permit
The University is not permitted to register you until you have produced your valid study permit. It usually takes at least six weeks for your study permit application to be processed. It is also important for you to note that your study permit is issued to study at one institution and you would have to apply for a change of status, should you want to change institutions. This can be done in the city applicable to the new institution of study.

You are required to apply for a study permit at the South African High Commission, Embassy, Consulate or Trade Mission in your country of residence. If there is no South African representative in that country, you must apply to the nearest South African High Commission, Embassy, Consulate or Trade Mission. The following are the current requirements to be submitted to the South African Embassy/Consulate in your country to obtain your study permit:

- A passport valid for no less than 30 days after intended studies.
- Administrative fee of R 1092 (as at December 2009).
- Confirmation and proof of payment of a South African Medical Aid Cover with a medical scheme registered with the South African Medical Schemes Council. Cover must remain valid for the duration of the calendar year (see Health Insurance section).
- Letter of Offer from the university stating the duration of degree, confirming that the student is not taking the place of a local student and undertaking to inform the Department of Home Affairs when the student deregisters.
- Medical and Radiological reports (less than six months old).
- Yellow Fever vaccination certificate, if relevant.
- Relevant certificates if married, widowed, divorced or separated.
- Details regarding arranged accommodation while in South Africa.
- Proof of sufficient funds to cover tuition fees and maintenance.
- A police clearance certificate for the past 12 months or longer since the age of 18.
- A cash deposit or a return ticket to your country of origin.
- Nationals of African countries are not required to pay this deposit if their Government undertakes, in writing, to cover all costs relating to any repatriation action that may become necessary. You are advised to submit the documentation as soon as possible to the South African High Commission, Embassy, Consulate or Trade Mission – do not send the documentation to the university. We, however, advise that you keep a copy of your submission and all receipts.

Some South African Embassies, High Commissions, Consulates and Trade Missions require a letter of undertaking from the university stating that a student will not be taking the place of a South African citizen and that the university will inform the Department of Home Affairs should the student discontinue his/her studies. While this is not necessary according to the regulations; if you require such a document, the university will be able to facilitate this request.

Part-time study
New interpretations of the regulations have been issued on the conditions of part-time studies. If you are a holder of a work or business permit you may apply for an endorsement to study part-time. The endorsement will only be valid for the period of the holder’s prospective business or work permits. To apply for the endorsement you will need to complete form BI1739. There is no cost for the endorsement:

- Complete form BI1739.
- Letter of Acceptance/firm offer letter from the university.
- Original Passport and Work Permit.
- Proof of Medical Aid.
- Proof of Finance.
- Proof of Employment.

Contact details for the Department of Home Affairs in Johannesburg:
77 Harrison Street, Johannesburg, South Africa
Tel: +27 11 639 4000

Extension of a study permit
The following should be submitted to the Department of Home Affairs:
1. BI1739 form (R425.00 – extension application fee).
2. Spouse ID and Marriage Certificate.
3. Proof of Registration with an institution.
   a. And an accompanying letter from the Faculty/School/Department advising of extension period required.
4. Proof of Payment of Tuition Fees.
5. Proof of Funds available.
6. Proof of a South African based Medical Aid Cover.
7. Proof of Repatriation Deposit paid.
8. Proof of Guardianship for Minor (if applicable).
9. Passport (original).
10. Apply 30 days before permit expires.

Your application for the extension of a study permit needs to be signed by a representative at the university before it is submitted to the Department of Home Affairs. Though the university will make copies of these documents for your student file, it is advised that you retain a copy for your own records.

Part-time work
The holder of a study permit for studies at a higher education institution may conduct part-time work for a period not exceeding 20 hours per week during term and full-time when the university is closed.

Changing conditions of a study permit
A change of conditions of a study permit refers to a situation where you hold a valid study permit with a condition to study at another institution in South Africa, other than the one you are applying to. This is usually the case of learners and students studying at South African high schools, colleges and other academic institutions. Their permits would therefore be endorsed with a condition to study at institutions in any of the categories above. In order to register at another university, the permit will need to be endorsed for the applicant to study at that specific university. Application for change of conditions of a study permit constitutes a new application of a study permit. Though the applicant will need to complete a separate form, the requirements are the same as for the initial application of a study permit. These forms are available at any of the South African visa issuing authorities (Home Affairs Offices, Consulates or Embassies).
Entrance requirements
International student applicants have to qualify for either a certificate of complete exemption or a certificate of conditional exemption, as long as they are accepted as equivalent to the South African entrance requirement. To find out whether your school-leaving or tertiary qualification meets South African university requirements, visit the website of Higher Education South Africa’s Matriculation Board, which advises universities on minimum general admission requirements and administers endorsement and exemption requirements. Requirements for admission to certificate and diploma programmes are determined by universities.

Go to [http://www.hesa-enrol.ac.za/mb](http://www.hesa-enrol.ac.za/mb) and select ‘Foreign qualifications’. This section of the site contains detailed information on entrance requirements. You will also be able to select your country and determine what is required to study in South Africa. The website also contains information on the latest endorsement requirements and regulations for certificates of exemption, including the fees payable and application forms. An online assessment and application system is being introduced where South African, and foreign first-degree applicants, can assess their qualifications and apply for certificates of exemption online. Students, however, need to contact the university where they intend to study first, before they apply for a foreign exemption certificate. The right of admission is the prerogative of the particular university.

Health in Higher Education
Health Insurance
It is essential when applying for a study permit to have proof of medical insurance cover that is recognised in South Africa. The South African Department of Health supports the Department of Home Affairs’ directive requiring all international students to have appropriate South African medical cover while studying in South Africa. To ensure that international students will not be dependant on South African public health services, it is imperative that the medical cover provides for all medical categories, and is not merely hospital care.

In terms of the [Immigration Amendment Act 19 of 2004](http://www.za.gov.za) any prospective student to the Republic of South Africa, must provide proof of medical cover with a medical scheme registered in terms of the [Medical Schemes Act, 1998 Act 131 of 1998](http://www.za.gov.za). Although you may, with some other foreign insurance products, secure a study visa from a South African diplomatic mission IEASA recommends that students purchase a South African medical aid product.

Most higher education institutions require proof of full medical aid cover with a South African based medical aid scheme for each full academic year calendar. This cover must usually be valid until 31 December in the year of study in order to qualify to register. It is thus advisable that international students make the necessary financial arrangements for the medical aid cover prior to entry into South Africa. Should the student rely on sponsorship, he/she should ensure that the sponsor is advised of this requirement at the onset of the sponsorship or the admission offer from the institution. Most institutions do not accept a letter from the sponsor in lieu of payment. Payment for the required medical aid cover fee is normally made directly to the medical aid company, separately from the tuition fees.

In the table below are medical aid companies with developed student focused products that are registered in terms of the Medical Schemes Act. They also offer the minimum benefits that a student may need while in South Africa. They are also accepted by the Department of Health’s medical facilities. Over years of experience, IEASA has established that the current list of medical aid products that follow meet the legislative requirements, as well as the personal needs of international students. Institutions may obviously augment this list or impose their own specific medical aid requirements. IEASA is in the process of negotiating an arrangement with a leading bank that would simplify this health insurance process for international students. It is expected that this streamlined arrangement will come into operation during 2011 and prospective international students will be notified in due course.

### Medical Aid Companies

<table>
<thead>
<tr>
<th>Company</th>
<th>Web Address</th>
<th>Contact Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bestmed Medical Scheme</td>
<td><a href="http://www.bestmed.co.za/">http://www.bestmed.co.za/</a></td>
<td>+27 12 339 9800</td>
</tr>
<tr>
<td>Ingwe Health</td>
<td><a href="http://www.ingwehealth.co.za/">http://www.ingwehealth.co.za/</a></td>
<td>+27 08 60 102 493 / +27 12 671 8511</td>
</tr>
<tr>
<td>Protea Medical Aid Society</td>
<td><a href="http://www.studenthealth.co.za/">http://www.studenthealth.co.za/</a></td>
<td>0860 PROTEA +27 860 776 832 / +27 21 552 7111</td>
</tr>
<tr>
<td>Bonitas Medical Fund</td>
<td><a href="http://www.bonitasmedicalfund.co.za">http://www.bonitasmedicalfund.co.za</a></td>
<td>+27 11 510 2000</td>
</tr>
</tbody>
</table>

For more details about all Medical Aid providers in South Africa, contact:

<table>
<thead>
<tr>
<th>Company</th>
<th>Web Address</th>
<th>Contact Number</th>
</tr>
</thead>
</table>
Features

*Study South Africa:* Ten years of providing global reach 32

*Hope for Africa:* The role of higher education in human development 39
Study South Africa: Ten years of providing global reach¹

By Dr Nico Jooste, Chairperson: IEASA Publications Committee

For the past thirteen years IEASA, as an organisation, has played an important role in the transformation of South African higher education. Through its members, both institutional and individual, it provided a vision for the internationalisation of the South African higher education system and its institutions. This led to the constant change of the South African higher education landscape, which had to be communicated to the world.

From its inception, the Organisation’s leadership clearly understood its role to do this professionally and efficiently. The need to promote South African higher education was identified as one of the major projects of the first Executive Committee in 1997.

It was decided that the most appropriate way to do this was through the development of a publication that would promote South Africa as a study destination on the one hand, and also showcase South African higher education institutions. A publication described as a ‘Guide to Study at South African Universities and Technikons’² was proposed.

It was clear that this would not be a project that could be done by a volunteer group of the committee alone. Dr Roshen Kishun, the first President of IEASA, took the lead in the development of this publication, and commenced discussions with a Durban based publishing company trading as Artworks Publishing. The Exco approved that IEASA enter into a joint venture with Artworks to produce the publication.³ The initial conditions in developing this publication were that IEASA would retain the editorial rights of the publication and that private higher education institutions would not be featured in the publication. To service the entire public higher education sector, IEASA further decided that the publication should showcase all the higher education institutions and not only those that could pay for advertisements. To achieve this goal, and reduce the financial risk, Dr Kishun approached both the Committee of Technikon Principles (CTP) and the South African Vice-Chancellors Association (SAUVCA) to provide financial support.

The First Edition – 1999

With the development of the first edition the focus fell on producing a publication that would be informative, but also showcase the higher education sector with a bias towards students. The message from the publisher states its intentions clearly:

‘Message from the Publisher

Study Abroad in South Africa is the first Guide to include details of all of South Africa’s 21 universities and 15 technikons. It is compiled as a source of information for the international academic community and others who may be interested in South Africa’s tertiary education sector.

The project was initiated by Dr Roshen Kishun of IEASA and the publication of the Guide is credit to his perseverance despite numerous difficulties. Acknowledgement is also due to SAUVCA and CTP, who not only gave official recognition to the project, but also provided financial support to ensure that every single university and technikon would be able to be represented in the Guide.’⁴
The first edition filled 76 pages with information, enthusiasm and promise. It presented a higher education system that showcased a new country that was excited to attract and welcome international students. The Minister of Education, Professor Kader Asmal provided a message that was published under the title: ‘Meeting the Challenges of the 21st Century’.

The publication did not only provide valuable information to prospective students, but also served as the only source of information to universities who wanted to know more about South African higher education with a view to establish international linkages. In the first edition, the South African universities and technikons - who can be described as the ‘early starters’ in that they established international offices or was closely involved in the establishment of IEASA - ‘invested’ in the first edition by taking additional pages in the publication. For example, the University of Natal took the lead and placed five pages that promoted not only degree studies but also short programmes during the Natal winter. The University of Stellenbosch placed four pages, whilst the University of the Witwatersrand and Vista filled three and a half pages. Although valuable information about South Africa in general was provided, the focus of the publication was on the institutions with fifty of the 76 pages dedicated to information on the individual institutions.

The first edition was officially launched at the 1999 IEASA Conference.


The first edition, which showed a surplus of R 41 742 as a joint venture, was hailed as a big success and prompted the immediate planning of the second edition. It was, however, decided that the name of the publication should change to: Study South Africa: The International Guide to South African Universities and Technikons.

The second edition provided an overview of the South African higher education sector, with a particular focus on research and development. Under the heading, ‘Portrait of a Nation’, the second edition provided valuable information about South Africa. It focussed on the natural beauty of the country, its cultural diversity and economic characteristics. The edition also provided statistical information about the country.

It further dedicated three pages of the publication on research data and showcased South Africa as ‘A World of Opportunity’. In the spirit of building a new nation the publishers followed the national Government’s focus on science and technology research and development.

The Third Edition- 2002

After its first two editions, Study South Africa became an establishment within South African higher education. It became much more than just an information brochure to lure students to South Africa. It essentially became a premier publication providing all the necessary information about the South African higher education system and was used globally as a source of reference.

Institutional profiles again dominated the publication with more than 75% of the pages in the publication occupied by institutional specific information.
Coinciding with the celebrations of South Africa’s tenth anniversary of democracy, IEASA decided to undertake the publication of Study South Africa on its own.

It was decided that IEASA would manage the project, and only use Artworks for the production of the book. IEASA’s Exco agreed that the publication would be seen as a self-funding project that could generate additional income. Capacity was created in the IEASA Office to assist with the project.

Notwithstanding the changes in the editorial team, the fourth edition was again an excellent publication. Along with celebrating ten years of democracy, it ably provided information about a changing South African higher education landscape. This was the first publication that had to address the changes triggered by the series of mergers announced in 2003.

The institutional mergers that were reshaping the entire South African higher education landscape dominated the initial pages of the publication. Most of the institutions affected by mergers and the above reshaping used the Study South Africa as an opportunity to introduce their new institutions.

The Fifth Edition – 2004
The fifth edition, launched during the 9th Annual IEASA Conference in Johannesburg, was IEASA’s first solo flight in the publication of Study South Africa.

IEASA took complete control of the publication and could now proudly claim all the credit. The design and layout of the cover of the publication was largely a replication of the marketing footprint that was developed for use during NAFSA, and other marketing events. It complied with the marketing strategy approved three years earlier and was a clear statement of the development of a marketing footprint that was designed to market the South African higher education system.

The theme of this publication was ‘Lessons in diversity’. The first seventeen pages dealt with equity and diversity, the diversity of the student body, diversity amongst staff, as well as how the transformation of the higher education sector created a diverse higher education landscape.

This edition provided higher education institutions with the first opportunity to introduce their ‘new’ brands and institutions to South Africa and the world. Only four institutions used the opportunity to advertise themselves by buying six pages in the publication. The majority of institutions only bought one page.

Notwithstanding the tendency by some of the more established universities to only buy one page; it became the most voluminous of all the editions with 95 pages.
The Sixth Edition - 2005
The sixth edition repeated the formula used in the fifth edition with the theme: ‘Celebrating IEASA’s Ten Years of Existence.’ This edition concluded its discussions about study abroad by highlighting the challenges facing South African universities in the future.

This edition was distributed across the globe with the assistance of the South African Department of Foreign Affairs.

The Seventh Edition - 2007
With the theme: ‘South Africa in Africa: Defining the landscape of higher education’, the seventh edition set a new standard. It identified different themes within the publication that focussed on the provision of relevant information for an international readership about South Africa and its higher education landscape.

Dr Roshen Kishun was still responsible for the publication, notwithstanding the fact that he stepped down as president of the Organisation in 2006.

The publication reflected new trends in higher education by publishing an article on University Rankings with a focus on South Africa. It also provided a short introduction to the Southern African Regional Universities Association (SARUA).

The Eight Edition - 2008
The eight edition would be the last time Dr Roshen Kishun would act as Project Manager. With the theme, ‘The role of Internationalisation in South Africa’s knowledge environment’, short articles were commissioned for the edition by well-known personalities in higher education and internationalisation such as Professor Ahmed Bawa and Dr Jane Knight.
The Ninth Edition – 2009

After Dr Kishun stepped down, the IEASA Publications Committee took full responsibility for the publication, and sourced three quotations from publication companies for the production of the magazine. With the assistance of Mr Patrick Fish, a Higher Education specialist, and the publishing company Design@Bay, the publication saw the development of a structure in line with a conventional magazine layout.

The topic of the ninth edition was closely linked to the topic of the 13th Conference, ‘Higher Education and Development in South Africa’. The first 42 pages of the publication provided the reader with a wealth of information about the South African system. The information focussed on international students and provided the necessary information about the South African higher education system.

A new feature of this edition was the development of an electronic version of the publication. This was especially developed for the use at conferences, which IEASA attends to market the South African higher education sector.

Conclusion

Study South Africa grew from a ‘Guide to South African Universities and Technikons’ in 1999, to the only resource in South Africa that comprehensively showcases the country’s higher education sector. This is most probably the success story of IEASA. Credit for the publication should go to Dr Roshen Kishun. He took it on as a project and diligently pursued its publication notwithstanding all the capacity problems created by an under resourced IEASA Office. Roshen Kishun, Thilor Manikam and Karen MacGregor developed into an editorial team that produced a quality publication that benefited South African higher education, in general, and the institutions that saw the benefits of the publication by utilising it as part of their international brand strategy in particular.

When the collection of all the editions is read as one, it provides a wonderful collage of information, pictures and a view of higher education institutions that presents a picture of the transforming higher education sector in South Africa. This publication has done more for the South African higher education system, globally, than any other project or activity.

It is envisaged that Study South Africa will become the information source of South African higher education in the future.

Footnotes:

1. This article is mainly a re-production of Chapter 5 in Ten Years of IEASA – History, published in 2007.
5. President’s Annual Report to AGM: 8 –11 September 1999.
Hope for Africa: The role of higher education in human development

By Professor Russel Botman, Rector and Vice-Chancellor of Stellenbosch University

Education for development

Africa is in dire need of empowerment and growth, and institutions of higher learning have a crucial role to play in the drive for human development on the continent. Africa has a wealth of natural resources, but this does not translate into benefits for the vast majority of its people.

Trade may be growing and revenues may be up, but only a small elite gets to profit from Africa’s sound economic growth (Africa Progress Panel, 2010), and of the world’s 24 least developed countries, 22 are African (UNDP Human Development Index, 2009).

Education is one of the areas lagging behind. This is problematic, because without the foundation of education there can be little progress in society. Higher education is a critical pillar of sustainable human development. It imparts reliable knowledge and produces professionals in a variety of fields, equipping them with the necessary skills to fulfil leadership roles in society and drive the economic growth required for improving people’s lives.

Rather surprisingly, the role of universities in human development is not universally recognised. The United Nations (UN) Millennium Development Goals (MDG) includes achieving universal primary education by 2015, but makes no mention of higher education. This is strange, considering that also in 2000, the international Task Force on Higher Education and Society acknowledged that “higher education is no longer a luxury; it is essential to future national, social and economic development.”

In April 2010, world university leaders who met in Cape Town and Stellenbosch rejected the marginalisation of higher education. The Conference of Executive Heads of the Association of Commonwealth Universities (ACU), which has 508 members on five continents, said: “Universities were addressing international development issues long before the MDGs were developed. They still do so through high quality teaching, research that directly addresses the needs of society, community service and extension work that brings knowledge directly to the poorest groups.”

Progress towards achieving the MDGs has been slow, particularly in the developing world. Especially those goals related to poverty, hunger and gender discrimination are in danger of not being met. Greater support for universities is therefore important, especially in Africa, which scores lowest in terms of both human development and higher education participation rates.

Tertiary enrolment has risen faster in Africa than elsewhere – by some 66% since 1999 – but the number of students entering higher education is still only 5% of the eligible age group. Comparable figures are 72% in the United States of America, 64% in Eastern European countries, and 10% in India (Teferra and Altbach, 2003).

Before we blame others for not recognising universities, though, we have to do some introspection. It is our own responsibility as universities to counter the ivory tower image some people have of us. We have to make ourselves relevant to society.

Making a difference

The idea of the university as a socially engaged institution has become a driving force at my institution, Stellenbosch University (SU). We have aligned ourselves to a pedagogy of hope. This means we are helping shape a new future for all our people, because the
next generation deserves nothing less. Why “hope”? Hope is embedded in education. Empowerment through knowledge has the message of possibility over limitations, of opportunity over cynicism, of creation over destruction.

We have distilled from the MDGs five themes to guide our core activities of learning and teaching, research and community interaction. These themes are the eradication of poverty and related conditions, and the promotion of human dignity and health, democracy and human rights, peace and security, as well as a sustainable environment and a competitive industry. Our faculties have developed 21 academic initiatives to direct their expertise into achieving these goals, which has resulted in a strategic programme called the HOPE Project (SU, 2010).

Empowerment through knowledge has the message of possibility over limitations, of opportunity over cynicism, of creation over destruction.

By following a science-for-society approach, we are working hard to bring about tangible change within communities. It is crucial that African universities generate solutions for uniquely African challenges. By using our strengths, and our partnerships with other African universities, we hope to both transform ourselves as an institution and help improve the lives of people across the continent.

African academic collaboration

Africa requires more solutions of its own to the many problems it faces. The brain drain has robbed the continent of some of its brightest minds, and universities’ output of graduates and research is too low. SU supports efforts to reinvigorate African scholarship in aid of human development. A number of recent initiatives by our Faculty of Arts and Social Sciences contribute toward this goal.

