Africa and the Knowledge Economy
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 the Netherlands.

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.

IEASA Management Council

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<tr>
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<tr>
<td>Ms. Merle Hodges</td>
<td>Cape Peninsula University of Technology</td>
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<td></td>
<td>Director: International Affairs</td>
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<td>Dr Lavern Samuels</td>
<td>Durban University of Technology</td>
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<td>Director: International Education and Partnerships</td>
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<td>Dr Nico Jooste</td>
<td>Nelson Mandela Metropolitan University</td>
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<td>Director: Office for International Education</td>
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<td>Dr Loweness Kaunda</td>
<td>University of Cape Town</td>
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<tr>
<td>Mr. David Farirai</td>
<td>University of Pretoria</td>
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<tr>
<td>Ms. Carol Ojwang</td>
<td>Corporate International Relations</td>
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<tr>
<td>Dr Sriniv Pillay</td>
<td>Durban University of Technology</td>
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<td>Senior Lecturer and Specialist: International Education and Partnerships</td>
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STAFF

Ms. Thilor Manikam - Administrative Manager

IEASA
Centralise Research Council funding

Cape Town - The Minister of Science and Technology, Naledi Pandor, wants funding allocated to all research councils - both inside and outside of her department - to fall under one roof to improve co-ordination and resourcing of the country’s research councils.

Presently, research councils such as the Medical Research Council (MRC) and Agricultural Research Council (ARC) receive funding from their respective departments, the Department of Health and Department of Agriculture.

Pandor said she didn’t believe those research councils outside of the department’s control, such as the MRC and ARC, should reside fully under the political control of the Department of Science and Technology (DST).

“What I do think is that we need a mechanism that would allow ring-fenced allocation of funding for those institutes to reside within the budget of the DST so that those councils could be assured that they would receive the funding that they should and that funding would not be directed to other sector responsibilities of the sector departments, which often happens with the current arrangement,” she said.

She further commented that her department was concerned that several research councils had, from time to time found themselves under financial duress in the past, which could affect the country’s research and innovation abilities. – www.buanews.gov.za

Skills Development and Education Agreements to boost South Africa

Pretoria - Skills development and education have received a significant boost through the signing of two accords that will, among others, see 30 000 new artisans receive training.

“The accords will focus on concrete issues,” Economic Development Minister, Ebrahim Patel, said at the signing of the National Skills Accord and the Basic Education Accord.

The accords are a partnership by business, government, labour as well as the community. This follows on engagements following the release of the New Growth Path, designed to create five million jobs in the next decade. Skills and education are key elements in the growth path.

“Addressing education and skills development is one of the core aspects of the New Growth Path,” said Patel.

The skills accord has eight key commitments designed to drive training and development and under it up to 30 000 new artisan students are expected to enter training in 2011. Thirty-one percent of this figure will come from the government sector, 13 percent will be state-owned enterprises and 56 percent is the private sector. It will also provide opportunities for training in a work environment for at least 16 000 lecturers at FET colleges, which will be phased in. – www.buanews.gov.za
A brave new world

By Ms. Merle Hodges, President of the International Education Association of South Africa (IEASA)

In Douglas Adams’ *Hitchhiker’s Guide to the Galaxy* there is a charming scene in which a small fish is placed into an individual’s ear, which then allows the fish to translate any language into the individual’s mother tongue. It is called a Babel Fish. Within the context of the novel, it is a convenient ploy that bypasses the usual problems of inter-galactic communication. In this scenario, everyone understands everyone else. I wish it were the same for higher education globally.

Over the past year there have been numerous conferences dealing with one general topic. How is it possible for higher education, globally, to produce the same quality in its graduates, research and community outreach when the financial resources entering into the system are radically declining? The conclusion is overwhelmingly despondent. ‘Universities have to do more with less, academics and academic research will increasingly be pressurised by lower salaries internally and career temptations from the corporate world – the impact of which is the greater commodification of universities, and the inevitable decline in academic freedom.’

This global negativity is predicated on inter-related factors. The first, the long tail of the economic recession, is continuing to bite all sectors and higher education is no exception. Secondly, higher education is a little like marketing – when the pressure is on government, sectors like higher education are de-prioritised. In light of this, the position of internationalisation in higher education might seem to fade into the background. Interestingly, the inverse is true. While the zeitgeist of higher education generally appears dismal, the prospects of internationalisation appear rosy in comparison. I believe this is true because of two overlapping issues.

Firstly, students are not going to give up on university because of a lingering economic downturn. What they are doing, however, is deciding to travel and study at destinations that would have been perceived as implausible a few years ago. Venezuela, Chile, South Korea and South Africa are all drawing US students more than ever before. This is partly because, I sense, the quality of qualifications is achieving parity across the globe; and also, because students who are prepared to travel realise that cultural specificity – the ability to learn new and unique aspects of a different culture while gaining the same core ingredients of a degree – sets it apart from the degree gained locally. A one semester course in Russian anthropology might appear entirely redundant when applying for a job. However, the very interconnectedness of global business means not only that the course is never a waste of time, but that it might mean the difference between landing a contract and failing to do so. The international student has the benefit of developing in ways that traditional (home-grown) higher education may not yet fully understand.

Secondly, development in South Africa at least, has an additional meaning. Our universities are not only focused on developing graduates for multicultural or global competitiveness. Over the past five or so years our universities have been focused on development of the country itself. As an emerging power, the impetus has been on creating universities that address the fundamental needs of the people. Poverty, HIV, sustainability and innovative solutions to global problems are the very sap of South African universities in the 21st Century. How to create a sustainable environment, how to preserve marine and wildlife, how to create jobs, reduce poverty, and maximise innovation – these are the concerns that are preoccupying the minds of the country’s best academics.

Of course, diminished government funding is a national and international concern. Finally, however, it is not as important as building the resources of the country, the neighbouring region and (for South Africa in particular)
Africa in general. The focus of the universities in the south – and a focus that is currently being debated from South America to Australasia – is the notion of universities that develop graduate quality, relevant research, improvement of the community, the country, and global inter-connectedness.

IEASA is no longer only about the 60 000 students who migrate to our shores annually. It’s about what they learn and the diverse experiences that they will go through; experiences that will change them for life and will inevitably bring them to a different understanding of the world that we, collectively, are presently fashioning.

We welcome students from the world to South Africa; we cherish you being here because we know that what you learn from this country will change you irrevocably and will, in turn, allow you (and us) to change the world.
Higher education throughout the world has long been seen as elitist and exclusionary. However, in the past decade increasing evidence emerged indicating that the contribution of higher education to economic and social development is much larger than ever realised, resulting in benefits to individuals, as well as to societies where higher education is supported and encouraged. These benefits include the development of informed citizens, the deepening of democracy and the promotion of social inclusion and cohesion.

In terms of individuals, according to a study undertaken in the State of Arizona (USA), the value of higher education in terms of a particular person is higher than the net return on financial investments, resulting in higher personal income and improved lifestyles.

However, it is when the non-monetary societal gains are explored that it becomes clear that in societies where there are high proportions of university graduates there are lower crime rates, greater and more informed civic participation and improved performance across a host of socio-economic measures. There also seems to be increasing evidence that university life in Africa acts as a training ground for democratic citizenship.