Graduate School

The Graduate School (www.thehopeproject.co.za/graduate school) is a coordinating body. It opened its virtual doors in January 2010 with a first cohort of 31 full-time doctoral students on scholarships, 22 of whom are from Africa outside the borders of South Africa. The initial overarching focus of the Graduate School is on promoting peace and eradicating poverty, with eight themes relevant to Africa’s development, guiding different research projects. It is hoped that vibrant scholarly communities will develop in Africa around each research theme. Collaboration across academic disciplines is the norm. Experienced academics from different departments act as research supervisors.

African Doctoral Academy

The African Doctoral Academy is the mechanism that the Faculty is using to support scholarship at doctoral level and beyond. Advanced training is provided in research methodology and protocols and supervisors get the skills they require to guide doctoral students to the successful completion of their research.

The Academy hopes to fast-track advanced postgraduate studies. The aim is for students to walk out with a quality doctorate after no longer than three years. The first year of study is devoted to developing a doctoral proposal, including a study plan and literature review. In their second year, students will execute their study plan through further reading and fieldwork. And in their third year they will complete their analysis, write up their thesis and present and defend their results.

PANGeA

The Partnership for Africa’s Next Generation of Academics (PANGeA) originated in November 2006 at a Stellenbosch meeting of the deans of various humanities and social science faculties in Africa. The initial participants include the Universities of Botswana, Dar es Salaam, Makerere, Malawi and Stellenbosch. The aim is for PANGeA to expand to strengthen the development of higher education in Africa by creating opportunities for collaborative research and exchange, methodological development, full-time doctoral study and, in the final phase, the creation of joint doctoral degree programmes.

Hope from Africa

Higher education must strive to develop a critical society and critical minds that will guide and lead our continent’s development. If we are to succeed in this, it will be due to the active participation of our scientists and researchers in the complex interrelations between the global, social and human dimensions of sustainable development.

The more support we can garner for our academics and our tertiary institutions to engage these issues, the greater will be Africa’s chance to truly break the cycles of dependency, conflict and poverty that has for too long held countless Africans under its yoke. All of us in Africa, our scholars, professionals, thinkers, creators, our sons and daughters, should drive us towards hope.

REFERENCES

• Stellenbosch University (SU). 2010. The HOPE Project. URL: www.thehopeproject.co.za.
Higher education must strive to develop a critical society and critical minds that will guide and lead our continent’s development.
The following contains the profiles of all 23 public universities in South Africa. The profiles are of varying length, and have been submitted by the universities themselves. It provides you, the reader, with basic information about the institutions, as well as further contact details if you would like to contact a specific institution or visit their website for further information.
### University Profiles

<table>
<thead>
<tr>
<th>Rank</th>
<th>University Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Cape Town</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>University of the Western Cape</td>
<td>66</td>
</tr>
<tr>
<td>3</td>
<td>Cape Peninsula University of Technology</td>
<td>84</td>
</tr>
<tr>
<td>4</td>
<td>University of Stellenbosch</td>
<td>101</td>
</tr>
<tr>
<td>5</td>
<td>Nelson Mandela Metropolitan University</td>
<td>42</td>
</tr>
<tr>
<td>6</td>
<td>Rhodes University</td>
<td>88</td>
</tr>
<tr>
<td>7</td>
<td>University of Fort Hare</td>
<td>78</td>
</tr>
<tr>
<td>8</td>
<td>Walter Sisulu University</td>
<td>103</td>
</tr>
<tr>
<td>9</td>
<td>University of KwaZulu-Natal</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>Durban University of Technology</td>
<td>86</td>
</tr>
<tr>
<td>11</td>
<td>Mangosuthu University of Technology</td>
<td>102</td>
</tr>
<tr>
<td>12</td>
<td>University of Zululand</td>
<td>96</td>
</tr>
<tr>
<td>13</td>
<td>University of the Free State</td>
<td>94</td>
</tr>
<tr>
<td>14</td>
<td>Central University of Technology</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>Vaal University of Technology</td>
<td>98</td>
</tr>
<tr>
<td>16</td>
<td>North-West University</td>
<td>74</td>
</tr>
<tr>
<td>17</td>
<td>University of the Witwatersrand</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>University of Johannesburg</td>
<td>54</td>
</tr>
<tr>
<td>19</td>
<td>University of Pretoria</td>
<td>81</td>
</tr>
<tr>
<td>20</td>
<td>Tshwane University of Technology</td>
<td>90</td>
</tr>
<tr>
<td>21</td>
<td>University of South Africa</td>
<td>92</td>
</tr>
<tr>
<td>22</td>
<td>University of Limpopo</td>
<td>102</td>
</tr>
<tr>
<td>23</td>
<td>University of Venda</td>
<td>103</td>
</tr>
</tbody>
</table>

**Other:**

- 24 - Mpumalanga Institute of Higher Education
- 25 - Northern Cape Institute for Higher Education
Come and experience Africa’s unique independence by enrolling as a degree seeking student or participating in an exchange, study abroad or in one of our unique Short Course Programmes.

For more information visit our newly launched online Prospectus at: www.nmmu-international.com
Nelson Mandela Metropolitan University

Leading with cutting-edge knowledge for tomorrow

Nelson Mandela Metropolitan University (NMMU) is the largest higher education institution in the Eastern and Southern Cape, with some 25 000 students enrolled on six different campuses – five in Nelson Mandela Bay (Port Elizabeth) and one in George.

Set on the Eastern Cape coast of South Africa, the NMMU offers you a choice of more than 300 study programmes in a dynamic, first world environment. The NMMU’s highest priority is to promote academic excellence through a varied curriculum, the standard of teaching throughout all faculties, and innovative and applied research for social and economic development.

We also aim to meet the demand for high quality education that is responsive to the region’s and South Africa’s needs, and in tune with the global village.

NMMU is one of the most culturally and linguistically diverse universities in Southern Africa where 2000 of its 25 000 students come from outside South Africa’s borders - from Africa, Europe, North America and Asia. We empower our students with top academic and internationally recognised qualifications from certificates, diplomas and degrees, through to doctoral level, to match students’ academic interests and career aspirations.

So, come on, BOUNCE INTO AFRICA, and enrol at the NMMU, where we celebrate being African.

At NMMU...
We celebrate our country’s history and the fact that the University is named after one of the icons in the struggle for freedom and democracy.

We celebrate our natural environment – two of which are located in a nature reserve and another on the edge of a bay with magnificent beaches and rich marine resources.

We celebrate living in a Metro, Nelson Mandela Bay, who was a Host City for the 2010 Soccer World Cup. And the fact that it is home to approximately 1.5 million people working in the manufacturing industry, agricultural processing, tourism and the services sector.

We celebrate our diverse student body where we embrace differences and house the newly established Centre for the Advancement of Non-Racialism and Democracy (CANRAD).

Nelson Mandela Metropolitan University Vision 2020

The University’s vision is to be a dynamic African University, recognised for its leadership in generating cutting-edge knowledge for a sustainable future. Our values are:

- Respect for diversity
- Excellence
- Ubuntu
- Integrity
- Respect for the natural environment
- Taking responsibility
Mission statement
To offer a diverse range of quality educational opportunities that will make a critical and constructive contribution to regional, national and global sustainability.

Location
NMMU has six different campuses—five in Port Elizabeth and one in George. The Main Campus is in the coastal city of Port Elizabeth, on the South Eastern coast of South Africa.

Nelson Mandela Bay is home to Port Elizabeth, Uitenhage and Despatch, and its population of more than 1.5 million people makes it South Africa’s fifth largest city in terms of population and the second largest in terms of land mass.

Faculties and Programmes
NMMU is one of the few comprehensive universities, not only in South Africa but in the world, and can thus offer an extensive range of internationally recognised certificates, diplomas and degrees. Quality academic programmes, developed to create leaders in a vast array of professions, are offered in NMMU’s seven faculties: Arts; Business and Economic Science; Education; Engineering, the Built Environment and Information Technology; Health Sciences; Law; and Science.

Facilities and Services
Each campus has a library with a vast array of books, journals, periodicals and audiovisual materials. Friendly staff and computer-based databases assist with research. Computer facilities consist of several open access computer laboratories that are fully equipped.

Student cafeterias serving meals and fast food, tuck shops and vending machines are available. Madibaz Café is located at the Student Kraal and Madibaz Fine Dining is below the Office for International Education on NMMU’s South Campus. Each campus has a health clinic with trained nurses and the services of a doctor. Units for Student Counselling on each campus assist students with academic, career and personal issues.

An indoor sports centre, international standard tartan athletics track, astroturf and grass hockey fields, squash courts and a heated swimming pool are among the comprehensive sporting facilities at NMMU. There are also numerous student societies covering a range of academic, religious, social and recreational interests.

Research
Research, both applied and fundamental, is one of the core business areas of a university. It is the way in which tertiary institutions contribute to growth and development in industry and society.

Our modern research facilities give our students access to world-class facilities. Postgraduate science students, for example, are privy to the new Kilo-Laboratory; engineering students are able to emulate real working conditions in their state-of-the-art mechatronics laboratory and our sports students train in facilities used for national and international sport meetings.

The eight new research focus areas at NMMU are: health and wellness; economic and business development with a focus on job creation and entrepreneurship; product and materials, infrastructure and process development for industry

Admission Requirements for International Students
Admissions criteria to NMMU are closely linked to the education system within which it operates. South African universities function within a higher education system that allows students from the South African school system with 12 years of education, and who achieve matriculation exemption, to enter a university for studies. Students thus follow a three-year undergraduate degree or in the case of professional qualifications a four-year undergraduate degree.

Prior to admission, international students are assessed to determine if their school results will give them conditional or full exemption. The foreign school qualification is benchmarked against the South African National Senior Certificate with matriculation endorsement as the standard.

NMMU is home to the oldest art school in the country, founded in 1882.

NMMU introduced the following degrees first in South Africa: Bachelor of Psychology; Youth Work; BCom in Small Business Development; Master’s in Health and Welfare Management; Master’s in Tourism Law.

www.ieasa.studyza.org
and manufacturing; emerging information and communications technology for development; environmental and natural resource management; culture, communication and language; leadership, governance and democracy; and educational development in support of quality teaching, learning and curriculum.

Office for International Education
NMMU welcomes international students on-campus. We believe they enrich our institution and make possible a diversity of views and cultural values, in and outside the classroom. There are over 2000 international students from around 60 countries. The Office’s support network is comprehensive, and visitors and students can feel confident that they will be welcomed and looked after during their time at NMMU.

“Studying abroad at Nelson Mandela Metropolitan University will, without a doubt, be one of my favourite and most cherished memories of my time in college. I was able to get a glimpse of another culture and was continuously challenged to re-evaluate previously unquestioned notions I had held while in the United States.

Megan Greve, USA”

Services
The Office for International Education is responsible for the admission of all international students to NMMU. It has a dedicated finance department to deal with payments, student accounts and other financial matters. The Office assists students with study permit applications and renewals, and academic registration. It also provides advice, information and materials on courses, admission, and critical issues including health, safety, visas and living and learning effectively in the host country.

Arrival and Orientation
The Office for International Education meets and greets new students at the airport and, above all, assists international students in adjusting to their new environment. There is an Orientation Programme for international students, focusing on their needs, providing students with vital information and a tour of the campuses and the city surrounds.

Accommodation
The Office for International Education assists all new students in finding accommodation – on- and off-campus.

Events and Excursions
Events and excursions for students are organised by the Office. Events are organised in conjunction with various NMMU societies and the Student Representative Council.

Research
The Office for International Education’s full-time researcher coordinates research into areas of topical importance and relevance to the field of international education, such as internationalisation of the curriculum. Another research project is tracking the academic performance of international students, and relating this to performance on the University’s admissions test battery in order to inform revisions to entry criteria. Office staff have also conducted research on East African education systems and the integration of international students on-campus, among other things.

NMMU has about 25 000 students, 10% of whom come from outside South Africa.
Global Partnerships and Linkages at the NMMU

The NMMU firmly believes in the strength and benefits of a well-defined higher education network society. The active development of such networks enhances its internationalisation, and is clearly demonstrated by its international partnerships.

“We think South Africa is a fantastic country with a lot of soul. The country has everything: mountains you can hike, beautiful beaches, nice cities, shopping and more. We had a wonderful time. We had vacation for three weeks, and then we travelled Route 62 and the Garden Route to Cape Town. [It was] amazing! We would love to come back to South Africa some day.”

Malin Teige, Norway

NMMU not only uses these partnerships to enhance student mobility, but also to promote the internationalisation of our curriculum as well as international research partnerships.

NMMU is committed to developing its international links with universities from developing countries, with specific reference to Africa.

The NMMU US Study Centre

NMMU is proud of its specialised Study Abroad Centre that meet the needs of United States (US) university students. Over the past five years NMMU has seen increased requests from US university students who apply for direct admission for a Semester Abroad Programme at NMMU.

The NMMU US Study Centre is designed to expedite and streamline the processes of admission, registration, visa and travel arrangements, orientation, course selection, housing, in-country travel opportunities, security and safety awareness, course transfer, course syllabi and transcript service to the home institutions in the US.

The Study Centre provides a focused service to students from universities that do not have formal institutional links with NMMU, but have the need to provide study abroad opportunities to their own students. NMMU is not only the academic home for the students, but also the service provider.

International Short Programmes

Customised Short Programmes

A short programme of three – eight weeks can be arranged anytime during the year, which is suitable to both parties. The programme can be tailor-made to suit your university’s needs. Staff from any international office, specific faculty or course can contact the Office for International Education at NMMU with regards to bringing out a group of students and faculty staff. A programme will be worked out in accordance with the groups’ aims, field of study or interests, number of credits required, and type of practical experience needed.

Students must be in good academic standing at their home university. A minimum number of five students are required to participate in a programme.

SAMPLE PROGRAMMES

1. Public Health

A short, focused programme that exposes students to the community healthcare system in the Eastern Cape and South Africa. This programme focuses on the unique healthcare challenges that are prevalent in the Eastern Cape and affords the students an opportunity to contrast these systems and challenges with those in their own home country. Visits include a trip to a local Aids Haven, local hospitals, as well as a weekend away examining rural healthcare issues in the nearby Winterberg.

Other programmes include:

- Nursing, Education, Photojournalism, Business Ethics and Community Service Learning.
- Mid-Year Experience (May-July)

This is a four – five week, six-credit programme (US Credits). Dates of commencement and adjournment may vary slightly from year to year depending on the NMMU academic calendar. It is a comprehensive programme that offers a splendid introduction to South Africa’s extraordinary diversity. It explores South Africa’s history forged by the multiple culture and language groups. It is possible to choose one of three other modules: either Environmental Studies; Community Service Learning or Conflicts; Human Rights, Peace and Justice in South Africa.

Students will attend classes Monday to Thursday with practical visits or field trips to places of interest. Friday’s are set aside as study days allowing the students time to work on assignments required for the module. Field trips during the programme will include a longer overnight field trip as well as trips to more remote locations.

There are NMMU alumni chapters in East London, the UK and Uganda.
relevant sites for practical exposure to the “theory” with lecturers and knowledgeable local hosts.

“What I really love about NMMU is its international atmosphere, great variety of interesting courses, excellent professors, and friendly staff, who take really good care of us international students.

_Riina Laaksonen, Finland_

This programme is open to students with a GPA of 2.5 (and above) who are in good standing at their home university.

**Study Abroad**

NMMU offers a multitude of semester courses linked to academic programmes through faculties and departments. Students are permitted to select modules from all faculties, which offer them the opportunity to select modules like Afrikaans and Xhosa that further enhances their cultural experience in South Africa.

**English Language Skills Programme**

The English Language Skills Programme is designed for international students whose primary language is not English, and who do not meet the minimum language entrance requirements of NMMU.

The University offers a semester-based intensive English skills programme, geared to improving proficiency levels so that students are able to cope with English as a medium of instruction.

The 16-week programme is presented bi-annually, from February to June, and July to November. It consists of formal contact sessions, reading and writing assignments, and computer-based interactive and reinforcement exercises. Students are encouraged to sit in on academic lectures.

The programme has achieved great results in terms of intercultural interaction and conversational English. Field trips and regular cultural excursions make-up the rest of the programme.

---

_Nelson Mandela Metropolitan University_

**Office for International Education**

P.O Box 77000
Nelson Mandela Metropolitan University
Port Elizabeth 6031
Eastern Cape
South Africa

Tel: + 27 (0)41 504 2161
Fax: + 27 (0)41 504 2771
E-mail: international@nmmu.ac.za OR

Study Abroad: studyabroad@nmmu.ac.za
Website: www.nmmu.ac.za/international
Student Online Brochure: www.nmmu-international.com

---

_Study South Africa_

The University is the only one in South Africa to offer fully-fledged game drives on its own nature reserve.
University of Cape Town
A world-class African university

The University of Cape Town (UCT) is the oldest university in South Africa and is one of the leading universities in Africa, currently ranked 146 in the academic ranking of world universities. It is also ranked first in both South Africa and Africa.

As one of the continent’s leading research universities, UCT is committed to building on its international reputation by offering exciting opportunities for postgraduate research and learning, and a wide range of postgraduate degrees in all disciplines.

With over 23,000 students and approximately 4,500 staff members, UCT prides itself on a multicultural community, which reflects the cultures, backgrounds and religions of the diverse Western Cape region, South Africa, Africa and the world. The University welcomes international students and is currently home to over 4,400 students from 100 different countries.

Location
Set in the suburb of Rondebosch, UCT is about ten minutes drive from Cape Town’s city centre. The Main Campus is located on the slopes of Table Mountain. There is a subsidiary (satellite) campus in the city centre for Fine Arts, a Medical School near Groote Schuur Hospital, and the Graduate School of Business at the popular Cape Town Waterfront area.

Higher Education Internationalisation in the Development of Africa
When a nation speaks about prosperity, the focus is usually on economic growth achieved through commodity trade as the main driver. However, maximum leverage of such growth is only achieved when there is an educated population that is able to participate in the economic growth of a nation. Thus, the overriding goal in the development of a nation begins with adequate investment in its education system, particularly higher education. It is this populace that will help create politically and economically stable national environments that are conducive to producing socio-cultural and democratic values. In his 2007 keynote address at the Imbewu Programme Review Conference entitled: “The Challenges of Education and Development in 21st Century South Africa”, Saleem Badat is critical of an approach that reduces the value of education to its efficacy for economic growth rather than to its broader social and intellectual value and functions. He argues that education has an intrinsic significance and is a way of building critical thinking skills that are an essential ingredient in the cultivation of our humanity, and development of our intellectual, cultural, scientific, historical, political and contemporary understandings of our world, a means to engage with our beliefs and values. It is what has enabled progressive nations to sustain their superiority in knowledge production and development. This multi-faceted portrayal of the value of education is much more realistic.
The University of Cape Town defines itself as a research-led international university. Recognising that knowledge production is a catalyst for development, UCT places a great deal of emphasis on research as a key contributor to addressing and solving the many socio-economic issues that South Africa, as well as Africa at large, is grappling with.

**UCT’s Strategic Goals**

The University’s commitment to the socio-political, economic and cultural issues of today’s African society is articulated in its strategic goals that aim to promote what is distinctive about UCT in the higher education landscape.

These strategic goals are summarised below:

- **Goal 1:** Internationalising UCT with an Afropolitan niche.
- **Goal 2:** Transformation of UCT towards non-racialisation – redress, diversity, inclusiveness and the recognition of African voices.
- **Goal 3:** Working towards a desired size and shape for UCT.
- **Goal 4:** A vision for the development of research at UCT.
- **Goal 5:** Enhancing the quality and profile of UCT’s graduates.
- **Goal 6:** Expanding and enhancing UCT’s contribution to South Africa’s development challenge.

In the above mentioned goals (to a greater or lesser extent), it can be seen that UCT is not only interested in bringing the world to UCT, but also going out to the world. By recognising its location in Africa, and its academic standing among the best universities in the world, it has committed itself to becoming a global meeting point between North and South. Thus, these goals signal UCT’s greater focus on international partnership opportunities within Africa. Through its commitment to academic excellence, UCT aims to become the desired academic destination and partner to work with in Africa. To this end, each faculty has committed itself to play an active developmental role in the cultural, economic, political, scientific and social environment of the African continent through its research and outreach activities. Apart from institutional level agreements, faculties and individual research groups have contacts within other institutions in Africa through collaborative research, teaching and training programmes (e.g. the provision of specialised clinical training in the health professions, the training of corporate executives via the MBA offered by the UCT Graduate School of Business, capacity development programmes, the production of PhDs via the USHEPiA programme, research scientists contribution to institutional capacity training and other leadership development programmes).

**International Student Enrolment and Graduates**

UCT draws the majority of its international students from the rest of Africa. This graduate output represents a huge contribution to Africa’s intellectual capacity needed in national development. These graduates will be well placed to influence national policy, come up with scientific and technological development initiatives that will support industry and innovation, business and academia. These are the people who will assume leadership roles and drive the economies of their countries. These students also help UCT to diversify its student body and are the “raw materials” for UCT’s thriving research groups.