Further, in economic terms, high participation rates in higher education seem to correlate strongly with greater productivity of workers, which translates into improved outputs and outcomes for the economy, especially the knowledge economy.

When looking at developing countries, high levels of education are associated with a country’s innovative capacity and the development of many new technologies. Increased public investment in higher education is therefore seen as one of the key long-term strategies for stimulating national economic growth, innovation and development.

For this reason a number of initiatives have been launched. The Technology Human Resource for Industry Programme (THRIP), for example, is a response to the need for the development and diffusion of advanced technologies. The World Bank considers THRIP to be one of the most successful programmes in the region.

In addition, in terms of the ‘second’ economy, the Tshumisano Trust runs a flagship programme for higher education in South Africa in terms of technology transfer and related skills upgrading vital for the competitiveness of Small and Medium Enterprises (SMEs), thereby making a marked difference at a grassroots level.

Further, it is clear that the Higher Education sector itself contributes to the economy. The 23 public universities in South Africa make an important contribution to the country’s economic growth even when they are considered as ‘just an economic sector’. The institutions contribute (directly and indirectly) 2.1% of the country’s Gross Domestic Product. Their contribution, as manifested in the value added by the sector, is just below the contribution of the gold industry and substantially higher than the contribution of forestry, textiles, clothing and leather products, hotels, restaurants, and others.

Higher education institutions in South Africa educate the future leadership of the African continent as well. In 2006, South Africa attracted 53,738 foreign students and was the only country in Sub-Saharan Africa to attract substantial numbers of foreign students. The majority of foreigners (85%) studying in South Africa were from Sub-Saharan Africa.
Further, in the context of the development imperatives of South Africa and the African continent, universities also make a substantial contribution to poverty-reduction schemes. Apart from the creation of economic opportunities, which result in viable livelihoods, research into environmental sustainability, improved healthcare and outreach projects in terms of social inclusion and social capital, to name but a few, directly impact on communities.

Finally, an important benefit emanating from a vibrant higher education sector is the global partnerships that are forged. These partnerships enable higher education institutions in South Africa and Africa to gain access to the vast resources available in first world countries through co-operation agreements with universities situated in these countries.

There is a renewed focus on the important contribution higher education systems make in respect of a country or region’s economy, social and community development. We have always known that universities educate young people academically. What is now becoming increasingly evident is that there are many intangible benefits - not easily quantified, but equally clear - that are invaluable to the health of society.

There also seems to be increasing evidence that university life in Africa acts as a training ground for democratic citizenship.
Higher Education in Context
(By Mr. Patrick Fish)

International Students:
Trends in South Africa

In leaps and bounds:
Growing higher education in South Africa

South Africa – A study destination

Useful information
for International Students

Medical Aid Provision for International Students
– iEASA regularises the confusion
International Students: Trends in South Africa

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

The 1997 Southern Africa Development Community (SADC) produced the Protocol on Education and Training. Although not enforceable, the Protocol suggests 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 has maintained it to date with 5% of our student cohort coming from the SADC region, while 7.3% of all students studying in South Africa are from outside its borders.

South African internationalisation has been shaped by a myriad of forces, which have had very little to do with government or sector policy. In fact, apart from a few general statements in the guiding policies drafted between 1997 and 2001, there has been no clear internationalisation policy within the country. The international sub-sector has grown in relation to need and the African focus has come about without any sector-wide strategy that specifically targeted the continent. In the absence of policy, aspirational imperatives decided the market. Africa needed, South Africa provided.

The number of international students has grown dramatically since 1994: from 12,600 to more than 64,784, in 2010, of a total of 893,024 students at South Africa’s 23 public universities - according to provisional Department of Higher Education and Training (DHET) 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. South Africa has become the most popular place to study in Africa, and is ranked 13th – up 12.4% from 2008 – as a preferred study destination for US students (Open Doors Report, 2010). The same report also notes that US students are trending towards more diverse destinations with countries like Argentina, Chile, South Korea and the Netherlands all showing substantial increases in US enrolments.

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<td>% Non-South African</td>
<td>7.68</td>
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<td>7.76</td>
<td>7.31</td>
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Figure 1 - Increase in student numbers.


Why South Africa?

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 3.3 million in 2008. In 1975, when OECD began keeping records, only 800,000 students were registered as international students.
The factors that contribute to a student’s desire to study outside his or her own country 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. There is also a growing trend among students to experience new cultures and settings, which is likely to change destination patterns in the coming years.

South Africa profits from many of these factors, because it 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.

Seventy-two percent of international students are from neighbouring SADC countries where English is quite commonly spoken – 46 496 in 2010, against 17% from the rest of Africa and 11% from outside the continent.

As can be expected from the political, educational and economic crises in Zimbabwe, this country is the major ‘source’ country, sending 33% of all SADC students - up from 27% in 2006. The next biggest ‘sending’ countries are Namibia, with just under 7000 students; Botswana with 4200; followed by Lesotho; Swaziland; the Democratic Republic of Congo; Zambia; Angola and Mauritius. Over 10 986 students from non-SADC African countries studied in South Africa during 2010, and 7300 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 Education at a Glance (2010), it is also noteworthy that South Africa ranks 11th 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.

Provisional statistics from the DHET for 2010 showed that around 38% of international students were enrolled through the University of South Africa. The University of Cape Town (4561) had the highest number of foreign students at a contact institution, closely followed by University of Pretoria (3683) and the North-West University (3536).
Benefits for Students and Country

For both the outbound student and the host country, the benefits of studying abroad are well-known and considerable. For destination countries, the fees and living costs paid by foreign students are a form of foreign investment and help to fund higher education, as well as inject additional funds into local business. Countries and students benefit from the international relations and networks 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 believes that accepting students from the rest of Africa is 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 an estimated 70 000 highly qualified scholars and experts each year mostly to developed countries, according to the World Bank.

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. By providing quality training to African students, South Africa believes that it contributes to the continent’s human resource development, and that African students who choose South Africa as a study destination are more likely to remain on the continent than if they studied abroad.

Figure 4 – International graduates.

This belief is borne out of the number of international students who graduate from the country’s institutions each year. In 2009, South Africa had 145 000 graduates of which 11 380, or nearly 8%, were from outside the country and graduated from each and every one of our universities. Perhaps more importantly is that the majority of these students – with the obvious exception of Zimbabwe – are returning to their country of origin on completion of their studies. Between 2006 and 2009, our institutions had conferred 42 617 degrees to graduates who have been able to return to their country of origin and take their place within their home economy.
In leaps and bounds: Growing higher education in South Africa

Since 2000, South African student enrolment has grown at about 4.2% per year on average. That figure takes into account a negative growth, which took place between 2004 and 2005 during the merger of higher education institutions. However, between 2005 and 2009, growth has slowed to 2.3% per annum. All the more surprising then, that between 2010 and 2011, the figure has shot up to 6.2% or 55 000 additional students in the system during the last year.

When the Department of Education split into Basic Education and the Department of Higher Education and Training in 2009, one of the mandates of the new higher education department was to achieve increased access for students.

Judging by the 2010 figures, this appears to be happening. In addition, this increase is not at the cost of reducing enrolment elsewhere. The number of international students present in the system has remained stable at 7%.

South Africa’s higher education sector is the strongest and most diverse in Africa. There are nearly 900 000 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 over 64 000 are international students, most of them from other African countries, but also thousands from Europe, Asia and the Americas.