A snapshot of the international student graduation rates for the period 2006-2009 paint a clear picture of the extent to which UCT, through its internationalisation strategies, contributes to development in South Africa, Africa and further afield in terms of the human and intellectual capacity.
The number of African countries represented at UCT currently stands at 36. The graduate throughput of African full-degree international students registered at UCT from 2006 to the present has shown an upward trajectory. The Humanities Faculty in particular continues to graduate most of UCT’s African full-degree international students.
Both Science and Humanities Faculties have most of their international postgraduate students registered for research programmes. This data reflects UCT’s strength as a research-led institution, which is especially attractive to international postgraduates wanting to pursue studies in these disciplines.

The LLM by coursework and dissertation is the most popular taught Master’s course for international postgraduates coming to UCT with the majority of African internationals graduating at postgraduate level. The statistics above represent undergraduate and postgraduate graduation rates for international students only. The top six countries that UCT draws African international students from are Botswana, Kenya, Lesotho, Mauritius, Namibia and Zimbabwe.

The USHEPIA Programme

The USHEPIA (Universities Science, Humanities and Engineering Partnerships in Africa) Programme is an example of a 14-year collaboration amongst eight partner universities working together to produce African researchers that are qualified to contribute to the generation and dissemination of knowledge, and to build institutional, intellectual and human capacity for African universities.

For more information on the programme see: http://web.uct.ac.za/misc/iapo/ushepia

USHEPIA Partner Universities

- Jomo Kenyatta University of Agriculture and Technology (JKUAT)
- Makerere University, Uganda (MU)

USHEPIA Achievements

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>STATUS</th>
<th>GENDER</th>
<th>UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Engineering 1996</td>
<td>8 PhDs - all complete 1 Master’s - all complete</td>
<td>8 men   1 woman</td>
<td>Universities of Nairobi, Zambia, Zimbabwe, JKUAT, Botswana</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences 1997</td>
<td>4 PhDs - all complete  2 Master’s - all complete</td>
<td>3 men   3 women</td>
<td>Universities of Nairobi, Dar es Salaam, Makerere, Zambia, JKUAT</td>
</tr>
<tr>
<td>Science &amp; Engineering 1998</td>
<td>7 PhDs - all complete  2 Master’s - all complete</td>
<td>7 men   2 women</td>
<td>Universities of Dar es Salaam, Makerere, Zambia, JKUAT</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences 2000</td>
<td>6 PhDs - all complete  2 Master’s - all complete</td>
<td>2 men   4 women</td>
<td>Universities of Nairobi, Dar es Salaam, Makerere, Zambia</td>
</tr>
<tr>
<td>Science &amp; Engineering 2002</td>
<td>7 PhDs - all complete  2 Master’s - all complete</td>
<td>4 men   5 women</td>
<td>Universities of Nairobi, Dar es Salaam, Makerere, Zambia, JKUAT</td>
</tr>
<tr>
<td>Food Security 2003</td>
<td>3 PhDs - all complete  2 Master’s - all complete</td>
<td>2 men   1 woman</td>
<td>Makerere University, JKUAT</td>
</tr>
<tr>
<td>Science &amp; Engineering 1998/2004</td>
<td>1 PhD, 1 ongoing</td>
<td></td>
<td>Makere University</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences 2004</td>
<td>3 PhDs, 2 ongoing</td>
<td>5 women</td>
<td>Universities of Nairobi, Dar es Salaam, Makerere, Zimbabwe</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences 2006</td>
<td>1 PhD, 4 ongoing</td>
<td>3 men   2 women</td>
<td>Universities of Nairobi, Dar es Salaam, Makerere, Zimbabwe</td>
</tr>
<tr>
<td>USHEPIA 2010</td>
<td>6 ongoing</td>
<td>3 men   3 women</td>
<td>Universities of Nairobi, Dar es Salaam, Zambia, Zimbabwe</td>
</tr>
</tbody>
</table>

The most popular degree programme for which international postgraduates enrol for at UCT is the PhD in Science.

In order to access more details about UCT’s strategic research niches and the over 50 other research groupings, please go to http://www.research.uct.ac.za/page1.php?pid=1 or follow the following links:

- DST-NRF Centre of Excellence at the Percy FitzPatrick Institute, Birds as Key to Biodiversity Conservation
- DST-NRF Centre of Excellence in Catalysis, c*change

Faculty of Commerce

Centre for Actuarial Research
Web: http://www.commerce.uct.ac.za/care/

Development Policy Research Unit
Web: http://www.commerce.uct.ac.za/dpru/

Southern Africa Labour and Development Research Unit
Web: http://www.saldru.uct.ac.za

Faculty of Engineering & the Built Environment
Bioprocess Engineering Research Unit
Web: http://www.chemeng.uct.ac.za/research/research_bio.php

Blast Impact and Survivability Research Unit (BISRU)
Web: http://www.bisru.uct.ac.za/

Centre for Catalysis Research
Web: http://www.chemeng.uct.ac.za/groups/cat/
University of Cape Town

Centre for Materials Engineering
Web: http://www.uct.ac.za/departments/materials/index.php

Centre for Minerals Research
Web: http://www.cmr.uct.ac.za/

Centre for Research in Computational and Applied Mechanics
Web: http://www.cerecam.uct.ac.za/

Centre for Research in Engineering Education
Web: http://www.cree.uct.ac.za

Crystallisation and Precipitation Unit
Web: http://www.chemeng.uct.ac.za/research/research_pre.php

Energy Research Centre
Web: http://www.erc.uct.ac.za

Faculty of Health Sciences
Adolescent Health Research Institute

Cardiovascular Research Unit
Web: http://www.uct.ac.za/depts/cts

Gender, Health and Justice Research Unit
Web: http://www.uct.ac.za/departments/genhealthjust/index.php

Hatter Cardiovascular Research Institute
Web: http://web.uct.ac.za/depts/chc/hatter/intro.htm

Health Economics Unit
Web: www.heu.uct.ac.za

Industrial Health Research Group
E-mail: Nicholas.Henwood@uct.ac.za

Institute of Ageing in Africa
Web: http://www.instituteofageing.uct.ac.za

Institute of Infectious Disease and Molecular Medicine
Web: http://www.iidmm.uct.ac.za

MRC/UCT Cape Heart Centre
Web: http://web.uct.ac.za/depts/chc/

MRC/UCT Human Genetics Research Unit
E-mail: Raj.Ramesar@uct.ac.za

MRC/UCT Immunology of Infectious Disease Research Unit
Web: http://www.iidmm.uct.ac.za/brombacher/index.htm

MRC/UCT Liver Research Centre
Web: web.uct.ac.za/depts/liver/ and http://porphyria.uct.ac.za

MRC/UCT Medical Imaging Research Unit
Web: http://www.uct.ac.za/faculties/health/research/miru/

UCT Occupational and Environmental Health Research Unit
Web: http://www.uct.ac.za/departments/occup_enviro/index.php

MRC/UCT Oesophageal Cancer Research Group
Web: http://www.iidmm.uct.ac.za/iparker/index.htm

MRC/UCT Receptor Biology Research Group
Web: http://web.uct.ac.za/depts/iidmm/akatz/research.htm

MRC/UCT Research Unit for Exercise Science and Sports Medicine
Web: http://www.uct.ac.za/departments/sportsmed/index.php

MRC/UCT Traditional Medicines Research Group
E-mail: Peter.Smith@uct.ac.za

UCT Institute of Child Health
E-mail: David.Beatty@uct.ac.za

UCT Leukaemia Centre
E-mail: Nicolas.Novitzky@uct.ac.za

Women’s Health Research Unit
Web: http://www.whru.uct.ac.za

Faculty of Humanities
Centre for Contemporary Islam
Web: http://www.uct.ac.za/departments/islam/index.php

Centre for Creative Writing
Web: http://www.uct.ac.za/departments/creativewrite/index.php

Centre for Popular Memory
Web: http://www.popularmemory.org

Centre for Rhetoric Studies
Web: www.rhetoricafrica.org

Centre for Social Science Research
Web: http://www.uct.ac.za/departments/socsciresearch/index.php

Institute for Comparative Religion in Southern Africa
Web: http://www.uct.ac.za/departments/comp_religion/index.php

www.ieasa.studysa.org

UCT has over 50 research groupings, along with its strategic research niches.
Internationalisation at the University of Cape Town

The International Academic Programmes Office’s (IAPO) role is to lead the development of internationalisation at UCT by acting as the central coordinator and facilitator of all internationally related initiatives and activities. IAPO is also UCT’s organisational structure mandated to develop and implement its policy on internationalisation and part of this involves looking after the special needs of international students.

University of Cape Town
International Academic Programmes Office
Cottages 3 & 4 Lovers Walk
Lower Campus
University of Cape Town
Rondebosch, 7701
South Africa
Tel: +27 (0) 21 650 2822 / 3740
Fax: +27 (0) 21 650 5667
General Enquiries: int-iapo@uct.ac.za
Postgraduate studies enquiries: carol.ojwang@uct.ac.za

Admissions Office
Level 3 Kramer Law Building
University of Cape Town
Rondebosch, 7701
South Africa
Tel: +27 (0) 21 650 2128
Fax: +27 (0) 21 650 3736
Email: admissions@uct.ac.za
Website: www.uct.ac.za

UCI is home to over 4,400 international students from 100 different countries.
STUDY ABROAD @ UJ
A global bridge to knowledge for the world

Come and experience
- Academic excellence in a World City
- An awesome student experience
- Diversity – the spice to student life
- An outstanding academic and social encounter
- Support all the way

For more information contact
Division for International Relations
University of Johannesburg | Kingsway Campus
PO Box 524, Auckland Park 2006,
Johannesburg, South Africa
Tel: +27 11 559 3129 | Fax: +27 11 559 4517
Email: ssass@uj.ac.za
International Office: www.uj.ac.za/international
University of Johannesburg

Putting intellectual capital to work

The University of Johannesburg (UJ) is a premier African city university, committed to delivering outstanding higher education to students of exceptional caliber and potential. The UJ is focused on maintaining high academic standards, while boldly embracing change and empowering its students to contribute knowledge and skills to this city and our beautiful country.

The University was founded in 2005 through the merger of the former Rand Afrikaans University (incorporating the Soweto and East Rand Vista Campuses) and the former Technikon Witwatersrand. Today, more than 45 000 UJ students represent the rich cultural and racial diversities of South Africa, and the University offers outstanding academic programmes, assisted by mixed modes of delivery.

Known for its excellence in teaching, research and community outreach, UJ stands poised to address the challenges of our national transformation agenda, by combining the best of university and vocationally-oriented education inherited from years of experience of its constituting institutions. The UJ offers international students the opportunity to experience an academic and social encounter of outstanding, cultural and political historical significance.

The University of Johannesburg is as dynamic and vibrant as the city it is named after.

Vision and Mission

Our vision is to be a premier, embracing, African city university offering a mix of vocational and academic programmes that advances freedom, democracy, equality and human dignity as high ideals of humanity through distinguished scholarship, excellence in teaching, reputable research and innovation, and through putting intellectual capital to work.

The UJ commits itself to partnerships with communities; supporting access to academic and technological teaching, learning and research; and challenging, creating and exploring knowledge.

We value academic distinction; integrity and respect for diversity and human dignity; academic freedom and accountability; individual and collective effort; and innovation.

Location of UJ

The University of Johannesburg is located in the ‘City of Gold’, the gateway to many destinations in South Africa and the rest of Africa. As the financial hub of South Africa and part of the Gauteng Province, responsible for 48% of the country’s economy, it is the most important city in one of the most important countries in Africa.

Accessible Campuses and Flexible Academic Programmes

The UJ has four campuses located in the metropolitan area of Johannesburg namely the Auckland Park Kingsway, Auckland Park Bunting Road, Doornfontein and Soweto Campuses.
A comprehensive range of both academic and career-focused programmes, with varying entrance and exit levels, are offered by our nine faculties, spread across the four campuses. Students will attend classes at the campus where the qualifications are being offered.

As a comprehensive institution, the University is able to facilitate and accommodate transfer from one stream of study to another without blurring the distinction between academic and technological education, but by extending the range of possibilities.

A few good reasons to study at UJ:

1. **Academic excellence is guaranteed**
   A highly qualified academic faculty corps presents close to 200 undergraduate study programmes and a range of qualifications – from certificates and diplomas to degrees and higher (postgraduate) degrees. Among them are some of the highest rated research scholars in the country engaged in international research and community outreach programmes.

2. **Outstanding qualifications**
   Qualifications obtained from the UJ are accredited by the South African Qualifications Authority and several professional bodies and international academies. In disciplines such as Accountancy, Social Work, and Transport and Supply Chain Management, UJ students regularly qualify as the top students in the country.

3. **Support all the way**
   A comprehensive range of student support services, particularly from the International Office, ranging from orientation, personal advice and social activities to housing, is provided to international students. Excellent libraries, micro-laboratories and study skills support will assist students to be successful in their choice of study. Cognizant of the needs of students with disabilities, we are committed to friendly and accessible campus support to persons with special needs.

4. **An awesome student experience**
   The UJ encourages students to experience and lead a balanced student life in all its facets. A wide variety of sports are on offer, ranging from athletics, rugby, soccer, cricket and netball to canoeing and dance sports. Those interested in arts and culture can join the Arts Academy, Choir and several societies, including the International Students Society (UJISS).

5. **Diversity adds spice to student life**
   Our four campuses are different in culture and character, and provide a wonderful opportunity for cultural exchange and experience of diversity. Our students have different interests, creeds, backgrounds and views. We agree and disagree, argue and debate and learn a lot from each other.

6. **It’s in Jo’burg!**
   Johannesburg…Jo’burg…Jozi. This vibrant, bustling city is not only a centre of commerce; it is rich in culture and diversity, a place equally loved by locals and people from all over the world. Jo’burg provides opportunities for an authentic African experience within a modernised context.

**Faculties**
The nine faculties at the UJ comprises many academic departments, staffed by more than 900 permanent academics as well as contract and part-time lecturers. Most academic programmes offer studies on Master’s and Doctoral level. There are specific career focused programmes that offer studies on Master’s and Doctor of Technology levels. UJ researchers are engaged in a number of high-tech and socially relevant research projects of national and international significance.

1. **Faculty of Art, Design and Architecture**
   The Faculty of Art, Design and Architecture (FADA) is committed to fostering creative and professional excellence in art and design education. The Faculty is home to approximately 1 100 students who study and work in the custom-built FADA Building. Conveniently situated in the building are a number of specialised workshops, studios, computer laboratories, common lecture venues, an auditorium, gallery and library.

   For more information e-mail [web-fada@uj.ac.za](mailto:web-fada@uj.ac.za) or visit [www.uj.ac.za/fada](http://www.uj.ac.za/fada)

2. **Faculty of Economic and Financial Science**
   This Faculty engages in research and education aimed at
advancing knowledge and skills that build capacity in the fields of economics, finance and accountancy. This is done through the training of chartered accountants, econometrics training for potential and existing practitioners in the financial sector and a unique Master’s degree in financial economics for financial economists, investment analysts/agents, risk analysts, managers and chartered accountants. Postgraduate training in finance is provided for those who want to become financial analysts, chartered management accountants, brokers, financial planners and consultants. Diplomas provide career-focused training in the areas of accountancy, banking and credit management.

For more information e-mail: lnuku@uj.ac.za

3. Faculty of Education
The Faculty of Education is committed to the preparation of caring, accountable and critical-reflective educational practitioners who are able to support and nurture learning and development in diverse educational contexts, the systematic pursuit and advancement of dynamic education knowledge of local relevance and international standing and community engagement that anticipates and is responsive to the needs of communities as partners in learning. The Faculty offers programmes in Educational Psychology; Curriculum and Instruction; Education Management; Education Studies; and Computers, Science, Mathematics and Technology Education. Most of the research projects are housed in the Centre for Education Practice Research, the Centre for Education Rights and Transformation and the UJ Institute of Childhood Education.

For more information on all other programmes e-mail: ttshikovha@uj.ac.za

4. Faculty of Engineering and the Built Environment
Engineering is a career path that will help you pave a way for modern society. The Faculty of Engineering and the Built Environment of the UJ is now one of the largest and the best equipped faculties in Southern Africa. With the great demand for engineers in our rapidly developing country, the Faculty is a leading provider of well-qualified and accredited engineers, technologists and technicians for the industry.

For more information on Engineering Science programmes e-mail: pearln@uj.ac.za
For more information on Engineering Technology and Built Environment programmes e-mail: bathabilem@uj.ac.za

5. Faculty of Health Science
The UJ’s Faculty of Health Science is committed to strengthening the health and wellbeing of society, and is dedicated to the important role of research in realising this responsibility. Furthermore, the structure of the Faculty reflects one of the most unique compositions within higher learning, in South Africa today. To this end the Faculty houses courses traditionally associated with the Health Professions Council of South Africa, South African Nursing Council together with complementary health disciplines as well as Sport and Movement Studies.

For more information e-mail: ttshikovha@uj.ac.za

6. Faculty of Humanities
The Faculty of Humanities comprises twenty academic departments, including modern and ancient languages, social sciences, human sciences and the humanities. The Faculty offers more than twenty undergraduate degree programmes, catering for a wide range of study and career opportunities.

For more information e-mail: rsiaga@uj.ac.za (undergraduate)
gantonio@uj.ac.za (postgraduate).

7. Faculty of Law
The UJ Law Faculty offers the traditional law programmes such as BA Law, BCom Law and LLB, as well as Master’s degrees by coursework in various important fields. The Faculty, by joining forces with colleagues in the profession and the Bar, as well as with colleagues who are legal advisors to banks and other sectors, offers an exciting range of diplomas, certificates and courses in fields such as Income Tax, Insolvency, Drafting of Contracts, Money Laundering, Environmental Law, Labour Law and Sports Law.

For more information e-mail: mvanwyngaardt@uj.ac.za
8. Faculty of Management
This uniquely positioned Faculty is focused on a broad range of management disciplines and produces entrepreneurs and managers with great esteem and hands-on knowledge. Ideally positioned, the Faculty of Management takes advantage of its location in the economic heartland of South Africa. Through its graduates the Faculty provides a range of world-class career-focused and academic qualifications, training and research. The School of Tourism and Hospitality, located in this Faculty, has already won wide acclaim and the Centre for Small Business Development is gaining ground with their excellent assistance to entrepreneurs in various fields as well as small and medium enterprises.

For more information from the Bunting Road Campus e-mail: cleom@uj.ac.za

For more information from the Kingsway Campus e-mail: lavernvl@uj.ac.za

For more information from the Soweto Campus e-mail: portiam@uj.ac.za

International Students
UU welcomes various categories of international students:

Full-time undergraduate applicants, who need a post-school qualification equivalent to a South African matric, and postgraduate applicants, who need a relevant first degree.

Non-degree purpose (Occasional and Practical training) students, who are registered at their home university, but are required to undertake practical training or some subjects at a foreign university as part of their programme. It is acceptable for a student not associated with another university, to register at the UJ for subjects in one semester for non-degree purposes.

Affiliate students, normally Master’s and Doctoral students, who are registered at a home university, but want to be affiliated with the UJ for a while for research purposes.

Exchange students attend the UJ under a number of formal exchange agreements with foreign counterparts, and local students undertake reciprocal visits to partner institutions.

International students may enrol for non-formal extra-curricular or short courses (if they qualify). Such applicants would also have to apply for a study permit. Please note that persons in possession of a work permit may NOT study at a residential university in South Africa as well, even on a part-time basis.

Foreign post-doctoral researchers undertake research for varying periods up to one year in a specific academic department at the UJ.

International Student Admission
Please consult the specific course brochures for these requirements. Special admission procedures for programmes include: assessment for guidance; evaluation and placement purposes; interviews; submission of portfolios of work as well as compulsory subjects and a minimum APS Score.

Closing date for applications
The closing date for international applications for undergraduate and most postgraduate studies is the last Friday in August of the year before study commences. Exceptions are a Bachelor in Optometriae (31 July) and Master’s in Psychology (30 June). The closing date for the second semester intake is 31 March. Please contact the relevant faculty to make sure of these dates as they can vary. There is no specific closing date for Master’s and Doctoral studies.

9. Faculty of Science
The Faculty has a vibrant, dynamic and diverse scientific community that is a premier centre for the generation, dissemination and application of knowledge in the natural sciences and technology. We boast state-of-the-art research facilities, outstanding service and support to our students, and internationally accredited undergraduate and postgraduate programmes that are presented via innovative teaching methods, which are focused on the learning needs of our students.

For more information e-mail: tshulin@uj.ac.za

The Faculty of Humanities comprises 20 academic departments.
How to Apply
There is course information on the UJ website. Information and application forms can also be mailed to prospective students. For details on foreign applications visit the International Office on www.uj.ac.za/international. Completed application forms, required documents and application fees should be sent to:

Applications, University of Johannesburg, PO Box 524, Auckland Park, 2006, Johannesburg, South Africa.

International students are also required to possess a valid study permit specifically for the UJ, and to have medical cover while studying in South Africa. Without these, students may not register.

English Language Proficiency
Good reading and writing skills, as well as an above average understanding of English, are required of international students. Therefore English language proficiency is an additional admissions requirement applicable to all international students at the UJ.

University Policy requires that foreign, non-English speaking applicants sit for the internationally recognised International English Language Testing System (IELTS) test. If English is one of the official languages in a student’s country of residence, they will be exempt from this, but need to submit proof of English competency to the faculty to which they are applying.

Students are responsible for taking the IELTS test themselves, and for its costs. A certified copy of the results must be submitted when applying to the University. The admission score is six for undergraduates and seven for postgraduates (nine being the highest). Test results are valid for two years. Only in highly exceptional cases may the Dean of a faculty exempt a Master’s or Doctoral candidate from this requirement. Afrikaans and Dutch speaking applicants are exempt from this requirement. The IELTS test is administered by the British Council, which has centres around the world. For more details and to make an appointment, please visit their website: www.ielts.org

Fees
The University is required by law to obtain full fees for the year from international students when they register. This includes the relevant course fee, registration fee and a non-refundable international levy. Unfortunately, no exceptions may be made. Students should contact the International Office to ascertain the specific applicable fees payable.

All international students pay an international levy upon registration. This is additional to the tuition and registration fee. The levy is non-refundable and expires on 31 December every year.

Accommodation
Student accommodation on-campus is extremely limited. Contact the Residence Offices to find out about accommodation available. However, it does not mean that accommodation has automatically been allocated when applying for it and paying the application fee. Students will be informed in writing if accommodation has been reserved.

Applications for on-campus accommodation must be made by the last Friday in August.

Information for accommodation, please contact:
Doornfontein Campus: tshepangm@uj.ac.za / 011 559 6037
Bunting Road Campus: mampoum@uj.ac.za / 011 559 1027
Kingsway Campus: international@uj.ac.za / 011 559 4517/3129

As an alternative, students can contact a private accommodation provider for places to stay close to the University.

Rethink education. Reinvent yourself.

University of Johannesburg
Division for International Relations
Kingsway Campus
The University of Johannesburg
PO Box 524
Auckland Park 2006
Johannesburg, South Africa
Tel: +27 (0)11 559 3129/4517
E-mail: ssais@uj.ac.za
Website: www.uj.ac.za
International Office: www.uj.ac.za/international

Study South Africa

The Faculty of Engineering and the Built Environment of the UJ is one of the largest and best equipped in Southern Africa.
University of KwaZulu-Natal
The premier university of African Scholarship

One of the largest residential universities in South Africa, the University of KwaZulu-Natal (UKZN) consolidates the resources, infrastructure and intellectual capital of two major regional universities following the merger of the Universities of Natal and Durban-Westville.

The University is committed to academic excellence and advances knowledge through globally competitive teaching, learning, scholarship, research, innovation and academic freedom. UKZN has nearly 40 000 students and offers an extensive suite of programmes at both undergraduate and postgraduate level on five campuses.

Nature’s Paradise
Durban is a city whose local authority has received numerous awards for their management of the city, while Pietermaritzburg is the seat of provincial government and is located in the centre of the scenic KwaZulu-Natal Midlands. With an inviting outdoor climate, KwaZulu-Natal’s two World Heritage sites lure the explorer. Surf, snorkel, scuba dive, hike the majestic Drakensberg mountain range, go wild game or bird viewing in the internationally renowned national parks - you can do it all in this alluring province.

A Choice of Campuses
• **Edgewood**
  The Edgewood Campus in Pinetown is the University’s primary site for teacher education and the home of the Faculty of Education.

• **Howard College**
  The Howard College Campus, situated in Durban, offers a full range of degree options in the fields of Engineering, Law, Humanities, Development and Social Sciences, and Nursing.

• **Nelson R Mandela School of Medicine**
  A buzzing centre of academic excellence only ten minutes away from Durban’s city centre, the Medical School has committed itself to producing highly qualified and experienced medical practitioners dedicated to improving the quality of life of South Africans.

• **Pietermaritzburg**
  This Campus offers a wide range of innovative academic programmes that have been successful in responding to local and provincial needs in Science and Agriculture, Humanities, Development and Social Sciences, Education, Engineering, Law and Management Studies.

• **Westville**
  The Westville Campus is the administrative headquarters of UKZN. The Campus offers programmes in Science, Management Studies and Health Sciences.
### Colleges and Faculties

#### College of Agriculture, Engineering and Science

**Faculty of Engineering**

**Bachelor of Science in Engineering**

**Undergraduate**
- Agricultural Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Electronic Engineering
- Mechanical Engineering

Bachelor of Science in Property Development

Bachelor of Science in Land Surveying

**Postgraduate**

Bachelor of Science Honours in Property Development (Construction Management)

Bachelor of Science Honours in Property Development (Quantity Surveying)

Master of Science in Construction Management

Master of Science (Construction Project Management)

Master of Science in Engineering

Master of Science in Land Surveying

Master of Science in Quantity Surveying

Doctor of Philosophy

Doctor of Science in Engineering

Doctor of Science in Construction Management

Doctor of Science in Quantity Surveying

Doctor of Science in Land Surveying

#### Faculty of Science and Agriculture

**Undergraduate**

Bachelor of Science

BSc4 Programme

Bachelor of Science in Agriculture

Bachelor of Agriculture in Agricultural Extension and Rural Resource Management

Bachelor of Agricultural Management

Bachelor of Science in Dietetics

Bachelor of Science in Human Nutrition

#### Postgraduate

Diplomas

Bachelor of Science Honours in Property Development (Construction Management)

Bachelor of Science Honours in Property Development (Quantity Surveying)

Master of Science in Construction Management

Master of Science (Construction Project Management)

Master of Science in Engineering

Master of Science in Land Surveying

Master of Science in Quantity Surveying

Doctor of Philosophy

Doctor of Science in Engineering

Doctor of Science in Construction Management

Doctor of Science in Quantity Surveying

Doctor of Science in Land Surveying

**College of Health Sciences**

**Faculty of Health Sciences**

**Undergraduate**

Bachelor of Nursing

Bachelor of Communication Pathology (Audiology)

Bachelor of Communication Pathology (Speech Language Pathology)

Bachelor of Nursing (Advanced Practice)

Bachelor of Dental Therapy

Bachelor of Occupational Therapy

UKZN is rated amongst the top 500 universities of the world.
University of KwaZulu-Natal

<table>
<thead>
<tr>
<th>Diploma in Oral Health</th>
<th>Bachelor of Pharmacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Medicinal Science (Anatomy)</td>
<td>Bachelor of Medical Science (Physiology)</td>
</tr>
<tr>
<td>Bachelor of Physiotherapy</td>
<td>Bachelor of Sport Science</td>
</tr>
<tr>
<td>Bachelor of Optometry</td>
<td><strong>Postgraduate</strong></td>
</tr>
<tr>
<td>Postgraduate Diploma in Medical Sciences (Autism Spectrum Disorders)</td>
<td>Honours Degree in Medical Sciences</td>
</tr>
<tr>
<td>Honours Degree in Medical Sciences (Anatomy)</td>
<td>Honours Degree in Medical Microbiology</td>
</tr>
<tr>
<td>Honours Degree in Medical Sciences (Medical Biochemistry)</td>
<td>Honours Degree in Infection Prevention and Control</td>
</tr>
<tr>
<td>Master’s Degree in Advanced Midwifery and Women and Child Health</td>
<td>Master’s and Doctoral</td>
</tr>
<tr>
<td>Master’s Degree in Communication Pathology (Audiology)</td>
<td>Master’s in Medicine (Anaesthetics)</td>
</tr>
<tr>
<td>Master’s Degree in Communication Pathology (Speech Language Pathology)</td>
<td>Master’s in Medicine (Cardiothoracic Surgery)</td>
</tr>
<tr>
<td>Master’s Degree in Critical Care and Trauma</td>
<td>Master’s in Medicine (Chemical Pathology)</td>
</tr>
<tr>
<td>Master’s Degree in Hand Rehabilitation</td>
<td>Master’s in Medicine (Anatomical Pathology)</td>
</tr>
<tr>
<td>Master’s Degree in Gerontology</td>
<td>Master’s in Medicine (Dermatology)</td>
</tr>
<tr>
<td>Master’s Degree in Health Service Administration</td>
<td>Master’s Degree in Medicine (Forensic Pathology)</td>
</tr>
<tr>
<td>Master’s Degree in Medical Sciences (Anatomy)</td>
<td>Master’s Degree in Medicine (Haematology)</td>
</tr>
<tr>
<td>Master’s Degree in Medical Philosophy (Autism Spectrum Disorders)</td>
<td>Master’s Degree in Medicine (Medical Microbiology)</td>
</tr>
<tr>
<td>Master’s Degree in Medical Sciences (Health Sciences) - online</td>
<td>Master’s Degree in Medicine (Medical Biochemistry)</td>
</tr>
<tr>
<td>Master’s Degree in Medical Sciences (Human Physiology)</td>
<td>Master’s Degree in Medicine (Internal Medicine)</td>
</tr>
<tr>
<td>Master’s Degree in Medical Sciences (Medical Biochemistry)</td>
<td>Master’s Degree in Medicine (Family Medicine)</td>
</tr>
<tr>
<td>Master’s Degree in Nursing Education</td>
<td>Master’s Degree in Medicine (Neurology)</td>
</tr>
<tr>
<td>Master’s Degree in Nursing Research</td>
<td>Master’s Degree in Medicine (Neurosurgery)</td>
</tr>
<tr>
<td>Master’s Degree in Occupational Therapy</td>
<td>Master’s Degree in Medicine (Obstetrics &amp; Gynaecology)</td>
</tr>
<tr>
<td>Master’s Degree in Optometry</td>
<td>Master’s Degree in Medicine (Occupational Medicine)</td>
</tr>
<tr>
<td>Master’s Degree in Pharmacy (Pharmacy Practice or Pharma-economics)</td>
<td>Master’s Degree in Medicine (Ophthalmology)</td>
</tr>
<tr>
<td>Master’s Degree in Pharmacy</td>
<td>Masters Degree in Medicine (Orthopaedic Surgery)</td>
</tr>
<tr>
<td>Master’s Degree in Physiotherapy</td>
<td>Master’s Degree in Medicine (Otorhinolaryngology)</td>
</tr>
<tr>
<td>Master’s Degree in Psychiatric/Mental Health Nursing</td>
<td>Master’s Degree in Medicine (Paediatrics)</td>
</tr>
<tr>
<td>Master’s Degree in Sport Science</td>
<td>Master’s Degree in Medicine (Paediatric Surgery)</td>
</tr>
<tr>
<td>Master’s Degree in Sport Science (Biokinetics)</td>
<td>Master’s Degree in Medicine (Plastic &amp; Reconstructive Surgery)</td>
</tr>
<tr>
<td>Master’s Degree in Sport Science (Exercise Science)</td>
<td>Master’s Degree in Medicine (Public Health Medicine)</td>
</tr>
<tr>
<td>Master’s Degree in Sport Science (Leisure Studies)</td>
<td>Master’s Degree in Medicine (Psychiatry)</td>
</tr>
<tr>
<td>Master’s Degree in Therapeutic Group Work</td>
<td>Master’s Degree in Medicine (Radiology)</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>Master’s Degree in Medicine (Radiotherapy &amp; Oncology)</td>
</tr>
</tbody>
</table>

**College of Humanities, Development and Social Sciences**

**Faculty of Education**

**Undergraduate**

Bachelor of Education
Certificate in Education
Advanced Certificate in Education
National Professional Diploma in Education

**Postgraduate**

Postgraduate Certificate in Education
Bachelor of Education - Honours
Master’s of Education
Doctor of Education

**Faculty of Humanities, Development and Social Sciences**

**Bachelor of Arts**

Diploma in Jazz and Popular Music
Bachelor of Social Science
Diploma in Music Performance
Bachelor of Architectural Studies
Bachelor of Proficiency in Translation
Bachelor of Community and Development Studies
Bachelor of Criminology
Bachelor of Music
Bachelor of Social Work
Bachelor of Theology
Undergraduate Certificate in Human and Social Studies

Structured Curricula
- BA in Cognitive Science
- BA in Cultural and Heritage Tourism
- BA in Drama and Performance Studies
- BA in International Studies
- BA in Music
- BA in Music and Drama Performance
- BA in Philosophy, Politics, Law
- BA in Philosophy, Politics and Economics
- BA in Psychology
- BA in Visual Art
- BScSc in Geography and Environmental Management
- BScSc in Government, Business and Ethics
- BScSc in Housing
- BScSc in Industrial, Organisational and Labour Studies
- BScSc in International Studies
- BScSc in Management and Communication Studies
- BScSc in Philosophy, Politics and Law
- BScSc in Philosophy, Politics and Economics
- BScSc in Psychology

Postgraduate
- There are a vast number of Honours, Master’s, PhD and Senior Doctoral Studies available in: Arts, Social Sciences, Information Studies, Music and Technology

College of Law and Management Studies

Faculty of Law

Undergraduate
- Bachelor of Laws (Full-time/Part-time)

Postgraduate
- Diploma
  - Postgraduate Diploma in Forensic Investigation & Criminal Justice
- Master’s (Full-time/Part-time)
  - Advanced Criminal Justice
  - Business Law
  - Childcare and Protection (Inter-disciplinary: Law and Social Work)
  - Constitutional and International Law
  - Environmental Law
  - Taxation
  - Labour Studies
  - Medical Law and Public Health Law

Master’s by Research

Doctoral
- Doctor of Administration
- Doctor of Business Administration
- Doctor of Commerce
- Doctor of Philosophy
- Doctor of Public Administration

Faculty of Management Studies

Undergraduate
- Bachelor of Administration
- Bachelor of Business Administration

Bachelor of Business Science
Bachelor of Commerce
Bachelor of Commerce in Accounting
Management Development Programme

Alternative Access Programmes
- Extended Bachelor of Commerce Programme (BCom 4)
- Certificate in Business Administration

Outreach Programme
- Enriched Management Studies (EMS) Programme

Postgraduate
- Diplomas
  - Postgraduate Diploma in Accountancy (Full-time & Distance Learning)
  - Postgraduate Diploma in Business Management
  - Postgraduate Diploma in Management (Leadership)
  - Postgraduate Diploma in Maritime Studies

Honours
- Bachelor of Administration
- Bachelor of Commerce (Accountancy & General)

Master’s
- Master of Accountancy
- Master of Accountancy (Taxation)
- Master of Administration in Human Resource Development
- Master of Administration in Human Resource Management
- Master of Administration in Industrial Relations/Employment Relations
- Master of Business Administration
- Master of Commerce in Economics
- Master of Commerce in Human Resource Development
- Master of Commerce in Human Resource Management
- Master of Commerce in Industrial Relations/Employment Relations
- Master of Commerce in Information Systems & Technology
- Master of Commerce in Leadership Studies (coursework)
- Master of Commerce in Leadership Studies (full research)
- Master of Commerce in Maritime Studies
- Master of Commerce in Management
- Master of Commerce in Marketing Management
- Master of Public Administration

Doctoral
- Doctor of Administration
- Doctor of Business Administration
- Doctor of Commerce
- Doctor of Philosophy
- Doctor of Public Administration

A Research-led University
As one of South Africa’s pre-eminent research institutions, UKZN provides a dynamic environment for all facets of the research and innovation spectrum. The research activities span the natural, biomedical and social sciences and the humanities. The University has a considerable network of research partnerships and academic exchange agreements with leading universities and other research institutions around the world. The two main centres are the Centre for the AIDS Programme of Research in South Africa (CAPRISA) and the Health Economics and AIDS Research Division (HEARD). A new facility, the KwaZulu-Natal Research Institute for Tuberculosis and HIV (K-RITH), which is a partnership between the Howard Hughes Medical Institute in the United States and UKZN, will promote research that will alleviate the suffering caused by these twin diseases.
Within the overall framework of the development of sustainable rural livelihoods, which is a strategic research initiative at UKZN, two other major centres – the African Centre for Crop Improvement and the African Centre for Food Security – continue to rise to the challenge of meeting Africa’s food security needs. In the wider humanities and social sciences, a number of centres have also established themselves as important generators of knowledge, for instance the Centre for African Literary Studies, the Sinomlando Centre for Oral History and Memory Work and the Centre for Critical Research on Race and Identity.

**Community Outreach**

UKZN has committed itself and all its resources to the common good of society. More than 350 outreach projects are managed by the University, ranging from HIV/AIDS projects, to upgrading the skills of Science and Mathematics teachers, to food security and community tourism projects.

**Facilities and Services**

All five campuses have a fully computerised main library with excellent collections. Students also have access to the University computer network through PC labs. Other facilities include theatres, art galleries, a vast archive, student publications, campus bookshops, health clinics and a large number of sporting clubs.

**Promoting Internationalisation**

One of UKZN’s goals is: **AFRICAN-LED GLOBALISATION.** The University endeavours to promote this goal through African scholarship by positioning the University, through its teaching, learning, scholarship, research, and innovation, to enter the global knowledge production system on its own terms, bringing knowledge production systems relating to its local context into the global arena.

The strategies the University has adopted to achieve this goal are:

- **Promote Internationalisation**
- **Forge Strategic Partnerships**
- **International Programmes**

**University of KwaZulu-Natal Study Abroad Programme (UKZNSEP)**

The University offers an exciting semester study abroad programme to students who wish to experience a diversity of cultures and languages, and to students who wish to gain hands-on experience of the challenges facing developing countries. The study abroad programme:

- Is designed for international students who wish to spend one or two semesters at UKZN, taking primarily undergraduate modules for the purpose of transferring credits on completion to their home institution.
- Courses taken may be at undergraduate, or in some cases postgraduate level depending on the students’ academic background and the availability of courses at the home institution.
- Students applying to study abroad must have completed at least three semesters of study at their home institution.
- Students pay dollar fees per module per semester.
- Students normally register for four courses, which is a full-credit load at UKZN.

Prospective study abroad students may apply either directly, on their own initiative or through a partner programme between UKZN and their home institution.

For more information on the courses for non-degree purposes please refer to the website on [www.ukzn.ac.za/handbooks](http://www.ukzn.ac.za/handbooks). International students can contact their local international office or the Study Abroad Coordinator (UKZNSEP) on: +27 (0) 2602870 / 2230 or [ukznsep@ukzn.ac.za](mailto:ukznsep@ukzn.ac.za)

**English Language Requirements**

The University is an English-medium university and applicants from non-English speaking countries must demonstrate competence in English through one of the following:

- A pass in an examination equivalent to English Higher Grade (First or Second Language) at South African Senior Certificate level (matriculation). Equivalencies are established by the South African Matriculation Board.
- A pass in English at GCE A-level, or O-level (C symbol or higher), or International Baccalaureate.

International applicants who do not satisfy these requirements, and for whom English is a foreign language must either:

- Attain an overall score of 7.0 (for graduate students) or 6.0 (for undergraduates) on the International English Language Testing System (IELTS) or the Test of English as a Foreign Language (TOEFL).
System (IELTS). For information on IELTS test dates contact the British Council through your closest British Embassy or Consulate, or consult [www.britishcouncil.org](http://www.britishcouncil.org).

- Attain a test score of at least 550 on the paper version of the Test of English as a Foreign Language (TOEFL) or a score of at least 80 on the iBT (electronic) version of the test. For information about test dates contact the United States Information Service (USIS) or the US Embassy in your home country; or contact TOEFL directly at [toefl@ets.org](mailto:toefl@ets.org).

Website: [www.toefl.org](http://www.toefl.org)

For students who do not meet these requirements, intensive English courses are offered on the Pietermaritzburg and Durban Campuses. For further information contact the Coordinator: Language Centre on [kerchhoffj@ukzn.ac.za](mailto:kerchhoffj@ukzn.ac.za) (Pietermaritzburg) or [dace@ukzn.ac.za](mailto:dace@ukzn.ac.za) (Durban).

**International School**

The UKZN International School offers international students the opportunity to visit KwaZulu-Natal for an intensive five-week study programme from end of June to the beginning of August. The International School offers educational experiences that complement the University’s curriculum, while adding significant cultural dimensions to students’ life experiences.

- **The courses offered are:**
  - Culture and Diversity in the Rainbow Nation
  - Zulu Language and Culture
  - Service Learning

**Evaluation and Credit**

Students are assessed on a continuing basis through assignments, tests and a final examination for each course. One final grade will be submitted per course and the official transcript will be sent to the home institution. There are about 50 contact hours per course and the University of KwaZulu-Natal awards 16 credits per course with a maximum of 32 for the International School programme. A normal semester load for students in the Humanities would be 64 credits per semester.

**Tours**

Visits to at least two sites of historical and environmental interest are included in the programme, and visits to other places of interest are part of individual courses.

**Accommodation**

Accommodation is provided in University halls of residence, which provide comfortably furnished single bed-sitting rooms. All residences are situated on-campus, close to lecture venues and the University library, and have secure access and CCTV coverage of all entrances.

**Applications**

Interested students should submit a completed International School application form, together with a non-refundable application fee and recent academic transcripts to the coordinator before the 28 February for the early-bird closing date. The late closing date is the 15 April.

**Fees**


For more information, you can contact the International School Coordinator on [dace@ukzn.ac.za](mailto:dace@ukzn.ac.za) or on +27 (0)31 260 2677.