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. From HIV to poverty alleviation, from economic and ecological sustainability to cures for cancer – these are the diverse research priorities that are shaping our universities. There is world-class research generated in many fields, concentrated in the country’s top research universities.
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). South Africa’s apartheid legacy was a higher education sector that was racially divided, of uneven quality, and beset by duplications and inefficiencies.

Higher education in a democratic South Africa still faces huge challenges - primarily the need to achieve greater equity, efficiency and effectiveness within institutions and across the system. Universities needed 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 that was 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 1997 Higher Education Act and the 2001 National Plan for Higher Education. Last year, the Department 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.

A decade after the birth of democracy, the binary divide was dismantled, and the number of institutions was cut from 36 to 23 through mergers and campus incorporations involving most institutions. 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 where students can access higher education. These are located in provinces that previously had no university provision: the Northern Cape National Institute for Higher Education and the Mpumalanga National Institute for Higher Education. It is anticipated that these institutes will be fully operational within the next two years and R39 million for 2010/11 and R41 million for 2011/12 has already been allocated to build these institutions into fully functional sites for higher education.

One of the mergers that formed the University of Limpopo has been widely acknowledged as unsuccessful. A governmental Task Team was set up to review the merger and presented its report in July 2011. A final decision about the future of the medical campus, Medunsa, is expected within the year and in all probability will result in it becoming a standalone medical–focused university within the context of an academic health centre in Polokwane.

There is also a strong drive, on the part of government, to bolster infrastructure at universities. For the 2011/2012 Financial Year government and universities have invested R5.5 billion in improving infrastructure. Over the next year the Department has specifically earmarked funds to rebuilding infrastructure within historically disadvantaged universities who are most in need of refurbishment.

How we got here
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Prior to the mergers, more than two-thirds of students were at traditional universities. The new higher education landscape concentrates almost half of enrolments in the six comprehensive universities, which together enrol more than 400 000 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 distance university, University of South Africa (UNISA) has the largest number of students – just under 300 000 - while Rhodes University in Grahamstown has the smallest number, with just over 7000 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 57 000 students, followed by North-West University (55 000), and the Tshwane University of Technology with over 51 000. These are followed by the University of Johannesburg and the University of KwaZulu-Natal.

Students

One of the issues most taxing government at present is the unacceptably high unemployment rate in the country, especially in the 18–24 demographic. According to a Treasury Report (2011), 51% of this population group is unemployed. The national strategy is thus focussed on job creation. However, the creation of jobs for the youth is largely stymied due to a lack of existing skills within the unemployed cadre. By the Treasury’s own admission, post-secondary education is a crucial component of employability. Ninety-five percent of graduates in South Africa are employed.

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 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 make-up.

The expansion and transformation of the South African student population has been nothing less than astounding. Student numbers have nearly doubled in the past 17 years, from 473 000 in 1993 to some 893 024 in 2010, according to provisional Department of Higher Education and Training figures.

In 2009, there were an additional 420 475 students enrolled in the Further Education and Training Colleges across the country; while in 1993 nearly half of all students were white, while 40% were African, 6% were coloured (mixed race) and 7% were Indian. By 2009, the portion of white students had shrunk to 21% and the African share had grown to 66%.
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. In 2009, 57% of the student population was female and 43% male.

In 2009, 316 320 (48%) students that had borrowed from NSFAS had dropped out without completing their studies.

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 R 4.7 billion are expected to be awarded to students in 2011/2012, 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 and it is estimated that R577 million will be recouped this year.

The scheme has been further tweaked during 2011 to postpone interest accruing to the loan until a year after graduation and upon successful graduation, to convert the final year’s loan into a bursary. In addition, the Department has also set aside funding to allow students who have completed their studies – but who have not graduated because of outstanding funds owed to the university – to graduate. It is anticipated that this move will enable an additional 25 000 students to graduate and enter the job market. However, student throughput remains 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% dropout 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.

The number of graduates produced annually by South African universities has been steadily growing, from 74 000 in 1994 to more than 144 000 in 2009. 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 40 973 graduates in Science, Engineering and Technology, 33 788 in Business and Management, 35 532 in Education and 34 517 in Human and Social Sciences.

In 2008, government introduced a new school leaving certificate. This Grade 12 national school exit qualification is written by all provinces with the same curricula and assessments. It is also the first examination reflecting exposure to some compulsory mathematical elements up to Grade 12 exit level and the first compulsory school system exposure to Life Orientation, which assists with the development of useful life skills and exposes schools to an externally assessed set of requirements.

Although there are many reasons why students don’t succeed,
the final 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 underprepared students entering higher education, it remains critical that students are afforded every opportunity for success once they have commenced higher learning. Universities often have their own selection procedures that include points 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.

### Staff

<table>
<thead>
<tr>
<th>Instruction and Research Staff</th>
<th>Administrative Staff</th>
<th>Service Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>16 320</td>
<td>24 766</td>
</tr>
<tr>
<td>% Black Staff</td>
<td>42</td>
<td>65</td>
</tr>
<tr>
<td>% Women</td>
<td>44</td>
<td>63</td>
</tr>
</tbody>
</table>

Figure 6 – Staff statistics. Source: Department of Higher Education and Training (2010).

There are 46 428 full-time staff in South Africa’s 23 public universities, including 16 320 academics, according to the Department of Education’s audited figures for 2009.

An estimated 65 000 staff 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. In 2009, 44% of the academic staff were women, but this does not reflect that women are still concentrated at the lower-end of the academic scale.

An ongoing challenge for universities is the difficulty in retaining talented, young black academic staff who are highly-prized by government and corporate sectors and who are often lured away from a career in academia by better salaries and promises of swift advancement. However, there are programmes underway to train a new generation of scholars and the pool of potential candidates has modestly been expanding.

### Research

Several South African universities conduct world-class research and feature in the top % of the world’s institutions (captured in the United States’ Essential Science Indicators database). South Africa’s research base is strong and diverse, the largest in Africa and 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.

South Africa spends 0.92% of Gross Domestic Product on research and is still struggling to reach the elusive 1% spend, which is the government’s strategic aim. The Department of Science and Technology’s most recent Research and Development (R&D) survey (for 2008/09) reveals a gross investment in R&D of R21 billion. This places the country fractionally above India and below Russia and Spain.

Universities conduct 19.9% of all research; the government sector (including the science councils) conducts about 20.4%; while the business sector undertakes 58.6%, a proportion that the Department of Science and Technology (DST) says compares favourably to levels in European Union countries. According to the DST, the higher education sector is the largest in terms of researchers with 11 616 women researchers and 15 700 male researchers and accounts for over 73% of women researchers in South Africa.

In its Ten 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 nearly 1400 PhDs or 26 PhDs per million of the population. This compares unfavourably with countries like Portugal (569 per million) and...
Australia (264 per million). There has been a rise in postgraduate enrolments since 1995, from 70 000 to 126 747 in 2009. But of this number only 8112 Master’s and 1380 PhDs graduated in 2009, or 7.4%.

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 Key to Biodiversity Conservation at the Percy FitzPatrick Institute
- Catalysis
- Tree Health Biotechnology at FABI
- Epidemiological Modelling and Analysis

DST is on track to create 154 university research chairs by 2014, and to woo top foreign scientists in an attempt to reverse the brain drain and to create innovative new streams of enquiry.

Rated Researchers
South Africa has 85 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). Of these, 80 are directly affiliated with universities. There are 2286 rated researchers in six categories that cover internationally acclaimed, 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 receive 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. Among the 80 A-rated scientists based at universities, 29 work for the University of Cape Town, 16 for the University of the Witwatersrand and 13 for Stellenbosch. There are nine at the University of Pretoria, five at the University of Johannesburg, four at KwaZulu-Natal, two at North-West and one at Nelson Mandela Metropolitan University and UNISA.

Funding Universities
The Department of Higher Education and Training is currently involved in a review of the funding of universities with the aim of streamlining the funding formula to achieve greater efficiency and parity for all universities. For many years university funding declined in terms of the proportion of total state finance committed to higher education forcing universities to raise tuition fees. At the same time, student numbers grew, while staff numbers remained static.

By 2010, the national average across all universities of third stream income was 31%, down from 33% in 2008.

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 that have high numbers of poor students or small institutions. The earmarked grant also offers a clear indication of the Department’s priorities within the higher education sector. As outlined earlier, a large part of the earmarked funding is directed towards supporting NSFAS funding. In addition, government made an additional R1.6 billion towards improving infrastructure – laboratories, student accommodation, building new lecture halls – and it is anticipated that this trend will continue in the coming years. There are clear indications of the Department’s intention to widen access, especially in remote areas (the start–up of the National Institutes) and to improve throughput via foundation programmes and teaching development grants.

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. By 2010, the national average across all universities of third stream income was 31%, down from 33% in 2008.

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 within its performance framework. Within the Framework, the Minister and the universities agree on the Department’s intention to widen access, especially in remote areas (the start–up of the National Institutes) and to improve throughput via foundation programmes and teaching development grants.

Universities submit institutional plans to the Department of Higher Education and Training, 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 interdisciplinary 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. Its Higher Education Quality Committee (HEQC) conducts audits of public universities and private higher education institutions - there have been 35 audits of public and private institutions by August 2011 – 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 and is aimed at strengthening the quality assurance system and laying the foundation for credit accumulation and transfer, which was hindered by separate qualifications structures for universities and universities of technology.

Qualifications are structured in credits. For instance, there are 120 credits for the first year of a Bachelor’s degree, with each credit representing 10 national study hours. Credits can straddle different levels of the NQF - levels five to seven cover undergraduate and eight to 10 postgraduate qualifications depending on what is appropriate for the qualification. From 2009, all new higher education programmes must comply with the Framework, be registered on it and accredited by the Department of Higher Education and Training.

Quality assurance is the responsibility of the statutory advisory body, the Council on Higher Education.

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 is now firmly entrenched within the higher education system. The colleges were also restructured through its own merger process. This has meant that the sector that 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.

FET Colleges had a participation rate of 420 475 students in 2009. 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.

In addition, the Minister has also introduced the Further Education and Training Colleges Amendment Bill (2011) in order to relocate colleges as entities reporting to the Minister, rather than being responsible to provincial administration. This is an important change that shifts governance from the provinces to a centralised and national prioritisation of activities.

It is hoped that this will be a vibrant, accessible and high quality sector that imparts the kind of skills and knowledge needed by South Africans to be productive and to keep abreast with modern technology, that meets the country’s pressing human resource needs, encourages lifelong learning, reduces unemployment, and contributes towards development. FET colleges are spread through the country, in urban and rural areas, and so are accessible to many (including mature) potential students. In addition, it is foreseen that the FET colleges will work closely with the Sector Education Training Authorities in order to establish ‘an early warning system’ of what and where skills are needed within the country and to provide them in the shortest possible time.

Private Higher Education
There are 114 private higher education institutions operating legally in South Africa, according to the register of institutions published (July 2011) by the Department of Education, including 84 that are fully registered and 30 with provisional status. Although the private higher education sector has a greater number of institutions, its overall student population is dwarfed by public higher education. Most private colleges offer advanced certificates and diplomas with a vocational focus, responding to the high demand for market-oriented qualifications.

Political reforms from the 1990s prompted a boom in private higher education in South Africa, with local and foreign institutions and entrepreneurs spotting a potentially lucrative market. Demand for tertiary education was growing, as was interest in globally known qualifications as the previously isolated country rejoined the world community. 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.

By 2007, there were still 443 institutions who had lodged applications for registration as ‘privates’, but 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 2011 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.

There are 114 private higher education institutions operating legally in South Africa.

**Conclusion... getting down and dirty**

South African higher education faces many challenges. That said, 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 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.

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.

Coincidently, this is in line with the way that universities in the southern hemisphere are currently defining themselves. Many universities have inherited and (perhaps unthinkingly) adopted the colonial heritage, which formed them, but there has been a marked shift over the past couple of years. Africa in general, and South Africa in particular, is finding that the unique conditions in which higher education operates has greater resonance with other developing nations like South America, India and China. For these nations, the role of higher education is balanced between finding solutions to international problems as much as it is directed to building the nation. Not as some kind of ideological gesture, but rather the application of intellect, creativity and available resources in the service of community and regional upliftment. “The developmental university” is not a term with which OECD countries are necessarily familiar. However, the disparity between rich and poor, between sophisticated infrastructure and rural collapse are evident on a daily basis in these countries. Research, teaching, and especially community outreach, are specifically focused on the reality of this developmental context.

These set of conditions are giving birth to a new and re-conceptualised idea of the university: one in which A-rated researchers are simultaneously encouraged to push the envelope of knowledge while, at the same time, academics throughout the country are trying to open the envelope to allow communities and regions to benefit through their knowledge, practices and innovations.

With downgrades in the US economy, the threat of loan defaults in European countries and violent youth eruptions, it may well be that a developmental agenda for universities is an idea that is ripe for exploration.
South Africa – A study destination

One of the unforeseen consequences of South Africa’s hosting of the Fifa Football World Cup in 2010 only begun to be fully understood after the last tourist had left the country, and when the sound of the last vuvuzela had finally receded. In the midst of the usual furore over whether the stadiums would be ready or that the cities would not be able to accommodate the large numbers of people, the country woke to find that things had changed.

Not only did we have world-class soccer stadiums but, for many cities, we had wider roads, increased accommodation and new forms of transportation.

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

In 1994, the incoming government drew up one of the world’s most progressive constitutions, 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. During the 1990s the Truth and Reconciliation Commission, headed by Archbishop Desmond Tutu, helped to exorcise the ghosts of apartheid through public hearings held around the country where its victims told their stories, and through processes of amnesty, restitution and prosecution achieved some kind of psychological normalisation for the country.

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It was as if the country had been so preoccupied with the magnitude of the event that they neglected to notice the huge infrastructural development that had taken place in order to ensure that South Africa could host a successful World Cup.

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In April 2011, South Africa became a member of BRIC (now BRICS), a powerful coalition of developing countries including Brazil, Russia, India and China. Participation in this grouping will strengthen south-south ties and will become a guiding strategy in South Africa’s international relations. Part of the reason that South Africa was invited to this forum is that the BRIC countries see South Africa as an important steppingstone to access the rest of Africa, which also aligns with the country’s stated prioritisation of ‘Africanising’ its international dealings.