**Full-time Undergraduate Studies**

Applicants to Bachelors degree studies should possess a matriculation exemption endorsement. Applicants with non-South African school-leaving certificates must ensure that they qualify for a full or conditional matriculation exemption in terms of the guidelines provided by the matric basic legal requirement for admission to degree studies. For enquiries regarding application for exemption refer to the website: [www.hesa-enrol.ac.za/mb/](http://www.hesa-enrol.ac.za/mb/).

In addition, applicants need to meet faculty subject and or performance requirements. Applicants with non-South African school-leaving certificates must enclose certified copies of documents, and translations where necessary. Applicants from non-English speaking countries should provide proof of English language ability.

**Full-time Postgraduate Applicants**

Candidates should have completed a four-year Bachelors degree, or a three-year degree and a one-year full-time Honours degree in the relevant field to enrol for a Master’s degree. It is recommended that applicants obtain a certificate of evaluation of qualifications from the South African Qualifications Authority (SAQA) prior to submitting applications to the University.

Visit the SAQA website on [http://www.sqa.org.za](http://www.sqa.org.za)

For a full range of undergraduate and postgraduate degrees offered at UKZN please refer to the website: [www.ukzn.ac.za/courses](http://www.ukzn.ac.za/courses)

---

8 UKZN staff members have been appointed to the prestigious positions of South African Department of Science and Technology Research Chairs.
AN OASIS OF LEARNING

University of the Western Cape,
Cape Town, South Africa
WWW.UWC.AC.ZA

Natural Sciences
Arts
Law
Community Health Sciences
Dentistry
Education
Economic & Management Science
University of the Western Cape
A place of quality

The University of the Western Cape (UWC) celebrates 50 years of engaging with change and continues to pride itself on being a place of quality, a place to grow - ultimately fostering hope to action through knowledge.

The University of the Western Cape’s 106ha Main Campus lies like an oasis in the centre of the Cape Town Metropolitan area. With a striking view of Table Mountain on one side and the dramatic Stellenbosch mountains on the other, it is just 27 kilometres from central Cape Town and the V & A Waterfront and a mere 7 kilometres from the airport.

The University has two other campuses: one for Dentistry at Tygerberg Hospital Complex and an Oral Health Centre in the large township of Mitchell’s Plain.

The 30ha Cape Flats Nature Reserve (a Provincial Heritage site) – one of the last representative patches of Cape Flats fynbos - forms part of the modern, leafy campus.

Engaging with change
UWC sees itself as an engaged University, facing the future in a way that transcends the past, and embracing the complex reality of transformation and global technological advances.

It is committed to excellence in teaching, learning and research, to nurturing the cultural diversity of South Africa, and to responding in critical and creative ways to the needs of a society in transition.
Drawing on its proud experience in the liberation struggle, the University is aware of a distinctive academic role in helping to build an equitable and dynamic society.

**Then & Now**
The University of the Western Cape was an apartheid creation that opened in 1960 in terms of the extension of Higher Education Act of 1956 as a University College for “non-whites other than Bantu”.

In the ’70s and ’80s it rejected the ideological foundations on which it was established, became a home of the left and adopted an open admissions policy. Identifying with the University’s academic and political goals, Desmond Tutu, an iconic figure in the struggle for social justice, became UWC’s Chancellor in 1987.

**Leadership**
Today, under the leadership of Rector Professor Brian O’Connell, UWC remains true to its commitment to the disadvantaged, provides education of high quality, leads South Africa in several fields of research, and makes a major contribution to the nation’s human resources needs.

Currently, UWC is among the best universities in Africa and the largest single producer of black graduates in South Africa.

**Global Knowledge Partners**
UWC has a vigorous international programme with partnerships across the globe.

**Linkages include, among others, joint programmes with:**
- the University of Missouri (USA);
- the Flemish universities in Belgium;
- the University of Linkoeping in Sweden;
- Bochum University in Germany;
- the University of British Columbia;
- Howard University in Washington (USA); and
- Sydney University of Technology, as well as universities in India, Bangladesh, Sri Lanka and across the African continent.

**Future**
With its modernised teaching facilities – in particular the five-storey, R500 million Life Sciences Complex, the University has demolished its prefab past and is now firmly positioned to play a leading academic role in helping to shape the future.

**Democracy**
With the advent of democracy in 1994 a large part of the leadership of the new South Africa came from UWC.

The University also had a body of relevant research to inform policy development. Since then it has continued to be at the forefront of the intellectual debate and implementation of the country’s transformation.

**Pride In Excellence**
The following are all examples of why UWC is an excellent choice for tertiary education:
- The Competence Centre in Systems Integration, Analysis and Technology.
- Validation is a flagship project on hydrogen and fuel cell technology, also known as the HySA Systems Competence Centre.
- The DST/MinTek Nanotechnology Innovation Centre: Biolabels Unit & NIC BioSensors Unit works on disease identification and therapeutic intervention in cancer, diabetes and HIV/AIDS, the Biolabels Unit is working on developing novel diagnostics both in vitro and in vivo.
- The Nanoscience Centre develops South Africa’s human capital needs in this area.

Knowledge transfer occurs in modern facilities, like the new five-storey Life Sciences Complex.
• The Institute for Microbial Biotechnology and Metagenomics (IMBM) has diverse research interests in the fields of microbial ecology and microbial biotechnology.

• The South African Institute for Advanced Materials Chemistry focuses on energy generation technologies, including the production, separation, extraction and storage of hydrogen gas.

• The South African National Bio-informatics Institute is the African hub for researching biomedicine and biology through computer technology.

• The Centre for Humanities Research hosts the African Programme in Museums and Heritage Studies and the Aesthetics and Politics Study Circle.

• The Institute for Poverty, Land and Agrarian Studies (PLAAS) engages in research, training, policy development and advocacy in relation to land and agrarian reform, rural governance and natural resource management.

• The South African Herbal Science and Medicine Institute (SAHSMI) is the only South African institute offering research degrees in Herbal Sciences.

• The HIV and AIDS Research Centre focuses on policy and practice-related research that tackles HIV and AIDS prevention, treatment and care.

• UWC hosts the Interdisciplinary Centre of Excellence for Sport Sciences and Development (ICESSD) that promotes sport as a powerful tool for development, health, wellbeing and social change.

• The Community Law Centre played a key role in drafting the South African Children’s Act and the 2008 Child Justice Bill and has observer status with the African Commission on Human and People’s Rights.

• The School of Science and Mathematics Education is the only UNESCO/UNITWIN Centre of Excellence in Science and Mathematics Education in Africa and incorporates a UNESCO Chair in Science and Mathematics Education.

• UWC hosts the UNESCO Chair in Hydrogeology within the Institute for Water Research that advises the African Council of Ministers and trains water scientists in the SADC region.

• The Proteomics Unit houses two advanced MALDI-TOF mass spectrometers for two-dimensional separation of proteins, imaging and analysis tools, automated spot picking and mass spectroscopy tools required for the identification of proteins of interest.

• The Genome Analyser Facility is the only sequencing facility of its kind in Africa.

• Research in the Structural Biology Facility focuses on the computational infrastructure required for structure solution, molecular modeling and docking analysis.

• UWC houses state-of-the-art Protein X-Ray Crystallography and Electron Microscope facilities.

• UWC’s Cape Flats Nature Reserve functions as a base for ecological teaching, environmental education and research.

• The School of Natural Medicine offers programmes in Naturopathy, Phytotherapy (Western Herbal Medicine) and in Chinese Medicine and Acupuncture.

• UWC is Africa’s leader in Free and Open Source Software Development through the work of the Free Software Innovation Unit and is the initiator of AVOIR, a network of African universities in 13 African countries developing free software for use in higher education.

• The UWC/Robben Island Museum Mayibuye Archive is a national heritage resource housing South Africa’s major collection of documents, photographs, films, posters and art objects concerning the liberation struggle. Initiated by UWC, the project is run in association with the Robben Island Museum.

• The Institute for Social Development (ISD) researches socio-economic issues in Africa.

• The African Centre for Citizenship and Democracy examines factors and policy environments that support or inhibit the development of a more inclusive citizenship in the region and continent.

University of the Western Cape

Debra Lamson
International Relations Office
University of the Western Cape
Private Bag X17
Bellville 7535
South Africa

Tel: +27 (0)21 959 2884 / 3340
Fax: +27 (0)21 959 2655
E-mail: dlamson@uwc.ac.za
Website: www.uwc.ac.za
As one of Africa’s leading research universities, the University of the Witwatersrand, Johannesburg, is renowned for its intellectual excellence, pushing the boundaries of discovery and its commitment to nurturing creative innovators, critical thinkers, problem-posers and problem-solvers.

For further information, contact:
Ms Samia Chasi (Manager: International Partnerships)
Tel: +27 11 717 1052 • E-mail: Samia.Chasi@wits.ac.za

Postgraduate Deadline: Quarterly Intake

www.wits.ac.za
University of the Witwatersrand, Johannesburg
Advancing frontiers in knowledge generation

The University of the Witwatersrand, also known as Wits University (Wits), is at the forefront of a changing society. It has a distinguished reputation build on academic excellence and research, and is one of only two universities in Africa ranked in two separate international rankings as a leading institution in the world.

Internationally ranked as one of the leading institutions on the continent, the University of the Witwatersrand (Wits) is one of the premier African research-driven institutions, and offers countless opportunities for students to advance the frontiers of knowledge.

Wits is an engaged institution, dedicated to advancing the public good. It continues to play a key role in fostering intellectual communities and promoting sustainable social and economic development in a globally competitive environment.

As such, Wits offers postgraduate students a platform to engage in real life research issues that affect not only the surrounding communities, but the country, continent and the global village at large, for instance HIV/Aids, evolution of species and natural heritage.

Brief History and Location
The origins of Wits lie in the South African School of Mines, which was established in Kimberley in 1896 and transferred to Johannesburg as the Transvaal Technical Institute in 1904, becoming the Transvaal University College in 1906 and renamed the South African School of Mines and Technology four years later.

Full university status was granted in 1922, incorporating the College as the University of the Witwatersrand.

Today, Wits is an urban university located in the 'City of Gold', Johannesburg, that’s acknowledged as the economic powerhouse of Africa.

Its vast campuses are spread over 400 hectares in Braamfontein and Parktown and has 18 residences, which accommodates 17% of the student population.
Faculties and Academic Staff

The University is home to about 27,700 students, about a tenth of which are international and a third of which are postgraduate students serviced by approximately 5,500 staff (academic and support). The vibrancy of its academic endeavours is reflected in the more than 3,000 courses across five faculties and 34 schools.

The Faculties are:

- **Commerce, Law and Management**
  The Faculty has a strong tradition of professional training and associated research activity aimed at policy work and research support to civil society.

  [www.wits.ac.za/clm](http://www.wits.ac.za/clm)

- **Health Sciences**
  The Faculty of Health Sciences is a research intensive Faculty and the largest of its kind in Africa. High quality research emanates from the Faculty’s 20 Research Entities and the many individuals undertaking relevant and applied research in a number of important fields.

  [www.wits.ac.za/health](http://www.wits.ac.za/health)

  Wits’ Faculty of Health Sciences produces at least 1/3 of the specialists and most of the subspecialists in this sector in South Africa.

- **Humanities**
  This Faculty offers internationally recognised and renowned postgraduate programmes. It is home to leading research centres, institutes, programmes and units, including the Emthanjeni Centre, the Centre for Indian Studies in Africa and the Local Histories and Present Realities History Projects.

  [www.wits.ac.za/humanities](http://www.wits.ac.za/humanities)

- **Science**
  The Faculty of Science contributes to specific University Research Thrusts and has 10 Schools. Most research in these Schools, and their associates, are internationally recognised and are involved in cutting-edge research.

  [www.wits.ac.za/science](http://www.wits.ac.za/science)

- **Engineering and the Built Environment**
  The Faculty is at the forefront of creating wealth by providing society with well-educated, entrepreneurial graduates. In terms of the Washington Accord, official recognition of Wits’ degree programmes have been approved by the professional engineering accrediting bodies in the USA, Canada, Australia, New Zealand, the UK, Ireland and Hong Kong.

  [www.wits.ac.za/ebe](http://www.wits.ac.za/ebe)

Wits is home to one of the largest fossil collections in the southern hemisphere.

Home of talented students and distinguished academics

Wits sustains an impressive research output and actively encourages students and academic staff to push the boundaries of knowledge by tackling fundamental research questions, producing publications of the highest quality, and sustaining the interplay between teaching and research.

Wits not only provide their postgraduate students with the facilities and knowledge, but also offer them a nurtured environment in which discovery and creativity is encouraged and where ideas are discussed freely in a spirit of openness and tolerance.

Priority Research Thrusts

- Biodiversity
- HIV/AIDS
- Evolution of species and natural heritage
- Cities
- Diseases of the lifestyle: An emerging African problem
- Materials science and engineering
- Mineral resource exploration and mining
- Molecular biosciences
- South Africa/India

Ferrari’s Chief Engineer, Rory Byrne, graduated from Wits 43 years ago.
Wits proudly hosts 40 research entities, comprising nine institutes, 19 research units and 12 research groups. Eight of the 40 entities are Medical Research Council units. It further boasts 10 prestigious National Research Foundation Chairs and three Centres of Excellence focussing on Biomedical Tuberculosis Research, Strong Materials and Aerospace respectively.

Acting locally – Performing globally

The Wits International Office (WIO) is strategically positioned to lead and facilitate all internationalisation facets of the University.

This Office was essentially established to cater for the growing needs of degree seeking international students. Its activities have now expanded to manage Internationalisation at Home via the International Human Rights Exchange (IHRE) and similar programmes.

The WIO facilitates agreements for exchange programmes like Study Abroad and promotes the African Footprint initiatives with other African universities and governments such as SANTED NEW II and EARCE. It also manages requests from international visitors - a portfolio that is aligned to the University’s Internationalisation Policy.

In addition to the University’s services for students, the WIO offers additional support including guidance for the application of study permits; advice on medical cover; facilitates interaction with the Department of Home Affairs; and facilitates airport transfers, city/cultural orientation and excursions.

For more information visit: www.wits.ac.za and click on International.

University of the Witwatersrand
Ms Samia Chasi: Manager, International Partnerships
Wits International Office
Private Bag x3, University of the Witwatersrand, 2050, South Africa
Tel: +27 (0) 11 717 1054
Fax: +27(0)11 717 1059
Email: studysa.international@wits.ac.za
Website: www.wits.ac.za

In 2010, a team led by Wits’ Professor Lee Berger, a renowned palaeoanthropologist discovered and described a new species of hominid.
Study abroad at North-West University—a leading university

The NWU embraces innovation and diversity, from the research we conduct to our academic offerings, patents and inventions, approach to community engagement and sporting achievements.

FOR MORE INFORMATION CONTACT:
Director International Liaison:
Tel: +27 18 299 4193 Email: annette.combrink@nwu.ac.za

International Office Potchefstroom Campus:
Tel: +27 18 299 2919 Email: anelishé.vanderspoel@nwu.ac.za

Mafikeng Campus:
Tel: +27 18 389 2144 Email: koos.degenaar@nwu.ac.za

Potchefstroom Campus:
Tel: +27 18 299 2769 Email: theo.cloe@nwu.ac.za

Vaal Triangle Campus:
Tel: +27 16 910 3180 Email: annette.willemse@nwu.ac.za

www.nwu.ac.za
The North-West University (NWU) is one of the most stable universities in the higher education sector in South Africa, with a balance between teaching-learning and research.

According to the 2008 figures by the Department of Education, the NWU rated very good, benchmarked against the other 22 higher education institutions in South Africa.

Although the official 2009 figures will only be published later, it is clear that the NWU has exceeded its previous achievements.

In 2008, the NWU was the fourth largest university in South Africa based on the total headcount, namely 47 008.

The University, with a strong human rights culture, came into being on 1 January 2004 after a merger, and adopted a two-tier management model, consisting of an Institutional Office responsible for policy and procedure, and three campuses on Mafikeng, Potchefstroom and the Vaal Triangle, that operate as coordinated, but autonomous, business units.

Faculties on the various campuses consist of the following:

**Mafikeng**
- Agriculture, Science and Technology
- Commerce and Administration
- Education
- Human and Social Sciences
- Law

**Potchefstroom**
- Economic and Management Sciences
- Law
- Theology
- Arts
- Natural Sciences
- Education Sciences
- Engineering
- Health Sciences

**Vaal Triangle**
- Humanities
- Economic Sciences and Information Technology

The vision of the NWU is to be a pre-eminent university in Africa, driven by the pursuit of knowledge and innovation.

The **NWU’s values**, namely integrity, commitment, accountability and respect, guide the institution towards achieving its vision. These ‘do-values’ are seen as practical enablers in realising the goals of the NWU through the behaviour of all staff and students, building trust and fostering a team spirit across the NWU. The **NWU’s mission** is to become a balanced teaching-learning and research university, and to implement our expertise in an innovative way. This the institution will achieve as it lives its values, strives for sound management and pursue transformation, while being locally engaged, nationally relevant and internationally recognised.
The NWU operates as a government funded tertiary institution, although just over forty percent of its income is derived from this source. It offers full-time and part-time undergraduate and postgraduate courses, as well as correspondence courses to more than fifty thousand students, including some from more than twenty African countries. The faculties have been restructured into a school system and arranged between the three campuses, with a language policy of functional multi-lingualism, based on the needs of different campus constituencies.

In 2007, 2008 and 2009 the NWU won the PriceWaterhouseCoopers Best Governed University Competition. In 2008, the Pan-South African Language Board announced the NWU as the university that has done the most for nation building and multi-lingualism, and in 2010 awarded the University the first prize in the category for interpreting and translation. Also in 2008, the NWU was awarded the Department of Science and Technology’s “Most Innovative University.” The NWU’s tagline, ‘innovation through diversity’, reflects the University’s mission to treasure diverse cultures and harness it in the institution’s pursuit of knowledge and innovation.

Research and Innovation
To speed up the NWU’s move towards becoming a balanced teaching-learning and research university where research finds its rightful place, the research and innovation strategy is carefully focused to optimise resources and ensure maximum impact of interventions.

In addition, the University is progressing well with the implementation of its Research Entities Model. The underlying principle in the identification and development of research entities is that the University, and each campus, develop research strengths, taking into account existing and relevant expertise and potential, the needs of the region and the country, within the framework of the long-term research and innovation strategic plan. There has been a marked increase in the number of NWU researchers with ratings from the National Research Foundation, bringing the number at this stage to 116.

Community Engagement
Community engagement is a strategic priority, with more than 200 projects currently running. The NWU demonstrates an innovative spirit in the implementation of expertise and regards it as an extended activity of the core business of the University, with community development being part of it. Whereas some of the implementation of expertise activities such as short courses, consultation, service rendering, and technology transfer generate a third income stream, many of these activities overlap with, and often enhance, community engagement activities that are typically not for profit.

Sporting Supremacy
In the major sporting codes the University has been amongst the top universities in South Africa for the past five years. Currently, the University is the USSA champions in rugby, netball, athletics, karate and soccer.

Furthermore, the NWU boasts a Rugby Institute and a Hockey Academy on the Potchefstroom Campus, a Soccer Institute on the Mafikeng Campus, and a Cricket Academy on the Vaal Triangle Campus.

Cultural Highlights
The NWU believes in the all-round development of students so that they are well prepared to embark on successful careers, contribute to society and live balanced, purposeful lives. While academic excellence is important, it is not the only attribute that the University seeks to nurture. Campus life is geared to holistic growth and development, as is clear from the wide range of activities in which students are encouraged to participate, such as the endless list of cultural groups and organisations.

Residences
All three campuses offer accommodation in student residences that is comfortable, secure and well maintained. This contributes to a vibrant student life, geared to holistic growth and development. International students can contact the International Office for assistance in finding accommodation.

Entrance Requirements
Admission requirements vary, depending on the programme. For more information on specific requirements, please visit our website at www.nwu.ac.za and look under “Prospective Students”.

International Office
In terms of the NWU’s focus on excellence in all fields, internationalisation as a phenomenon, which goes hand-in-hand with globalisation, has increasingly become more crucial. The new International Office will help focus the internationalisation efforts of the University, but for optimal effect these will be coordinated and all efforts facilitated. The areas of involvement include student and staff exchanges, research partnerships and exchanges, sport and cultural engagements and contracts for research and development, both in Africa and elsewhere.

North-West University

- Director: International Liaison
  Tel: +27 (0)16 299 4193  •  Email: annette.combrink@nwu.ac.za
- International Office, Potchefstroom Campus
  Tel: +27 (0)18 299 2319  •  Email: anelisè.vanderspoel@nwu.ac.za
- Mafikeng Campus
  Tel: +27 (0)18 399 2144  •  Email: koos.degenaar@nwu.ac.za
- Potchefstroom Campus
  Tel: +27 (0)18 299 2769  •  Email: theo.cloete@nwu.ac.za
- Vaal Triangle Campus
  Tel: +27 (0)16 910 3180  •  Email: annette.willemse@nwu.ac.za

Visit our website at: www.nwu.ac.za

www.ieasa.studysa.org

The NWU awarded 583 Master’s degrees in 2008, putting the University in the sixth place in South Africa.
South African universities offer exceptional academic options in a vibrant, diverse setting.
University of Fort Hare
Together in Excellence

Division of Marketing and Communications
Alice Campus
Private Bag X1314
Alice, 5700
Tel: 040 602 2011
Fax: 040 653 1554
www.ufh.ac.za

Recipient of the Supreme Order of Baobab (gold)

Faculty of Science and Agriculture

Faculty of Education

Faculty of Management and Commerce

Faculty of Law
The Faculty of Education seeks to be a world-class Southern African Faculty of Education, preparing 21st-century educators that are critical, creative problem solvers, initiators and leaders in education.