The Department of International Relations and Cooperation has, in its Strategic Plan (2010-2013), reaffirmed its commitment to strengthening its ties within Africa. At the level of research partnerships, formal agreements and staff and student swops within the length and breadth of the continent, the Department is 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. The Department of Higher Education and Training also has a dedicated branch (International Relations) that is designated to deal with international affairs. It is expected that this sub-programme will, during 2011, unveil a policy framework on internationalisation and higher education, especially emphasising the important role that universities play in the opening up of Africa in tertiary matters.
Since the birth of democracy, South African companies and universities have ventured into Africa. South Africa has become the biggest investor in Africa, especially in areas like mining, banking, production, communications, and hospitality. 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.

A user–friendly Nation
South Africa’s eventful history, rich natural environment and its geographical position at the southern tip of Africa on a key shipping route and tourist destination have forged a country of contrasts, rich in diversity and charged with energy. This is a landscape of varied humanity and boundless wildlife; of teeming 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; of English as the official language of communication and 10 others also recognised beside it.

As evidenced during the World Cup, the people are friendly, the weather is wonderful, the scenery is breathtaking and this middle-income country is very user-friendly – it offers rich world comforts at affordable cost in a vital developing country setting. South Africa has recently hosted an extremely successful World Cup that was the culmination of cricket and rugby World Cups, which have also been staged here. The country is also increasingly seen as a popular international conference venue.

The tourism industry is alive and kicking and much of it due to the ‘long tail’ that the World Cup inevitably provides. South Africa recorded a total of more than 8 million foreign arrivals in 2010, compared to approximately 7 million in 2009. This means an increase of 15% over the previous year. Although all visiting markets increased, tourists from the rest of Africa were still predominant.

As a consequence of the World Cup, many smaller B&Bs and self-catering residences spent large amounts on improving services and upgrading accommodation with the result that there is comfortable and affordable accommodation everywhere. The roads are good and the financial infrastructure is sound. 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 2011 Mercer Quality of Living Survey, Cape Town ranks 30th on the eco-city index out of 214. The eco-city rating, which compares water availability, waste removal, sewage, air pollution and traffic congestion, puts Cape Town right after Munich/Germany (29th) and before Belfast (31st) or Lyon (32nd), Hamburg and Stuttgart (both in 34th place). Cape Town is also the 56th cheapest city in the world; Johannesburg is the 83rd cheapest city – both cities have dropped in the rankings due to the strength of the local currency over the past year. Other big cities are Durban, which is home to the busiest port in Africa; Pretoria; Port Elizabeth and Bloemfontein.
Country and Climate

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 Fossil Hominid Sites of Sterkfontein, Swartkrans and Kromdraai.** Known as The Cradle of Humankind, it comprises a strip of a dozen dolomitic limestone caves containing the fossilised remains of ancient forms of animals, plants and most importantly, hominids.
- **Mapungubwe Cultural Landscape** offers a portrait of the social and political structures of a society that traded with China and India in the 11th Century and was regarded as the most complex society in Southern Africa and the first society since the San to settle in South Africa.
- **Robben Island,** which imprisoned Nelson Mandela and other freedom fighters during apartheid.
- **The Richtersveld Cultural and Botanical Landscape** in the north-west of the country is a mountainous desert area with rich biodiversity.
- **The mountainous UKhahlamba–Drakensberg Park** is home to a high level of endemic and globally threatened species, especially birds and plants. This natural site also contains many caves and rock-shelters with the largest and most concentrated group of rock paintings in Africa south of the Sahara, made by the San people over a period of 4000 years.
- **The Cape Floral Region Protected Areas** represents less than 0.5% of the area of Africa, but is home to nearly 20% of the continent’s flora.
- **The Greater St. Lucia Wetland Park** has one of the largest estuary systems in Africa and the continent’s southernmost coral reefs.
- **The Vredefort Dome** – created by a meteorite strike 3000 million years ago.

South Africa’s population in mid-2011 was 50.59 million, according to Statistics South Africa. The two most populous regions, with just over 11.3 million people is Gauteng (a small province that includes the cities of Johannesburg and Pretoria) and the east coast province of KwaZulu-Natal with 10.8 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. Thirty-one percent of the population is under the age of 15. 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 (9.1%), coloured (8.9%) or Indian (2.6%). Just over half of all people (51%) are women.

Vast stretches of South Africa are committed to game reserves, providing safe havens for wildlife. There are 22 national parks - the famous Kruger Park is the size of Wales - some 200 provincial reserves and scores of private game parks. The reserves offer incredible game viewing and are home to hundreds of thousands of antelope, which graze alongside big game such as buffalo, hippo, rhino, lion, leopard, cheetah, giraffe, and elephant.

The summers are hot and the winters are mild, with an average of eight hours of sunshine a day. The entire coastline is a 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 People

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Figure 2 - Population by race.

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 of 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. Nelson Mandela was the new South Africa’s first president and stepped down after just one term. President Jacob Zuma is the country’s president following the third democratic elections in 2009.

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, 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 off Cape Town, where Nelson Mandela and other political prisoners were incarcerated, the Iron Age citadel of Mapungubwe and the San (Bushman) terrain of the Richtersveld. An impressive cultural experience awaits at the newly established 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.

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 buzzing. There are scores of museums, most famous is the Apartheid Museum in Johannesburg, which brings to life the atrocity of the period under apartheid. 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. 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 21% of Africa’s entire Gross Domestic Product. It is the 26th largest country by both population and GDP. 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). According to the International Finance Corporation, South Africa is ranked 34th (among 122 countries) on the ease of doing business.
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.

- 3 million subsidised houses have been completed or are in progress.
- 94% of households have access to water of reasonable standard compared with 61% in 1994.
- 9.2 million households have access to sanitation, against 5 million in 1994.
- 75% of households have access to electricity, compared with 61% in 1994.
- Immunisation coverage has reached 96% of people from 63% in 1998.
- 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 $19 billion in 1996 to $84 billion in 2010.

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 83% by 2009. Adult literacy is steadily improving and presently stands at 77%.

South Africa is, nevertheless, grappling with a major HIV/AIDS epidemic, which has been reducing the life expectancy of its people to 55 years for men and 59 years for women. Statistics South Africa estimates the overall HIV prevalence rate to be 10.6%, and by May 2011, 1.1 million people were on ARVs. Since the height of the epidemic in 2005, and the increased uptake of ARVs, there has been a drop of 100 000 in deaths related to AIDS, but in 2011 it is still estimated that 257 000 deaths will be AIDS related. There has been an associated rise in cases of tuberculosis since 2001. Government is pushing forward with a HIV Counselling and Testing Campaign and 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 economy needs.

Although categorised as a developing country, South Africa has a large, diverse and growing economy that generates 21% of Africa’s entire Gross Domestic Product.
Useful 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.

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, which acts as a first port of call in the case of queries or problems.

Universities have elected Student Representative Councils 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 Bachelor’s 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 Bachelor’s degree, are generally one-year courses.

Master’s degrees require a minimum one-year of full-time study following an Honours. 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 B Tech 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, King Shaka International Airport, OR Tambo 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 country and in the city applicable to the new institution of study.

The university is not permitted to register you until you have produced your valid study permit.