1. School for Initial Teacher Education (SITE)
2. School of In-Service Programmes (SISP)
3. School for Postgraduate Studies (SPGS)

Contact details:
Ms Z Mbuli
(Faculty Manager)
Tel: +27 (0) 40 602 2410
Fax: +27 (0) 40 602 2448
Email: pmbuli@ufh.ac.za
Website: http://www.ufh.ac.za/edu

Division of International Affairs

Internationalisation aims at contributing towards the overall mission of the University through co-operative and collaborative partnerships and academic, research and student exchanges, study abroad and other international education program agreements in order to achieve a cultural diverse university community, a globally competitive teaching and learning environment as well as to offer high quality education of international standards.

University of Fort Hare
International Affairs

Contact details:
Mr. Mbeko B.S. Mnyatheli
Head(Director Level)
Mobile: +27 (0)79 218 2082
Landline: +27 (0)60 22 2221
+27(0)43 704 7386
Facsimile: +27(0)60 628 2635
E-mail Address: mmbnyatheli@ufh.ac.za

Faculty of Social Science and Humanities

The Faculty of Social Sciences and Humanities is committed to the advancement of knowledge that is socially and ethnically relevant through innovation and excellence in its academic programmes, and aims thereby to contribute to the public good in South African society and across the globe.

1. School of Humanities
2. School of Social Sciences
3. Centre for Theology and Religion

Contact details:
Ms N Nguna
(Faculty Manager)
Tel: +27 (0) 40 602 2242
Fax: +27 (0) 40 602 2591
Email: nnguna@ufh.ac.za
Website: http://www.ufh.ac.za/fssh
The University of Pretoria (UP) places the highest premium on academic excellence and academic standards, and combines a world-class education with diverse opportunities to enjoy student life to the full. The University provides outcomes-based qualifications, which combine relevant intellectual and other skills. UP strives to achieve a balance between instituting new, viable, career-orientated programmes to meet rapidly changing market needs, while preserving traditional scientific programmes and stimulating postgraduate study and research.

University of Pretoria celebrated its centenary in 2008. Having started off in 1908 with four professors and 32 students, the UP now has 6 000 staff and approximately 60 000 students.

This world-class research and training institution has over 70 academics that carry National Research Foundation ratings. The University provides an intellectual home to the rich diversity of South Africa’s talent. Through excellence in research and other fields, the University of Pretoria has become a preferred partner – both nationally and internationally.

A fundamental value of the University of Pretoria is to promote intellectual and social justice, so as to ensure racial, ethnic and gender equality in all spheres of its institutional life. The University of Pretoria embodies the rich diversity and depth of South African society.

Vision
The University of Pretoria strives to be:
• A leader in higher education that is recognised internationally for academic excellence and a focus on quality;
• A university that is known for international competitiveness and local relevance, through continuous innovation;
• The university-of-choice for students, staff, employers of graduates and those requiring research solutions;
• A university with an inclusive and enabling, value-driven culture that provides an intellectual home for the rich diversity of South African academic talent;
• The premier university in South Africa that acknowledges its prominent role in Africa, is a symbol of national aspiration and hope, reconciliation and pride, and is committed to discharging its social responsibilities.

Mission
The mission of the University of Pretoria is to be an internationally recognised South African teaching and research university and a member of the international community of scholarly institutions.

Language Policy and Medium of Instruction
In formal teaching, the medium of instruction is either English or Afrikaans, or both of these languages provided that there is a demand and that it is academically and economically...
justifiable. In respect of administrative and other services, a student has the right to choose whether the University should communicate with him or her in English or Afrikaans. A third language, Sepedi, is also used as a language of communication.

The Campuses and Faculties
The University of Pretoria is one of the largest residential universities in South Africa. There are five campuses in Tshwane (i.e. Pretoria), while the Business School, the Gordon Institute of Business Science, presents modules on both the Hatfield and Sandton Campuses.

Sports Campus: Houses the High Performance Centre and TuksSport. Sport represents a significant part of student life and has a long and proud tradition. UP provides students with opportunities to participate at club, national and international levels in 28 sporting disciplines. TuksSport offers top sport facilities and a High Performance Centre with a Sport Hotel for visiting sportsmen and women. Over the years, we have produced many national and international sport stars. For more information consult www.up.ac.za/tukssport or e-mail your query to sportinfo@up.ac.za

UP GIBS Campus: The Gordon Institute of Business Science Campus (in Illovo, Sandton), provides business and leadership education to the South African business community that is tailored to the South African market, while providing students with a global perspective.

Application and Closing Dates
The academic year at the University of Pretoria starts in January and concludes in November. Applications open on the 1st of March of the year preceding the year of study. Selection courses are those degree courses with early closing dates and limited space. Applications for the following academic selection programmes close on 30 June of each year for both South African and International Students:

- BA (Fine Arts)
- BA (Information Design)
- BA Languages (Journalism)
- BA (Human Movement Science)
- BSportSci
- BA (Drama)
- BA (Music)
- BMus
- LLB (Law)
- BCom (Accounting Sciences)
- BCom (Investment Management)
- BAdmin (Public Management) (Option: Public Administration)
- BCommunication Pathology (Audiology)
- BCommunication Pathology (Speech-Language Pathology)
- MBChB (Medicine)
- BCMP (Clinical Medical Practice)
- BOccT (Occupational Therapy)
- BPhysT (Physiotherapy)
- BCur (Nursing)
- BDietetics
- BChD (Dentistry)
- BOH (Oral Hygiene)
- BSc (Arch) (Architecture)
- BSc ((Int) (Interior Architecture)
- BSc (Real Estate)
- BSc (QS) (Quantity Surveying)
- BSc (Construction Management)
- BT&RP (Town and Regional Planning)
- BVSc (Veterinary Science)

Hatfield Campus:
Houses the following Faculties:
- The Faculty of Economic and Management Sciences
- The Faculty of Engineering, the Built Environment and Information Technology
- The Faculty of Humanities
- The Faculty of Law
- The Faculty of Natural and Agricultural Sciences
- The Faculty of Theology

Onderstepoort Campus: Houses the only Faculty of Veterinary Sciences in South Africa.

Groenkloof Campus: Houses the Faculty of Education, and has its own residences and sports grounds.

Prinshof Campus: Houses the Faculty of Health Sciences, Dentistry and Nursing and also has its own residences.

Mamelodi Campus: Selected four-year BSc programmes of the Faculty of Natural and Agricultural Sciences are presented on this campus.

UP has over 70 academics that carry National Research Foundation ratings.
• DipVetNurs (University Diploma in Veterinary Nursing)
• BVetCur (Veterinary Nursing)

Applications for undergraduate academic programmes, other than those mentioned above, close on 30 September in the year preceding the year of study for South African students and on 31 August for international students.

Please make use of the online web application form at www.up.ac.za/apply. Please note that with web applications the application fee can only be paid by credit card. Specific admission requirements apply to each degree offered at the University of Pretoria. Please consult the following website for details: www.up.ac.za

Accommodation at the University of Pretoria
The Department of Residence Affairs and Accommodation (TuksRes) offers students a safe, functionally-convenient, on-campus study and living environment. Placement is based on academic merit and the first round of placements are done in May of the year preceding study. Demand always exceeds availability and it is advisable to apply as soon as possible.

The Department of Student Affairs
The vision of this Department is to create an equitable environment for students by providing vocational guidance, social and psychological care in order to ensure academic excellence.

Resorting under the Dean of Students, the Department of Student Affairs incorporates the following divisions:
• Student Health.
• The Disability Unit.
• Student Development, which oversees the Student Representative Council; student culture; student media; THE PERDEBY newspaper; TUKSFM (which broadcasts on 107.2); and TUKSRAG. Students can participate in any of the more than 100 religious, cultural, academic and literary societies.
• Student Support, which offers the following services: study methods; reading skills; life skills; career planning; communication skills; psychometric tests; and support for students with special needs.

Arts and Cultural Activities
The University of Pretoria has four museums, which are not only for cultural enjoyment, but are also research centres, which give added value to various academic programmes. For more information, e-mail your request to arts@up.ac.za.

The University’s own symphony orchestra, various choirs, film festivals, the serenade competition, drama productions, the annual ‘Ienk Concert’ and many more events cater for your cultural needs.

The Client Service Centre
The Client Service Centre provides the following services:
• All general enquiries regarding the University of Pretoria.
• Student recruitment.
• Residences.
• Applications.
• Student accounts and payments.
• Study financing.
• Student cards.
• Parking discs.
• International student support.
• Career placement.
• Course consultations.

University of Pretoria
Hatfield Campus
c/o Lynnwood Road and Roper Street
Hillcrest, Pretoria, 0002, South Africa

Call Centre
Tel: +27 (0)12 420 3111
Fax: +27 (0)12 420 4555
E-mail: csc@up.ac.za
Website: www.up.ac.za
Creating futures

The Cape Peninsula University of Technology (CPUT) is the only university of technology in the Western Cape, South Africa. The University offers more than 80 career-focused courses at various campuses and service-points in Bellville, Cape Town, Granger Bay, Mowbray and Wellington, Western Cape, South Africa. With more than 32 000 students, the University is the largest in the Western Cape.

QUALIFICATIONS AND ADMISSION REQUIREMENTS
The University offers diploma and bachelor degree study, as well as postgraduate research and study towards Master’s and Doctoral degrees, in six faculties.

APPLIED SCIENCES
Agricultural Management
Agriculture (Animal Production, Crop Production or Viticulture & Oenology)
Analytical Chemistry
Biotechnology
Consumer Science: Food & Nutrition
Environmental Health
Environmental Management
Fisheries Resource Management
Food Technology
Horticulture
Landscape Technology
Mathematical Technology
Nature Conservation
Oceanography

BUSINESS
Accounting
Cost and Management Accounting
Entrepreneurship
Event Management
Financial Information Systems
Hospitality Management:
Accommodation, Food & Beverage
or Professional Cookery
Human Resource Management
Internal Auditing
Management
Marketing
Office Management & Technology
Printing Management
Public Management
Real Estate
Retail Business Management
Sports Management
Tourism Management

EDUCATION
FET: Economic & Management Sciences
GET: Foundation Phase (Grade R-3)
GET: Intermediate & Senior Phases (Grade 4-9)

ENGINEERING
Building, leading to Construction Management or Quantity Surveying
Cartography
Clothing Management
Engineering: Chemical
Engineering: Civil
Engineering: Computer Systems
Engineering: Electrical
Engineering: Industrial
Maritime Studies
Engineering: Mechanical
Engineering: Mechanical: Marine
Engineering: Mechatronics
Operations Management
Surveying
Textile Technology

HEALTH & WELLNESS SCIENCES
Biomedical Technology
Dental Assisting
Dental Technology
Emergency Medical Care
Nursing
Optical Dispensing

Radiography (Diagnostic, Therapy,
Nuclear Medicine, Ultrasound)
Somaticology
INFORMATICS AND DESIGN
Architectural Technology
Fashion
Film & Video Technology
Graphic Design
Industrial Design
Information Technology
Interior Design
Jewellery Design & Manufacture
Journalism
Multimedia Technology
Photography
Public Relations Management
Surface Design
3-D Design
Town & Regional Planning

Cooperative education, a component part of any diploma study, prepares students for the job market and makes provision for part of their training, known as experiential learning, to take place in practice.

ADMISSION REQUIREMENTS
Undergraduate: Our minimum admission requirement is a South African National Senior Certificate or equivalent qualification. Postgraduate: A Bachelor in Technology degree (BTech) or equivalent is required for admission to postgraduate (MTech) study.

Applicants who do not have a South African qualification are required to send their results/qualifications to the South African Qualifications Authority in order to have them evaluated and equated to a South African qualification. For more information go to the website: www.qaqa.org.za

RESEARCH
The potential to develop a vibrant, strong and relevant research environment at CPUT has been demonstrated by past research success in a number of disciplines.

CPUT is currently recognised by the National Research Foundation for excellence in research in the following areas:
- Computational and Applied Technologies in Manufacturing
- Environmental Toxicity and Remediation
- ICT in e-Business, e-Government and Community Engagement for Shared Growth
- Instrumentation Research
- Material Science and Technology
- Real-time Distributed Systems

CPUT’s research outputs include TB/HIV/AIDS, Mathematics, Science and Technology Education, instrumentation, separations technology, energy technology, power systems, e-commerce, tourism and hospitality, coastal resource management and various

BELLVILLE CAMPUS Tel +27 (0)21 959 6653 Fax +27 (0)21 959 6662
CAPE TOWN CAMPUS Tel +27 (0)21 460 3032 Fax +27 (0)21 460 3076

http://www.cput.ac.za

For more information, write to:
nationaloffice@cput.ac.za
interdisciplinary research projects. Collaborative research agreements exist between CPUT and various universities in India, Switzerland, UK, USA and Russia, amongst other leading South African universities, as well as the French-South African Technical Institute of Electronics (F'SATI), inaugurated at CPUT in 2009. F'SATI will be launching its first satellite in 2011. The University’s research culture and history spans almost two decades and focuses its applied and problem solving research on regional, national and continental needs.

HISTORY
The Cape Peninsula University of Technology (CPUT) was established on 1 January 2005 when the Cape Technikon and Peninsula Technikon merged. This was part of a national process of transforming the higher education landscape in South Africa. The history of CPUT is, therefore, the history of the two merged institutions and goes back to 1920 when the foundation stone of the Longmarket Street Building of the then Cape Technical College was laid in Cape Town.

The Peninsula Technical College was established in 1962 and in 1967 the College relocated to its Bellville Campus.

After the promulgation of the Technikons Act in 1976, technical colleges were able to offer tertiary education in selected fields of study. During 1979 both colleges were legally established as technikons and from 1983 they were empowered to offer degrees: Bachelors, Master’s and Doctoral degrees in Technology.

FACILITIES AND SERVICES
• There are some one hundred sports, social and cultural clubs and societies, covering a wide range of interests.
• Health services, including a disability unit, and counselling are available to students on all campuses.
• International students qualify for accommodation in any of the University’s 25 residences. Transport to and from residences is available.
• Libraries give access to more than four million books, internet and DVD/audio facilities.
• All students have access to computers, as well as email and internet facilities.
• CPUT’s Writing Centre provides academic and mentorship support to students, including the development of writing skills and the preparation of presentations in English, the development of analytical thinking and computer literacy.

The Cape Peninsula University of Technology offers more than 70 career-focused undergraduate and postgraduate courses at the following faculties:

<table>
<thead>
<tr>
<th>Applied Sciences</th>
<th>Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Health &amp; Wellness Sciences</td>
</tr>
<tr>
<td>Education &amp; Social Sciences</td>
<td>Informatics &amp; Design</td>
</tr>
</tbody>
</table>
**Brief History**

As a state higher education university of technology and a member of the International Association of Universities and the Commonwealth, Durban University of Technology (DUT) brings a solid reputation stretching from almost a century of internationally recognized degrees and diplomas. The university aspires to be a “preferred university for developing leadership in technology and productive citizenship”, and to “making knowledge useful”.

**Location and Campuses**

DUT is a multi-campus university of technology, at the cutting edge of higher education, technological training, and research. We offer students the convenience of attending one of seven sites located throughout KwaZulu-Natal. The two main campuses, Steve Biko and ML Sultan Campus are situated on the Berea in Durban, providing state-of-the-art facilities and a superb learning environment. The Pietermaritzburg Campus is situated in the Midlands, which have extraordinary potential as a hub for technological innovation and education.

**Faculties and Departments**

DUT offers an exciting range of undergraduate and postgraduate programmes from six faculties. Our qualifications include National Diplomas, Bachelor of Technology, Master and Doctoral degrees.

**Faculty of Accounting and Informatics**

- Cost & Management Accounting
- Corporate Administration
- Financial Accounting
- Information Systems
- Information Technology
- Internal Auditing
- Library & Information Studies
- Office Management & Technology
- Taxation

Faculty Office: +27 (0)31 373-5441

**Faculty of Applied Sciences**

- Biotechnology
- Chemistry
- Clothing Management
- Consumer Sciences: Food & Nutrition
- Food Technology
- Horticulture
- Landscape Technology
- Maritime Studies
- Sport Management
- Textile Technology

Faculty Office: +27 (0)31 373-2907

**Faculty of Arts and Design**

- Bachelor of Education (B.Ed)
- Drama
- Fashion
- Fine Art
- Graphic Design
- Interior Design
- Jewellery Design & Manufacture
- Journalism
- Language Practice
- Photography
- Translation & Interpreting Practice
- Video Technology

Faculty Office: +27 (0)31 373-6517

**Faculty of Engineering and the Built Environment**

- Architectural Technology
- Building
- Engineering: Chemical
- Engineering: Civil
- Engineering: Computer Systems
- Engineering: Electrical (Light Current)
- Engineering: Electrical (Heavy Current)
- Engineering: Industrial
- Engineering: Mechanical
- Pulp & Paper Technology
- Surveying
- Town & Regional Planning

Faculty Office: +27 (0)31 373-2447

**Faculty of Health Sciences**

- Biomedical Technology
- Child & Youth Development
- Chiropractic
- Clinical Technology
- Dental Assisting
- Dental Technology
- Emergency Medical Care
- Environmental Health
- Homoeopathy
- Nursing
- Radiography (Diagnostic; Nuclear Medicine; Therapy; Ultrasound)
- Somatology

Faculty Office: +27 (0)31 373-2716

---

**www.dut.ac.za**
Facility of Management Sciences
- Business Administration
- Catering Management
- Ecotourism Management
- Hospitality Management
- Human Resources Management
- Management
- Marketing
- Operations Management
- Public Management
- Public Relations Management
- Quality
- Retail Business Management
- Tourism Management

Faculty Office:
+27 (0)37-5410

Research
There are research programmes and initiatives available to students, which are supported by DUT, the National Research Foundation and other external funding agencies.

Entrance Requirements
The minimum entrance requirement for admission is a South African National Senior Certificate as certified by Umalusi or a recognised equivalent qualification. International students must be evaluated with the G7(9)* rule or by the South African Qualifications Authority (SAQA) at full Senior Certificate level or higher. *As per DUT’s rulebook for Students 2010, available on the DUT website under the heading ‘Prospective Students’.

Facilities and Services
DUT is committed to providing students with a positive learning environment, offering support and guidance wherever possible through a number of services and facilities. The Co-operative Education Unit works closely with industry to provide students with work experience and graduate placement. The Financial Aid Service offers fund-based assistance to students. Within the Student Counselling Department, we have qualified professional staff that helps students with career counselling, guidance and life-skill. DUT also has a project, the TABEISA Enterprise Centre, which assists students and the community with advice and training on small business development. Students can also benefit from other excellent facilities such as the sports grounds and equipment, art gallery, social clubs, library and beautiful gardens.

Accommodation
Accommodation is offered to all eligible students who wish to stay on campus.

International Education and Partnerships (IEP)
The Directorate: International Education and Partnerships (IEP) was established to support DUT in its drive towards becoming a globally positioned university of technology.

IEP encourages internationalisation by highlighting activities in our departments to international and potential partners viz. Universities, Industry, Embassies, Consulates, Government Departments and International Agencies, and through this promoting the image of the institution as a reputable, leading university of technology in Africa within a dynamic global context.

Some of our activities include:
- To develop partnerships with other Universities internationally.
- To foster and conclude international partnerships in a top-down as well as bottom-up fashion.
- To target high quality international students especially in the SADC region.
- To service our international partnerships efficiently and assist short-term and long-term international students to have a positive experience at DUT.
- To share good practice with our partners and to benchmark against such practice.
- To provide pastoral support to our International Students.
- To provide logistical support to international visitors, scholars and students (this includes immigration requirements, medical aid, visa information, student welfare, advice on foreign qualifications and conferment of status).
- To work with academic departments to identify suitable international partners that will promote teaching innovation, learning and research.

Contact Details:
Mrs Angel Motsamai
Tel: +27 (0)31 373-2471
E-mail address: International@dut.ac.za

University Contact Details:
Student Enquiries & Admissions
Tel: Durban +27 (0)31 373-2000 • Fax: Durban +27 (0)31 373-2265
Tel: PMB +27 (0)33 845-8800 • Fax: PMB +27 (0)33 845-8885
Call Centre number: 0860 10 31 94
E-mail: recruitment@dut.ac.za • Website: www.dut.ac.za
In 2009, Rhodes University was recognised as the most internationalised South African university in terms of student diversity by the International Education Association of South Africa.
Rhodes University is one of South Africa’s outstanding universities in teaching, research and community engagement. The smallest university in South Africa, some 7 000 students are currently enrolled. Almost 25% are postgraduates, 21% international students from 50 countries, and 59% are women. Over 3 200 students live in Rhodes’ 48 residences and are associated with its 10 halls.

Rhodes has a favourable academic staff to student ratio, which guarantees students easy access to academics and close supervision. We have the best undergraduate pass rates and graduation rates in South Africa, and outstanding postgraduate success rates. Rhodes has also for many years consistently been amongst the top three universities in terms of research publications per academic staff member.
Tshwane University of Technology: a world class university

On January 2004, the South African higher education landscape changed forever. Since then many institutions have merged, and technikons have become universities of technology. Tshwane University of Technology (TUT) was born out of the merger of three technikons; North West, Northern Gauteng and Pretoria. Today TUT is the largest residential university in the country, with 60 000 students, nearly 22 percent of them living in 34 residences at various campuses.

TUT has seven faculties spread over six learning sites, the Faculties of: Economics and Finance; Engineering and Built Environment; Arts; Information and Communication Technology; Humanities; Science and Management Sciences. Together they offer more than 100 degree courses, 70 percent of them up to postgraduate level.

A winning strategy
TUT’s vision is to be the leading university that promotes knowledge and technology; provides career education of international standard that is relevant to the needs and aspirations of southern African people. In support of this vision TUT:
• Creates, applies and transfers knowledge and technology of international standard through professional courses at undergraduate and postgraduate levels.
• Serves and empowers society by meeting the socio-economic develop needs of southern Africa through the fruits of its teaching and the skills of its staff and students.
• Extends the parameters of technology innovation by making knowledge useful through applied research and development.
• Establishes and maintains a strategic partnership network locally and internationally for the mutual benefit of the institution and its partners.

Graduates who makes a difference
New market related courses are developed continuously with the help of trade and industry advisory bodies, ensuring that courses have vocational and profession links. In this way, the ever changing educational needs of trade and industry are met and courses are relevant and applicable. Most courses have a learning component so that graduates can apply the knowledge they acquired at TUT and can make an impact immediately on being employed.

Qualifications and admissions
The university awards national diplomas and bachelor of technology degrees, up to master's and doctoral degrees. Anyone complying with set requirements will be considered for admission provided there is space on a specific course at a specific campus.

Good reasons to study at TUT
The Tshwane University of Technology:
• Is one of the most extensive and modern universities of technology in South Africa
• Is the one of only two universities of technology that are world class in terms of research standards, and may therefore offer master’s and doctoral degrees
• Has worldwide academic agreements and recognition.
• Is technologically advanced, with virtual classroom s, e-testing, video conferencing, video and audio facilities, and interactive multimedia learning.
• Offers skills based qualifications
• Has a large number of sports codes and well equipped sports facilities
• Has campuses in Pretoria, Soshanguve, Ga-Rankuwa, Polokwane, Witbank and Nelspruit

Student life
TUT has good, comprehensive programmes taking care of students. Academic development units assist staff and students, and teach students life skills.

International Partnerships
A dedicated International Partnerships Office facilitates the smooth integration of international students into life into TUT. The university also offers exchange and internship programmes. The institution has more than 100 collaboration agreements, and international post graduate students pay the same fees and South Africans.

Tshwane University of Technology
Mr. Hendrick Shubane (Executive Director)
Partnerships Directorate
Tel: +27 012 382 5311
Fax: +27 86 620 0634
Email: shubanel@tut.ac.za

Ms. Kedisaletse Mahlangu (Head of Department)
International Partnerships Office
Tel: +27 012 382 4922
Emails: mahlangukm@tut.ac.za

Empower yourself - It's a matter of choice

086 110 2421 ➔ 012 382 5533 ➔ www.tut.ac.za
Tshwane University of Technology - a leader in Africa

To make the correct career and institutional choice is not always easy.
TUT makes the selection simple. How?

- TUT is one of the leading universities of technology in Africa
- Academically TUT is divided into seven faculties: Economics and Finance, Engineering and the Built Environment, Science, Humanities, Information and Communication Technology, Management Sciences, and the Arts
- All TUT programmes are registered on the South African National Qualifications Framework (NQF) and are credit bearing
- Geographically, TUT's footprint covers four of South Africa's nine provinces with campuses situated in Gauteng, Mpumalanga, Limpopo and the North-West Province
- Twenty-eight rated researchers inspire, assist and motivate postgraduate students to excel in research projects
- Living in a TUT residence is an excellent way to make friends, have fun and fully experience student life – without any initiation activities. All new students attend an orientation programme to make them feel at home and to become familiar with their new environment
- Excellent career counselling and study guidance services are available
- The Directorate of Financial Aid provides a highly effective system of financial support services
- Closing date for applications is August of each year

Empower yourself - It’s a matter of choice

086 110 2421 ➔ 012 382 5533 ➔ www.tut.ac.za
University of South Africa

**Brief history:**
Founded in 1873 as the University of the Cape of Good Hope, the University changed its name to the University of South Africa in 1916 and moved to Pretoria from the Cape two years later. Initially only an examining body, it began offering distance education courses in 1946. In 2004 following the merger with Technikon SA and Vista University’s Distance Education component, the name University of South Africa (Unisa) was retained as it became a truly comprehensive university offering academic and vocational courses.

**Unique culture:**
Unisa is the dedicated distance education tertiary institution in South Africa. It offers tuition through open and distance learning.

**What is distance education?**
Every year thousands of aspiring students apply to study at Unisa and it is clear that many of them do not understand what distance education entails.

In a nutshell, distance education means, that you can study wherever you are: at home, overseas, on holiday. It also means that there are no classes to attend, although the University does offer discussion classes annually as well as a limited amount of tutorials in some courses on Saturdays at main centres.

The process of studying through open distance learning (ODL), which distance education has become, is very different from the old way of studying through correspondence.

Students are given different options of method of study, by using the postal service, or using the internet. Unisa is in the process of offering more courses online but for the present undergraduate courses will be offered through the traditional way of posting assignments, study guides and tutorial letters as well as using the internet.

Because Unisa students are usually employed full time and even if they are not employed outside the home, have busy schedules with family and social commitments; a number of criteria when planning to study are important.

- Be sure that what you plan to study matches your abilities, skills and personality. Too often, prospective students wish to study a field because of peer or family pressure or an unrealistic view of what that field entails. Try to spend a few days at an organisation in the field of your choice to see exactly what that work entails. If you have questions or need assistance in deciding on courses or a choice of career, contact the Directorate for Counselling.

- Once you have made your choice, do not register for too many courses in your first year of study. Pace yourself and experience how much time you need to study and complete an assignment. Remember the more assignments you complete the better your chances of passing.

- Work out a study schedule, taking into account free time, and stick to it.

- Read your tutorial letters carefully – there is a lot of material sent to new students and it is important to read through everything so you understand the processes and what is expected of you. You have as much responsibility towards the University as it has towards you.

- Make a note of the names and contact details of administration staff and your lecturers.

- Contact your lecturers if you need assistance BUT please first make an appointment if you wish to visit in person. Otherwise telephone, write or email.

- Unisa has changed its registration system to streamline the process in order to accommodate the some nearly 300 000 students who register annually. First-time students need to apply for registration and once their documents have been approved they will receive a student number. With this number they can register online, through the post, by fax or in person at the main campus and at the regional offices. Please note Unisa does not accept cash for security reasons, therefore online payments or credit cards or payment through the Post Office can be made.

Tutorial material can be put onto a CD if you register in person and have access to a computer, or the material can be downloaded as needed or, it can be couriered or posted.

Check carefully what prescribed books you will need for each course and obtain them as soon as possible. You will receive a quotation for prices of books on request and especially if you are applying for a bursary or loan. Recommended books are extra reading and can be obtained through the library. Students living far from the campus can order library books to be posted.

The study guides will contain self-examination questions and are designed to support the student as much as possible.

Assignments are marked and sent back with comments from the lecturers. In addition students receive tutorial letters with feedback sent after the closing dates of assignments. By studying the lecturers’ comments and the feedback students will be able to improve their marks and be better prepared for the examinations.
Study South Africa

Examinations are held at centres as convenient as the University can manage for the students. Students are given their provisional examination dates on registration. It is important to check if any of your examinations clash so you can immediately inform the University.

Registered students can register on MyUnisa where their records will show assignments and exam information as well as marks, and students can email their assignments, among other features.

Studying through distance education is not easy, but it is rewarding and an excellent and affordable way to improve one’s qualifications and chances in the work market.

Colleges:
Unisa offers courses from certificate to doctorates in the following colleges:
- Human Sciences
- Economic and Management Sciences
- Law
- Science, Engineering and Technology
- Agriculture and Environmental Studies

Research:
Unisa has several centres of excellence focused on issues facing Africa. These include:
- Bureau for Market Research
- Centre for African Renaissance Studies
- Centre for Corporate Citizenship
- Centre for Human Rights (in partnership with University of Pretoria)
- Centre for Sustainable Development of Agriculture and Environmental Science
- Centre for Applied Psychology
- Centre for Legal Aid Clinic
- Unisa Aids Centre
- Centre for Indigenous Law

Staff:
Unisa has 4 286 members of staff of whom one-third are academic or research staff - the rest are administrative and support staff. Nearly 60 percent of staff are black and 58 percent are women.

Entrance requirements:
Prospective students will need original and certified copies of their matric or school leaving certificates as well as their identity documents. Entrance requirements can be ascertained for the different qualifications by visiting the website or calling the national number.

Facilities:
While Unisa offers tuition through distance education, it also provides a limited number of tutorials at the learning centres on Saturdays for an extra nominal fee. Students are required to buy their text books but recommended books can be ordered from the library.
There are colleges for registration and sending in assignments at all offices. However, students can also register online and send in and receive their assignments through email. If registering in person, tutorial material can be downloaded on to a CD.

Accommodation:
Unisa does not currently offer accommodation for students.

International students:
All students can study wherever they live. Unisa arranges exam venues in main centres wherever students live.

Contact Details:
study-info@unisa.ac.za
0861 670 411 or +27 11 670-9000
www.unisa.ac.za

Location and Campuses:

Gauteng
Hub Pretoria
H. L. Walker & Joubert Street
Pretoria
Masalmo@unisa.ac.za
Tel: 0861 670 411
International: +27 11 670-9000

Johannesburg
JSE Annex Building
1-Kirk Street, Newtown
Johannesburg
mmkola@unisa.ac.za
Tel: 011 630-4502
Florida
Cnr Christiaan de Wet & Pioneer Avenue
Florida
cseremul@unisa.ac.za
Tel: 011 471-9000

KwaZulu-Natal
Hub: Durban
230 Stalwart Simelane Street
Durban
Tel: 031 335-1722

Midlands
Rustenburg
1st Floor, Forum Building
Cnr Steen & Oliver Tambo Streets
Rustenburg
rustenburg@unisa.ac.za
Tel: 014 904-8800/4

North Eastern
Polokwane
Landros Mare Road
Polokwane
Tel: 015 290-3416/7/8/0

Nelspruit
31 Brown Street
Nelspruit
mpumulanga@unisa.ac.za
Tel: 013 755-2476

Middelburg
32 Victoria St.
Middelburg
mtata@unisa.ac.za
Tel: 047 531-5002

Cape Coastal:
Parow Hub
15 Jean Simonis Street, Parow
capetown@unisa.ac.za
Tel: 021 936-4119

East London
10 St Lukes Rd
Southernwood
East London
eastlond@unisa.ac.za
Tel: 043 743-9246

Mthatha
32 Victoria St.
Mthatha
urtata@unisa.ac.za
Tel: 047 531-5002

KwaZulu-Natal
Hub: Durban
230 Stalwart Simelane Street
Durban
Tel: 031 335-1722

Pietermaritzburg
Langalibelele Street
Pietermaritzburg
pieterma@unisa.ac.za
Tel: 033 355-1712/15/17

Midlands
Rustenburg
1st Floor, Forum Building
Cnr Steen & Oliver Tambo Streets
Rustenburg
rustenburg@unisa.ac.za
Tel: 014 904-8800/4

North Eastern
Polokwane
Landros Mare Road
Polokwane
Tel: 015 290-3416/7/8/0

Nelspruit
31 Brown Street
Nelspruit
mpumulanga@unisa.ac.za
Tel: 013 755-2476

Middelburg
32 Victoria St.
Middelburg
mtata@unisa.ac.za
Tel: 047 531-5002

KwaZulu-Natal
Hub: Durban
230 Stalwart Simelane Street
Durban
Tel: 031 335-1722

Pietermaritzburg
Langalibelele Street
Pietermaritzburg
pieterma@unisa.ac.za
Tel: 033 355-1712/15/17

Midlands
Rustenburg
1st Floor, Forum Building
Cnr Steen & Oliver Tambo Streets
Rustenburg
rustenburg@unisa.ac.za
Tel: 014 904-8800/4

North Eastern
Polokwane
Landros Mare Road
Polokwane
Tel: 015 290-3416/7/8/0

Nelspruit
31 Brown Street
Nelspruit
mpumulanga@unisa.ac.za
Tel: 013 755-2476

Middelburg
32 Victoria St.
Middelburg
mtata@unisa.ac.za
Tel: 047 531-5002
University of the Free State

Cultivating excellence, equity and innovation

Situated in the heart of the central region of South Africa, the University of the Free State (UFS) is one of the oldest (1904) South African institutions of higher learning. An inspirational intellectual climate, healthy research culture, spirit of critical enquiry and a commitment to community engagement are at the core of all academic activity at the University.

“We do not want to be good. Good is the enemy of great and our University wants to be great. Prepare for the ride of your life.”
Prof Jonathan D Jansen, Vice-Chancellor and Rector of the University of the Free State (quoting from the book by Jim Collins, Good to Great).

Our seven Faculties offer a comprehensive range of undergraduate and postgraduate programmes to more than 29 000 students – 25% of them postgraduate, including 3 000 international students.

With the vision and fresh strategic direction of the new Vice-Chancellor and Rector, Prof Jonathan Jansen, the UFS is recognised as a leader in transformation and poised to take a leading role in higher education and development in South Africa.

Location and Campuses
Bloemfontein, the seat of the Main Campus, is the capital of the Free State Province. This small city, with its big heart, offers a broad spectrum of recreational, commercial and educational facilities and services. The University also comprises the South Campus in Bloemfontein, as well as the Qwa-Qwa Campus in the Eastern Free State, approximately 300 kilometres from Bloemfontein.

The academic programmes at UFS are supported by 2 000 academic staff and 900 administrative and support staff, served by a modern technological infrastructure connecting the three campuses.

The UFS thrives on the universality of ideas stimulated by the cross-currents of its international scholars and students. As an important step towards becoming an institution that exemplifies the scholarship and practice of reconciliation, forgiveness and social justice, the International Institute for Studies in Race, Reconciliation and Social Justice will be launched in 2010.

Research Excellence
The UFS boasts no less than 84 National Research Foundation (NRF)-rated researchers, testimony to the success of pro-active institutional research development driven by the vision to deliver superior research performance. Our remarkable track record is widely acknowledged with outside observers talking about our world-class contributions in chemistry, our outstanding performance in clinical medicine, our productive programmes

The University of the Free State has 3 000 international students.
in agricultural sciences and advances in diverse fields such as law, music, optometry and theology amongst others.

The Strategic Academic Cluster Initiative is an intensive, institution-wide effort to focus our research activities, expected to establish the University of the Free State as a world leader in specified strategic areas of research.

**The University's six Strategic Clusters are:**
- **Cluster 1:** Water management in water-scarce areas.
- **Cluster 2:** New frontiers in poverty reduction and sustainable development.
- **Cluster 3:** Transformation in highly diverse societies.
- **Cluster 4:** Technologies for sustainable crop industries in semi-arid regions.
- **Cluster 5:** Materials and nanosciences.
- **Cluster 6:** Advanced biomolecular systems.

**Community Engagement**

In recognition of its critical role of not only providing top-quality teaching and research, the University is committed to using its formidable base of expertise and knowledge to engage with disadvantaged communities in the Free State Province.

The Beds of Hope Project of the Department of Paediatrics at the Faculty of Health Sciences provides access to secondary and tertiary care to children from the whole Free State and Northern Cape; some children from Lesotho and the Eastern Cape. The Boyden Observatory, approximately 15 kilometres from Bloemfontein, offers advanced learning in astronomy to more than 5 000 school children every year. The University also supports the Mangaung String Programme that has to date provided more than 500 township children with quality training in classical music. Students at the UFS thus have the enriching opportunity to engage with the community, sharing knowledge in the interests of development.

**Language Policy and Medium of Instruction**

The University uses two official languages, maintaining a system of parallel-medium instruction in both English and Afrikaans. The additional use of Sesotho in teaching, where there is a need and is reasonably practicable, is encouraged.

**Faculties**

The UFS hosts seven Faculties, offering a wide spectrum of degree, diploma and certificate courses. There are 97 Departments and 21 Schools and Centres, including the award winning and internationally accredited School of Management.

The Faculties are:
- Economic and Management Sciences
- Education
- Health Sciences
- The Humanities
- Law
- Natural and Agricultural Sciences
- Theology

**Student Life and Facilities**

Students at the UFS enjoy a stimulating and vibrant student life. They have access to not only world-class educational opportunities, but also excellent cultural, sport and recreational facilities.

On the Main Campus, the University boasts a lively student centre with restaurants and shops; sports facilities for more than 20 codes, including a state-of-the-art astroturf hockey field and a modern theatre for performing arts. In addition, students benefit from a world-class library, various computer centres and a well-equipped career and guidance centre. Campus news and events are communicated through the student newspaper and a dedicated campus radio station.

**Entrance Requirements and Application**

The admission requirement for all degrees is a matriculation exemption certificate or equivalent. In some cases, admission can also be obtained through the assessment of prior learning or based on age and experience. For admission to some short courses, minimum pass marks for certain matriculation subjects are required. Students from abroad are also required to pass an English Language Proficiency Test.

**Office of International Affairs**

The UFS’ commitment to internationalisation is an intrinsic feature of the institutional mission. As the hub of internationalisation efforts at the UFS, the Office of International Affairs offers a synergistic support function to students from abroad, at both undergraduate and postgraduate level. There are 3 000 international students from more than 46 countries represented at the UFS, the majority from Africa.

The Office drives effective strategies that maximise prospects for professional development, facilitate international research funding opportunities and exposure to world-class research leaders through 64 international agreements with institutions of higher education in 25 countries. The internationalisation function plays a pivotal role in securing an institutional reputation as research intensive university of international stature.

**University of the Free State**

PO Box 339, Bloemfontein, 9300, South Africa

Tel: +27 (0)51 401 9111 (Main Switchboard)
Tel: +27 (0)51 401 3000 (Student Enquiries)
Tel: +27 (0)51 401 3403 (Office of International Affairs)
Fax: +27 (0)51 401 9185

E-mail: sejakemc@ufs.ac.za
       steynic@ufs.ac.za
       niemannaja@ufs.ac.za

Website: www.ufs.ac.za

The UFS has **64 international agreements** with institutions of higher education in **25 countries**.
University of Zululand

A comprehensive university

The University of Zululand (UniZulu) pursues partnerships with local and global institutions and has diverse students from differing backgrounds. At UniZulu, students learn in an enabling and caring environment. The University is responsive to the developmental needs of both local and international societies, and research knowledge is disseminated through publications.

The University of Zululand is a leading South African rural-based, comprehensive institution offering career-focused undergraduate and postgraduate education including a wide range of research opportunities.

The institution has linkages and networks on educational, corporate, and governmental levels with milestones of successful academic partnerships with at least five US, four European, and a number of cluster institutions from Africa, Asia, and South Africa.

International students come from Swaziland, Lesotho and other Southern African Development Community countries, as well as Sub-Saharan African states. An International Students’ Officer manages the welfare, care and orientation of such international students.

Academic tuition is competitive and offers students the opportunity to achieve their goals and dreams. UniZulu as an alma mater has illustrious leaders in the fields of politics, government administration, commerce, arts, law, and science.

The University has a student population of more than 13,000 and is ideally located for community-oriented research, especially in rural development, linguistics, history, agriculture including HIV & Aids research.

Location

UniZulu’s Main Campus is located at KwaDlangezwa on the North Coast, not far from the fast growing city of uMhlathuze and deep water port of Richards Bay. The Campus is 150 kilometres north of Durban, in the KwaZulu-Natal Province.

Entrance Requirements

Prospective students, enrolling for undergraduate programmes, are required to meet the following criteria:

• Matriculation endorsement or exemption;
• Recommendation by the Faculty Board on the basis of prior learning and maturity, as motivated by the relevant Department and approved by Senate; and
• Candidates from outside South Africa are expected to have met requirements from institutions that are recognised by UniZulu’s senate.

Faculties

UniZulu has Faculties of Arts, Education, Science and Agriculture, Commerce, and Administration and Law, each offering degrees and diplomas at undergraduate and postgraduate level, within 60 Departments that provide a wide range of study opportunities.
Services
UniZulu has a wealth of academic, religious, cultural, and political societies and associations that caters towards student needs. It further boasts 17 sporting codes.

The majority of UniZulu students live in on-campus residences, however, the University also caters for students who wish to stay off-campus.

UniZulu has a student population of more than 13 000 and is ideally located for community-oriented research, especially in rural development, linguistics, history, agriculture including HIV & Aids research.