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:

1. A passport valid for not less than 30 days after intended studies.
2. Administrative fee of R 1092 (as at December 2009).
3. 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.
4. 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.
5. Medical and Radiological reports (less than six months old).
6. Yellow Fever vaccination certificate, if relevant.
7. Relevant certificates if married, widowed, divorced or separated.
8. Details regarding arranged accommodation while in South Africa.
9. Proof of sufficient funds to cover tuition fees and maintenance.
10. A police clearance certificate for the past 12 months or longer since the age of 18.
11. A cash deposit or a return ticket to 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.

If you are a holder of a Work or Business Permit you may apply for an endorsement to study part-time.

Contact details for Department of Home Affairs:
Corner Maggs and Petroleum Street, Watloo Pretoria, 0001
Tel: +27 (0) 800 601 190
Information: csci@dha.gov.za

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’s ID and Marriage Certificate.
3. Proof of Registration with an Institution 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.
7. Proof of Repatriation Deposit Paid.
8. Proof of Guardianship for Minor if applicable.
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 copies for your own records for safekeeping.

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 and 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/forpres.htm](http://www.hesa-enrol.ac.za/mb/forpres.htm). 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 the application for a foreign exemption certificate is applied. The right of admission is the prerogative of the particular university.

For more information read the section on the Matriculation Board on page 38.

**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 dependent 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 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. 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.

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.

For more information on Medical Aid and Health Insurance, please refer to page 28.

**Visas**

Entry permits are issued free on arrival to visitors on holiday from many Commonwealth and most Western European countries, as well as Japan and the United States. South Africa requires entry visas from travellers from some countries, which must be obtained in a visitor’s home country from the local or the nearest South African Embassy or Mission.

**General**

**Time:** GMT +2 (+1 in northern hemisphere summer)

**South Africa country dialling code:** 27

**Electricity:** 220-230V; 50Hz

**Weights and measures:** Metric

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.
Medical Aid Provision for International Students
– IEASA regularises the confusion

ABSA Health Care Consultants - Offering approved, affordable medical scheme products

One of the key issues higher education institutions face is the requirement imposed upon institutions by legislation governing the admission of international students. This legislation requires that each year, every international student must have full medical cover for the whole of the current academic year before an institution may register the student.

The type of medical cover is also prescribed by the same legislation: it must be a South African product that is acceptable to the Registrar/Council of Medical Schemes. Over the years IEASA has steadily worked to establish which are the most suitable medical scheme products and has provided valued advice to institutions on the ones to select for their students.

At the Annual IEASA General Meeting of 2009, there was unanimous support from the institutional and other members present for IEASA to pursue this goal. The IEASA Directors Forum (comprising mandated representatives of higher education institutions, most of whom are the Directors of International Offices) also endorsed the project. IEASA has appointed ABSA Health Care Consultants (ABSA HCC), specialised leading health care consulting firm, to assist IEASA in achieving the agreed goals.

In terms of the agreement between ABSA HCC and IEASA, ABSA HCC is responsible for the following:

**ABSA HCC SERVICE OFFERING TO IEASA AND INTERNATIONAL OFFICES**

- Assistance with development of a health care strategy for IEASA and their Member Universities.
- Development of processes and procedures to optimise the provision of health care cover to international students, including facilitating contribution payment- and refund processes.
- Guidance regarding the selection of a panel of approved medical scheme products, to be offered to international students.
- Negotiation with the selected panel of schemes in respect of service support to International Offices and their students.
- Ensuring compliance to all relevant legislation.
- Keeping International Offices and students informed of any developments in the medical scheme industry, which might impact on their health care arrangements, and
- Sourcing and implementing appropriate additional related insurance products (such as repatriation of mortal remains) as and when requested by IEASA.

**ABSA HCC SERVICE OFFERING TO INTERNATIONAL STUDENTS**

- Provision of communication and a platform for prospective students to activate appropriate medical scheme cover. Students can apply for medical cover via [http://www.ieasa.studysa.org](http://www.ieasa.studysa.org) or phone ABSA Helpdesk on +27 (0) 860 100 380. All the approved IEASA medical scheme products, such as Momentum Ingwe and Compcare Worx are available via ABSA HCC at no additional cost.
- Educating international students regarding the working of medical scheme benefits via written communication, regular scheduled visits to campus and information sessions during registration periods.
- Assisting international students where a dispute regarding benefits may arise, and
- Making available a Helpdesk and allocated consultants per university to address any queries students may have.

By applying for medical cover through IEASA’s approved health care intermediaries, international students can be assured of approved, affordable medical cover and support to access benefits via one of South Africa’s leading financial institutions.
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Features

IEASA:
Marketing a brand, a higher education system and a country

The role and functions of the Matriculation Board towards widening participation in higher education
IEASA: Marketing a brand, a higher education system and a country

By Dr Nico Jooste

IEASA realised shortly after its formation that, as the focus of the higher education system and the Department of Education was on transformation and restructuring, it would have to do the marketing of the system on behalf of all the other role players.

Ultimately, the world recognised the quality and attractiveness of South African higher education institutions and ‘forced’ IEASA to take the responsibility.

At its annual conference held in Bloemfontein in August 2002, the organisation decided to develop a marketing strategy for IEASA that would provide a broad based strategy that would focus and steer the organisation’s outward mobility, both internationally and nationally. It followed the following guidelines proved by Porter in developing this strategy:

"Strategy sets direction. It charts the course for a particular action in order for it to sail cohesively through its environment. It also promotes coordination of activities. Without it to focus effort chaos can ensue as individuals pull in a variety of different directions." (Porter, 1998:198)

This strategy had as purpose the marketing of South African higher education globally, and formally introduced IEASA and with it, the South African higher education system into the competitive world of international higher education. The decision taken by the IEASA Executive Committee to develop such a strategy was not only a reaction to global higher education pressures, but also an acknowledgement of South Africa’s return to the global higher education community. IEASA recognised the fact that the past isolation of South Africa and its Higher Education system could only be overturned through conscious new strategies. This emergence from isolation posed real questions to the higher education practitioners and the strategy to be developed. Opposition to the development of such a strategy to allow for the full integration into the global family of higher education may be compared to the experiences of a newly released prisoner.

On release from prison he cannot bear the light of day. He is unable to distinguish colours or recognise faces. The solution is not to remand him in his dungeon, but to accustom him to the rays of the sun. The blaze of truth and liberty may at first dazzle and bewilder, but allowing him to gaze on he will soon be able to bear it. IEASA needed to accept the challenges of global higher education and develop appropriate strategies in marketing our system to escape from the bondages of the past. At the time of the development of the strategy the real challenge was to convince the broader South African community that it was necessary to also focus on this, whilst the system was restructured to rid itself of structural apartheid that was at the foundation of South African higher education until 1994. IEASA, through its strategies, opposed the rationale that global integration should only take place after the restructuring process and through its marketing strategy allowed the system to balance the focus on internal changes with its international focus and enhanced the international integration during the times of transition.
The Development of a Strategy

“The growing demand for higher education is growing at such a pace that it has outstripped provision and is creating markets across the world, each expected eventually to be worth billions of pounds. The United States, Britain, Australia, Canada, France and Germany are the established and emerging key players in a global recruitment game that is homing in on fresh opportunities in China, India, Brazil, Mexico, the Middle East and Africa.” (Tysone, 1996)