Richards Bay City Campus - Now Open!
The UniZulu Richards Bay City Campus opened its doors to the first intake of students in January 2010.

The University of Zululand Richards Bay City Campus is distinguished by five characteristics:

- Technology focused programmes with undergraduate career-oriented education and technological competence as attributes;
- Research innovation in, and through, technology transfer and postgraduate programmes as attributes;
- Entrepreneurial and innovation ethos with the creation of enabling environment, commercial ventures and student entrepreneurship as attributes;
- National and international impact and recognition with SET enrolment and successful access as attributes; and
- Sustainability in engagement and practice, focusing on regional collaboration, community involvement, post-school engagements and financial sustainability.

As part of the University, the Richards Bay City Campus should provide sufficient knowledge to suffice a substantial portion of a lifetime or lifelong career.

University of Zululand
Private Bag X1001
KwaDlangezwa 3886
South Africa

Student Guidance Services
Tel: +27 (0)35 902 6346 or 6340/1/2

International Applications
Tel: +27 (0)35 902 6300
Website: www.uzulu.ac.za

The University’s Richards Bay City Campus opened its doors in January 2010.
The Vaal University of Technology is committed to developing a vibrant and innovative culture which allows open systems thinking, flexible organisation process and structure that encourage new thinking and doing within higher education. Towards this end the University's Technology Transfer and Innovation Centre is being upgraded and already has been assessed as one of the best in the country.

Prof IN Moutiana

Situated on the banks of the Vaal River

Vanderbijlpark is an industrial city with 220 102 inhabitants on the Vaal River in the south of the Gauteng Province of South Africa.

With neighbouring towns Vereeniging and Sasolburg, it forms the Vaal Triangle, a major industrial region of South Africa. The black townships Boipatong, Bophelong, Sebokeng and Sharpeville are close to the city.

There are over 60 primary and secondary schools within the Vaal Triangle area. Of these, 16 primary and 8 secondary schools are located in Vanderbijlpark.

Main Campus—Vanderbijlpark

Andries Potgieter Boulevard
Vanderbijlpark

Our beautiful main campus, with excellent facilities, is in Vanderbijlpark, Gauteng Province, South Africa approximately 60 km south of Johannesburg.

Tel: +27 16 950 9318
Fax: +27 16 950 9768
Email: international@vut.ac.za
We are committed to the pursuit of academic excellence

Centre for Sustainable Livelihoods (CSL) and Product Development

The vision of the CSL is to use research as a tool aiming to reduce poverty, malnutrition and household food insecurity in various South African communities such as Qwa-Qwa, Sharpeville, Boipatong, Bophelong and others. The target groups include children, pregnant and lactating women, women caregivers and the elderly. The research niche areas in the CSL are the following:

Interventions addressing household food insecurity and malnutrition in an urban area, a National Research Foundation (NRF) accredited niche area.

Nutrition education to advance mother and child health, a South African Netherlands Research Programme for Alternatives in Development (SANPAD) accredited niche area.

Southern African Endogenous Development Programme in Qwa-Qwa, focusing on food security and malnutrition, as well as the contribution of indigenous foods to dietary intake among the various target groups.

Food product development to address specific nutritional deficiencies or diseases of lifestyle in the various target groups. This includes formulation of food products, chemical analyses, shelf-life testing, sensory acceptance studies and clinical intervention trials to measure the impact on nutritional status.

Innovative product development: Focus will be on design and new accelerated product development, manufacturing, innovation and entrepreneurship.

Contact details: Prof. W Oldewage-Theron (email: wilna@vut.ac.za)

Institute of Applied Electronics

The Institute of Applied Electronics promotes the research and development of applicable electrical appliances for industrial and commercial use with the emphasis on: alternative electricity generation, dielectric heating, affordable telephone facilities.

The Focus areas in particular are:
- Sustainable Fuel Cells for Telecommunications.
- Fuel Cell electricity generation utilizing hydrogen, methanol and other fuels.
- Dielectric heating of materials.
- Applied Electronics.
- Solar generation of hydrogen for fuel cells.

Contact details: Prof. C Plenar (email: christop@vut.ac.za)

ICT Technologies on transport research


Networking (hard wired and wireless (WiMAX), Computer Security, Mathematical / Statistical Modelling, Robotics, Programmable Logic Controllers.

Java Programming, C++, Distributed Computing, Data Mining, Data Warehousing and Neural Networks

Contact details: Prof. B Gatsheni (email: barnabas@vut.ac.za)

Materials Development

- Physical metallurgy
- Minerals engineering
- Refractory materials
- Nanomaterials

This opportunity forms part of a new programme at the Vaal University of Technology to strengthen teaching and research interests in materials engineering.

Contact details: Prof. P Mendonidis (email: peter@vut.ac.za)

Institute of Chemical and Biotechnology (ICBT)

A magnitude of research projects are being conducted within the ambit of the ICBT, spanning across the following focus areas:
- Chemical and Process Engineering;
- Chemical Technology;
- Food and Biochemical Technology;
- Environmental Technology.

It is furthermore envisaged that research programmes would be established in the areas of:
- Natural Products and Medicinal Chemical Technology;
- Polymer and Rubber Technology;
- Green Science Technology;
- Biotechnology.

Contact details: Prof. J Modise (email: joe@vut.ac.za)

Environmental Pollution & Health

This research area focuses on the challenges of increased industrial pollution of air, water and soil by establishing degrees and effects of pollution. Solutions to the problems are devised through upgrading of existing technology and the development of new technology, which is transferred to industry.

Contact details: Ms C van Wyk (email: christev@vut.ac.za)

Innovative Product Development

The focus is to develop innovative technology based products. The aim is multi-disciplinary and focuses on market applicability, especially the commercial applicability of research, product development and commercialization at VUT.

Contact details: Mr J Jooste (email: jh@vut.ac.za)
The Central University of Technology, Free State (CUT) is one of the foremost higher education institutions in the heartland of South Africa, dedicated to quality education and training in science, engineering and technology. Over the past 29 years the CUT has developed into a leading institution able to take its place in the national as well as international higher education landscape. With the restructuring of the higher education landscape a few years ago, the CUT embraced its new status as a university of technology and thus positioned itself to succeed as such.

As a regional university, all science, engineering and technology research programmes are directed at the development of the region and to solve the problems of the region. Units such as the Unit for Applied Food Safety and Technology, the Centre for Community, Environmental and Industrial Development, Catchment Management Information Systems, the Sleep Laboratory and the Centre for Rapid Prototyping & Manufacturing (CRPM) are widely recognised for the research conducted here. A Postgraduate School was also established in an effort to develop and manage research at postgraduate level.

The CUT’s Hotel School is recognised nationally and internationally as one of the best Hotel Schools in the country. The employment rate of students in the School of Tourism, Hospitality and Sport is extremely high. Ninety-eight percent of the students are employed within three months, whilst half of the students achieve senior management positions within two years after graduation.

From its inception the institution has been aware of its social responsibility towards the broader community. The Science Park was established in 1999 to allow the community access to the institution’s technology and applied research. The Science Park serves as a bridge between the CUT’s expertise on the one hand, and the community that stands to benefit on the other. By making technology and expertise available to the entrepreneur, the development of new business in the region is encouraged and jobs are created.

The university is aware of the fact that not everyone has the privilege to study at the main campus on a full-time basis. Therefore, selected learning programmes are offered at the CUT’s Welkom Campus, as well as at the regional learning centre in Kimberley in conjunction with the National Institute of Higher Education.

Faculties and Schools
National certificates, diplomas and degrees up to doctorate level are offered by the three faculties: Engineering, Information and Communication Technology; Management Sciences; and Health and Environmental Sciences. There are more than 50 programmes at the Bloemfontein and Welkom campuses for prospective students to choose from.

Engineering and Information Technology
This Faculty has schools of: Civil Engineering and Built Environment; Electrical and Computer Systems Engineering; Mechanical Engineering and Applied Mathematics; and Information Technology.

Management Sciences
There are schools of: Entrepreneurship and Business Development; Accounting; Government Management; and Tourism, Hospitality and Sport.

Health and Environmental Sciences
This Faculty has schools of: Health Technology; and Agriculture and Environmental Sciences.

Humanities
There are schools of: Communication Sciences; Design Technology and Visual Arts; Jewelry Design; and Teacher Education.

Facilities
Accommodation is available in residences conveniently situated on, or near, the campus. Students can participate in a wide variety of sports and cultural activities on-campus. The main campus in Bloemfontein houses lecture theatres, state-of-the-art laboratories, computer centres, the Library and Information Centre with a multitude of resources, sport facilities and a student centre.

Six projects are underway where buildings will be upgraded or built to improve the physical standards and efficiency of the CUT.

Admission requirements
For more information and special requirements with regard to international students and postgraduate studies, visit our website:
During the past number of years, the University of Stellenbosch Business School (USB) has positioned itself as a hub for high-level academic programmes, tailor-made for international executive groups.

In 2009 alone, a total of 21 business schools from various parts of the world visited the USB to attend senior-level academic programmes. These groups consisted of executives from leading multi-national companies who travelled to South Africa to learn from the country’s multicultural experience.

The USB currently has cooperation or partnership agreements with more than 72 top business schools on all continents around the world. These partner business schools work with the International Affairs team at the USB to organise customised study tours to South Africa for senior managers.

In March 2010, the executive MBA students of one of these partner schools, the Nyenrode Business Universiteit from the Netherlands, took part in a two-week module as part of their executive MBA. This was Nyenrode’s eleventh consecutive visit to the USB.

The USB’s International Affairs Office, in conjunction with faculty members, structures unique programmes for visiting groups. These groups typically follow either a one-week or a two-week programme, which includes classroom facilitation, live case studies in the industries of their choice, company visits, cultural activities and sightseeing.

Hennie Oliver, Associate Director (Resources and International Affairs (USB)), comments: “International groups come to the USB to gain an understanding of how academic management theory is applied in an emerging market such as South Africa. They also learn about the challenges of managing diversity in a unique multicultural environment. Many of our partners see the USB as the gateway to Africa.”

While interest from the rest of the world in the offerings of the University of Stellenbosch Business School is increasing, this School has also seen an overwhelming response from students across Africa with the 2010 intake of its Master’s Degree in Development Finance (MDevF). Students from outside South Africa make-up 80% of this group. These students come from Nigeria, Zimbabwe, Zambia, Cameroon, Gabon, Mozambique, Tanzania and Malawi. Two students come from Canada and Germany, while women make-up 32% of the current intake. The MDevF is aimed at graduates in both the public and private sector who are involved with macro, sectoral and enterprise-level finance and financial management issues in the context of developing countries and emerging markets.

The USB also offers an MBA with 750 registered students, a PhD and, since the beginning of 2010, South Africa’s first MPhil in Management Coaching. A strong focus on governance and ethics placed the USB among the Top 40 of the 100 leading business schools in the world, according to the Aspen Institute’s 2009-10 edition of its Beyond Grey Pinstripes survey. The USB was the only business school in Africa to be included in the Top 100 list.
Mangosuthu University of Technology
In pursuit of excellence

Mangosuthu University of Technology (MUT) is situated on the outskirts of Durban and overlooks the beautiful Indian Ocean. University education is tertiary education that provides students with career-oriented skills through a combination of theoretical knowledge and practical experience in the workplace. MUT works closely with commerce and industry to ensure that the curriculum of a particular qualification is completely relevant to the chosen field and that the qualification is market related.

Faculties
MUT has three Faculties: Engineering, Natural Sciences, and Management Sciences. The Faculties offer a variety of diplomas and degrees ranging from national diplomas to Bachelors of Technology. All other universities of technology in South Africa recognise the qualifications of MUT, and to this end, the institution operates on a system of external moderators drawn from other universities of technology, universities and industry.

Core Purpose
The core purpose of MUT is to contribute to the advancement of vocation-based education and training that will enhance the country’s skills and competitiveness for the development of humanity. The University is also fully invested in the upliftment of the community. The Department of Community Outreach leads the way in bridging the gap between formal and non-formal education programmes for disadvantaged groups. Job opportunities have been created through the existing programmes such as cooking and baking, motor repair work skills, computer literacy, sewing and fashion designing.

University of Limpopo
Finding solutions for Africa

The University of Limpopo (UL) – for human and environmental wellness in a rural context: finding solutions in Africa.

The University of Limpopo is the result of a merger between the former Medical University of Southern Africa (Medunsa) and the University of the North, which occurred on 1 January 2005. It has two campuses – Turfloop Campus in Polokwane, and Ga-Rankuwa Campus in Pretoria.

Mission and Vision
“A world-class African university, which responds to education, research and community development needs through partnerships and knowledge generation – continuing a long tradition of empowerment.”

The University of Limpopo has a hugely significant future. The institution has committed itself to quality teaching and research, and through these commitments to finding solutions for Africa’s diverse challenges – particularly those relating to rural communities.

A fundamental ingredient of the University’s self-image is that it is intrinsically African in character. From this flows its vision: to be a leading African university epitomising excellence and globally competitiveness, addressing the needs of rural communities through innovative ideas.
University of Venda
A truly African university

The University of Venda’s vision is to be at the centre of tertiary education for rural and regional development in Southern Africa. As a comprehensive institution, the University of Venda (Univen) offers a range of undergraduate and postgraduate qualifications in fields of study that are responsive to the development needs of Southern Africa, using appropriate learning methodologies and research. The University’s mandate is to be a ‘comprehensive institution’ that provides academic, professional, and vocational qualifications.

What makes Univen great?
As a university situated in a rural environment in Thohoyandou in the Vhembo District of Limpopo Province, the institution takes into account, as its educational priorities, the socio-economic needs of its location and the people it serves, including the broader Southern African and international communities.

The pedagogy of Univen seeks solutions in real-life situations through a curriculum that is problem-based, project-designed and involves students in scientific thought, innovation, and social leadership geared towards finding solutions to the persistent problems of poverty, under-development, race, gender, and disability-induced disparities. Univen considers research as an activity that is allied to teaching, and uses research findings to enrich lecture theatre pedagogy and to promote community and social development. University academic work is organised within three faculties: Health, Agriculture and Rural Development; Humanities, Management Sciences and Law; and Natural and Applied Sciences.

Walter Sisulu University
A developmental university

Walter Sisulu University (WSU) is a comprehensive university situated in the largely rural province of the Eastern Cape. The University was established on 1 July 2005 through the merger of the former Border Technikon, Eastern Cape Technikon and the University of Transkei.

WSU’s unique location, which straddles the rural and urban divides of the Eastern Cape, has inspired the University’s objective to become a critical change agent in the Province and a meaningful partner in the delivery of the development imperatives of the country and the Province. Currently, WSU has approximately 24 000 students who are spread across four campuses in Mthatha, Buffalo City, Butterworth, and Queenstown. Each campus operates through delivery sites or teaching centres, of which the University currently has 11.

As a comprehensive university, WSU offers courses across the national qualification spectrum, from certificates and diplomas to undergraduate and postgraduate degrees. The University’s flagship Medical School, which is based in Mthatha, is a pioneer in the provision of problem-based learning and community-based education. The University is also a proud teaching partner in the Nelson Mandela Academic Hospital, a technologically advanced referral hospital.

The University has five Faculties that offer a full range of accredited qualifications: Health Sciences; Science, Engineering and Technology; Business, Management Sciences and Law; Education; Humanities and Social Sciences. The University’s research into development is spread across the faculties and includes collaborations with other South African universities as well as universities and colleges in Canada, the United States, the UK, and Africa.
Useful Contacts

Study South Africa Associates
International Education Association of South Africa (IEASA)
PO Box 27394, Sunnyside
Pretoria 0132, South Africa
Tel: +27 (0)12 481 2908
Fax: 086 649 1247
E-mail: info@ieasa.studysa.org
Website: www.ieasa.studysa.org

Higher Education South Africa (HESA)
PO Box 27392, Sunnyside
Pretoria 0132, South Africa
Tel: +27 (0)12 481 2842
Fax: +27 (0)12 481 2843 or 2850
E-mail: admin@hesa.ac.za
Website: www.hesa.org.za

Government
South African Government
Website: www.gov.za

Government Communication and Information Service
Private Bag X745
Pretoria 0001, South Africa
Tel: +27 (0)12 314 2911
Fax: +27 (0)12 323 3831
Website: www.gcis.gov.za

Department of Home Affairs
Private Bag X114
Pretoria 0001, South Africa
Tel: +27 (0) 0800 601 190
Email: csc@dha.gov.za
Website: www.dha.gov.za

Department of International Relations and Cooperation (Formerly Department of Foreign Affairs)
Private Bag X984
Pretoria 0001, South Africa
Tel: +27 (0)12 843 6300
Website: www.dfa.gov.za

Department of Science and Technology
Private Bag X984
Pretoria 0001, South Africa
Tel: +27 (0)12 843 6300
Website: www.dst.gov.za

Education
Council on Higher Education
1 Quintin Brand Street
Perseverance Technopark
Brummeria, Pretoria 0001
South Africa
Tel: +27 (0)12 349 3840
E-mail: admin@che.ac.za
Website: www.che.ac.za

South African Qualifications Authority
Postnet Suite 248, Private Bag X06
Waterkloof 0145, Pretoria 0001
South Africa
Helpdesk: 086 010 3188
Tel: +27 (0)12 431 5000
Fax: +27 (0)12 431 5039
E-mail: saqainfo@saqa.org.za
Website: www.saqa.org.za

MACE (Marketing, Advancement and Communication in Education)
Room 18, Administration Building
Ground Floor, Westville Campus
University of KwaZulu-Natal
Durban 4001, South Africa
Tel: +27 (0)13 260 7971
Fax: +27 (0)13 260 3265
E-mail: mace@ukzn.ac.za
Website: www.mace.org.za

Research
National Research Foundation
PO Box 2660, Pretoria 0001
South Africa
Tel: +27 (0)12 481 4000
Fax: +27 (0)12 349 1179
E-mail: info@nrf.ac.za
Website: www.nrf.ac.za

National Advisory Council on Innovation
Website: www.naci.org.za

Africa Institute of South Africa
Website: www.ai.org.za

Agricultural Research Council
Website: www.arc.agric.za

Council for Geoscience
Website: www.geoscience.org.za

Council for Minerals Technology
Website: www.minetek.co.za

Council for Scientific and Industrial Research
Website: www.csir.co.za

Hartebeeshoek Radio Astronomy Observatory
Website: www.hartrao.ac.za

Hermanus Magnetic Observatory
Website: www.hmo.ac.za

Human Sciences Research Council
Website: www.hsrc.ac.za

iThemba Laboratory for Accelerator Based Sciences
Website: www.niac.ac.za

Medical Research Council of South Africa
Website: www.mrc.ac.za

South African Agency for Science and Technology Advancement
Website: www.saasta.ac.za

South African Astronomical Observatory
Website: www.saaao.ac.za

South African Bureau of Standards
Website: www.sabs.co.za

South African Institute for Aquatic Biodiversity
Website: www.saiab.ru.ac.za

Southern African Regional Universities Association
Website: www.sarua.org

South African Space Portal
Website: www.space.gov.za

Useful websites for students and travellers
South Africa general information
www.safica.info
www.statsa.gov.za
www.rainbownation.com

South Africa in the news
Mail and Guardian: www.mg.co.za
The Times: www.thetimes.co.za
Sowetan: www.sowetan.co.za
Independent Newspapers: www.iol.co.za
News 24: www.news24.com
Business Day: www.businessday.co.za
South African Broadcasting Corporation: www.sabc.co.za

Airlines
British Airways: www.ba.com
Kulula.com: www.kulula.com
Mango: http://www.flymango.com/
South African Airways: www.flysaa.com

Travel and Tourism
www.southafrica.net
www.tourism.co.za
www.aatravel.co.za
www.wheretostay.co.za
www.accommodation.co.za
www.sa-travelindex.com
www.info.gov.za/faq/travel

Arts and culture
www.artslink.co.za
www.museums.org.za
www.music.org.za
www.sacultures.org.za
www.jamati.com

www.ieasa.studysa.org
The Impact of Internationalisation on the Quality of Higher Education

31 August 2011 to 03 September 2011

www.dut.ac.za
Study South Africa is the only comprehensive, up-to-date guide to South Africa’s rapidly evolving higher education system. The Guide is published by the International Education Association of South Africa (IEASA) in association with Higher Education South Africa (HESA).

South Africa’s university sector has undergone major transformation and restructuring processes geared to meet the higher education demands of the 21st Century. The country is becoming Africa’s leader in the provision of quality higher education relevant to the demands of a rapidly globalising, competitive and information-driven world.

Since the end of apartheid and the birth of democracy in the 1990s, South Africa has attracted growing numbers of international students from across Africa and around the world – more than 60,600 in 2008, or just over 8% of the country’s 761,000 higher education students.

South Africa is an exciting place to study. It is a country at the cutting-edge of change where high-tech solutions, based on in-depth research, are being developed in response to some of the world’s most pressing problems and challenges.

This new edition of Study South Africa has been revised and updated to provide accurate information on each of the country’s 23 public higher education institutions.

Study South Africa offers an excellent introduction to the stimulating world of higher education in South Africa, and an authoritative overview of important developments in the sector. This edition of the Guide also discusses the role higher education internationalisation plays in the development of Africa.