External Challenges
In developing an appropriate strategy, the following external challenges facing South African higher education were taken into consideration:

i. The realities of competition in a globalised and market-driven higher education sector forcing systems and institutions to adopt a market-related marketing strategy. These forces include national brand development and the expansion of institutional programme offerings from the traditional research- and theory-based education to industry- and market-focused programmes.

ii. The focus of internationalisation and student mobility in pursuit of connecting to the global knowledge society. This marked a change from the past motivation of international education ventures mainly motivated by the search for intellectual development, spiritual enlightenment, political leadership, social prestige, and economic success.

iii. A demand from all role players, both consumers and customers, to demonstrate global ability and relevance as a higher education system. A system is thus not only driven by its relevance in its immediate environment, but as all economies globally continue to integrate education systems, business and student interest are evaluated by the relevance of the teaching and learning outcomes in the global labour markets.

iv. The National Plan for Higher Education. The Plan clearly highlighted and located the challenges facing higher education in its introduction by stating that:

“These challenges have to be understood in the context of the impact on the higher education systems worldwide of the changes associated with the phenomenon of globalisation. The onset of the 21st Century has brought in its wake changes, in social, cultural and economic relations spawned by the revolution in information and communication technology. The impact of these changes on the way in which societies are organised is likely to be as far reaching and fundamental as the changes wrought by the Industrial Revolution in the 18th Century. At the centre of these changes is the notion that in the 21st Century, knowledge and the processing of information will be the driving forces for wealth creation and thus social and economic development.” (NPHE, 2001:5)

Although the National Plan for Higher Education is silent on the international location of the South African higher education system as such, it does recognise the role of the knowledge society and its demands on higher education systems to function and be recognised globally.

v. South Africa’s position in Africa and as part of the developing world.

vi. The demand for international higher education by a growing and increasingly mobile student body.

vii. The lack of an engaged debate within South African higher education on the advantages and challenges of internationalisation on the South African system.

Critical Outcomes
To realise the strategy the following outcomes were identified:

i. Marketing of South African higher education as a functional, relevant and quality-driven system of higher education to be recognised as a worthy competitor and participant in the International Higher Education industry with the emphasis on excellence.

ii. To project South African higher education as a provider of knowledge through teaching and research relevant to the requirements of the global labour markets and that it prepares students for entry into these markets.

iii. Promote the interrelatedness of International Higher Education with the economic development of a country, including the recognition of the export of knowledge as a commodity.

iv. Development of an identifiable brand for the South African system that will demonstrate the country’s diversity and its importance in global higher education.

v. Development of a set of recruitment rules for the South African system to ensure a sustainable, diverse and vibrant international student community on all South African higher education campuses.

vi. Development of a multifaceted strategy for a fluid market.
Market Drivers
Some of the major drivers that were influencing the growth of the South African international student market were:

i. Aspirations of students identified as: international experience, improved employment opportunities, ability to work in the global marketplace and higher income generation.

ii. International students’ recognition of the variable performance of destination countries in the provision of income and employment opportunities and quality of education. Hence, these factors have a significant influence on their choice of study destination.

iii. The South African market profile was identified to be significantly different from that of the US, UK and Australia (the major competitors of the South African higher education system for international students). The US and the UK were, and still is, aligned with core demand drivers i.e. income generation and employment opportunities abroad. Australian education was aligned with factors of secondary importance, such as the social and education environment. The South African profile was, and still is, totally different. Not only is it a combination of all the above, but is also closely linked to the South African political experience. For students from countries of the developing world it projected hope, while students from the developed world required a multifaceted experience linked to the country’s features, as well as an ‘African experience’.

iv. The promise of income and employment opportunities inside South Africa was, and still is, less likely to influence international students’ choice of institution. The choice is more likely to be influenced by global employment opportunities that are linked to the status of the South African higher education system internationally. This highlighted the critical importance of generic marketing and branding of South Africa as a study destination.

The Market
One of the foundations of any marketing strategy is a thorough understanding of the consumer that will be targeted. It is important to note that customers, both locally and globally, view international education as a blue-chip investment, where the investment is expected to provide long-term financial returns and security and as such the quality of education, as well as the global portability of the end product (the academic qualification), is of utmost importance. In developing the marketing strategy for IEASA, the internal market needed to be taken into consideration as the end result of the success of this strategy would have a profound influence on the internal market and role players. The internal market included the following:

The Internal Market
The internal market and customers included all the role players within the South African higher education system, as well as those government and non-government organisations that had an influence on International Higher Education, as well as those private companies that could support and who would benefit from an international marketing drive.

In developing the marketing strategy for IEASA, the internal market needed to be taken into consideration as the end result of the success of this strategy would have a profound influence on the internal market and role players.

The focus of an internal marketing strategy was mainly information dissemination with a view to building long-term strategic alliances between IEASA and these role players.

The internal market was divided into the following categories:

a. Central Government Departments
   i. Department of Higher Education and Training,
   ii. Department of Home Affairs,
   iii. Department of International Relations and Cooperation,
   iv. Department of Trade and Industry,
   v. Department of the Environment and Tourism, and
   vi. Department of Health.

b. Provincial Governments
   i. Premier’s Office, and
   ii. Tourism Department.

c. Local Government
   i. Relevant Metropolitan Councils and or Municipalities.

d. The South African Higher Education System
   i. HESA,
   ii. Higher Education Institutions,
   iii. Academic Staff, and

The External Market
The strategy also focused on those external role players that would allow the enhancement of the global footprint of South Africa as a study destination, as well as be a role player in the knowledge economy. In positioning the South African Higher Education globally, the following were seen as critical role players:

a. Organisations Representing Higher Education Institutions
   i. NAFSA,
   ii. EAIE,
   iii. APAEI, and
   iv. Any other higher education organisation relevant to internationalisation of higher education.

b. International Students
   i. Students seeking places for qualification purposes, thus studying for the duration of the qualification, and
   ii. Students seeking a semester to a year-long study abroad experience.
c. **International Institutions**
   i. International Association of Universities,
   ii. Institute of International Education,
   iii. The OECD, and
   iv. UNESCO.

### The Strategies

The implementation of the marketing strategy by IEASA, an organisation mainly driven by volunteers, commenced in 2003 with specific activities linked to the following:

#### Internal Market

a. **Central Government Departments**
   A number of meetings took place over time between the IEASA Executive and the Government Departments as identified above. The focus of these meeting was to:
   
   i. Inform the Departments about IEASA and its goals. Provide copies of *Study South Africa*, as well as the strategic planning document of IEASA.
   ii. Where needed, formal approval for the marketing activities of IEASA was obtained.

b. **Higher Education System**
   Notwithstanding IEASA’s autonomous existence as the body representing South African higher education in international matters, the interrelatedness of the higher education system dictated that an active consultative process be followed between IEASA and the other role players in the system. As indicated earlier, the default position that existed, and largely still exists, delegated the responsibility to market the South African higher education system, and as such be responsible for the internationalisation of the system, to IEASA. This required that a close relationship should exist between the Executive Committee of HESA to fully implement the strategy.

The IEASA Executive arranged meetings with the leadership of HESA, then still SAUJICA and the CTP, and discussed the marketing and communication strategy of IEASA. The Vice-Chancellors enthusiastically endorsed the proposal and it commenced the substantial financial contributions towards the publication of *Study South Africa*.

c. **Communication with internal stakeholders**
   
   
   – *Study South Africa*
   Developed a communication strategy to keep all relevant role players informed concerning all the marketing activities of IEASA. This included an annual accurate uniform statistical release concerning international students studying at South African public higher education institutions. In this regard, *Study South Africa* played, and still plays, a critical role. The publication was further enhanced to provide information about South African higher education and IEASA, which currently serves as an annual information source.

### The External Market

To receive the necessary acceptance for its project was of utmost importance for IEASA. The success of the project, however, was largely dependent on the external marketing strategy. The strategy focused on the marketing of the South African system as a product.

It is recognised that the external market is a differentiated and extremely competitive market, and a number of matters that are critical to the successful implementation of the strategy needed to be identified.

Firstly, for relatively unknown higher education systems, the international markets distinguish between countries in respect to the outcomes, value and status of qualifications, but they are unable to distinguish between institutions within a country. This inability to distinguish between different types of institutions supported the need for the generic promotion of the South African higher education system as a quality-based, outcomes-driven education destination.

Secondly, product integrity and quality. In any marketing strategy, marketing standards need to be set that will protect and enhance the integrity and quality of the product. **It is thus imperative that all international marketing exercises adhere to a set of ethical standards for international marketing that would serve the interests of both international students and the higher education system.** Practices that specifically need to be addressed are:

- i. Gross misrepresentation of South African higher education abroad, and
- ii. Violation of immigration laws.

The duality in the strategy, promoting both the system and individual institution contributed largely to the success of making South Africa the preferred study destination in Africa.

a. **System Marketing**
   IEASA is currently one of the most important role players in marketing South Africa as a study destination. The success of its marketing strategy was anchored by the principle of the promotion of the South African higher education system as a functional, quality, diverse and progressive system. By targeting the annual international conferences of organisations like NAFSA and the EAIE, South Africa became the sole representative from Africa at these events and as such it enhanced the status of the South African system and improved the marketability of the institutions and their academic programmes simultaneously. It also enhanced the status of the country as one of the few study destinations from the developing world that offered quality programmes. The duality in the strategy, promoting both the system and individual institution contributed largely to the success of making South Africa the preferred study destination in Africa.

b. **Student Recruitment**
   The external market also includes international student recruitment. This is an individual institutional activity that mainly benefits individual institutions. It is, however, a recognised marketing principle that individual, institutional-based marketing will only be successful if generic systems marketing are effective.

With the development of the marketing strategy for IEASA the South African system was only then actively entering the international arena. The advantage of being a latecomer was that it did not have to repeat the mistakes made by other
systems. However, to prevent the problems experienced by other systems, IEASA played the role of advocate and aide of international marketing activities to individual South African higher education institutions. The more progressive institutions used the Study South Africa brand to promote their own institutions and established as such their institutional brands with that of IEASA and South Africa.

To further enhance the marketability of the institutions and to protect the system the following was developed for IEASA’s use, as well as for use by individual institutions:

i. An international Marketing Code,
ii. Guidelines for minimum service levels to be rendered to international students by institutions active in international marketing, and
iii. Encourage the use of a single identifiable South African brand in all international marketing material.

The more progressive institutions used the Study South Africa brand to promote their own institutions and established as such their institutional brands with that of IEASA and South Africa.

**Conclusion**

It is now nearly ten years since the focused marketing plan presented by IEASA was accepted by the internal role players of South African higher education. It is with passion and dedication that this organisation accepted the responsibility to present South African higher education globally. It did not only develop the South African higher education brand, but it also became the mouthpiece of South African higher education transformation, informing the world about the latest developments within South African higher education. The complete integration of South African universities in the global fold of higher education, since 1994, was partly a result of this strategy.

Over the past ten years South African Higher Education showed the greatest growth in incoming student mobility, according to Project Atlas. This should be attributed to the activities of IEASA within its marketing strategy. The individual university success in establishing new international linkages could also be linked to the constant presence of South Africa at the two major higher education events, namely NAFSA and EAIE. The value of IEASA in marketing South Africa and its Higher Education system cannot be underestimated and is one of the unknown successes of South African higher education.

**References**


The role and functions of the Matriculation Board towards widening participation in higher education

The Matriculation Board is an advisory committee on minimum admission requirements to Higher Education South Africa (HESA), a successor organisation to the South African Universities Vice-Chancellors Association (SAUVCA) and the Committee of Technikon Principals (CTP).

The Matriculation Board is responsible for setting minimum admission requirements to degree studies on the basis of the Senior Certificate. It has a long history that dates back to statutory responsibilities vested in the then Joint Matriculation Board (JMB).

The JMB operated from 1918 to 1992 when it was dissolved and its records were transferred to the Matriculation Board, a statutory advisory structure of SAUVCA. The functions of moderation, examination and certification were transferred to the South African Certification Council – now known as Umalusi – while the function of determining minimum thresholds to degree studies was retained by the Matriculation Board.

The Higher Education Act 101 of 1997 provides for the functions of the Matriculation Board to determine minimum general university admission requirements, better known as matriculation endorsement requirements, which are determined and are published in the Government Gazette.

The Matriculation Board has a staff complement of 20 members who are responsible for administering the government-approved endorsement and exemption regulations and resolutions. The Matriculation Board committee continues to fulfil its statutory role and function in regulating admissions to degree studies, which entails a range of services:

- Certifying applications for exemption from the matriculation endorsement requirements,
- Benchmarking foreign and SADC qualifications and maintaining international profiles on 170 countries, and
- Providing critical advisory services to schools, parents and higher education institutions.

In its service to students and institutions in 2010, more than 36 000 exemption certificates were issued and the Matriculation Board continues to provide an important service to students who do not meet the statutory minimum admission requirements to enter degree studies in public universities in South Africa. It is against this background that the Matriculation Board provides a second opportunity to non-traditional students and matured students to access higher education and therefore, succeeding in its mandate of widening participation to higher education.

The Higher Education Act 101 of 1997 provides for the functions of the Matriculation Board to determine minimum general university admission requirements, better known as matriculation endorsement requirements, which are determined and are published in the Government Gazette.
FEATURES

Applications are received in the following ways:
- Completed application forms and supporting documents from a university,
- Fax and e-mail, and
- Walk-ins (self-application at our offices).

It takes approximately five working days to issue a provisional letter, which could be used to facilitate admission into higher education and six weeks to issue an exemption certificate.

In 2008, the new policy on minimum admission requirements was introduced with the first cohort of Grade 12 learners obtaining the new National Senior Certificate (NSC) and entering universities in 2009. As the corollary effect of the introduction of NSC was the three-tier admission requirement to higher education, namely: higher certificate, diploma and Bachelor's degree. It is envisaged that the services of the Matriculation Board or the future agency will be extended to include the regulation of minimum entry requirements to these three-tier admission levels and its services will, in time, be offered to both public and private higher education institutions.

In 2010, the Matriculation Board launched a joint publication with Umalusi on the equivalence setting exercise, which compared the NSC with national and international school exit qualifications that included: Cambridge International Examinations’ (CIE) International General School Certificate (IGCSE), Advanced Subsidiary (AS) and Advanced level, the International Baccalaureate Diploma’ Higher and Standard level, as well as the Namibian Senior Secondary Certificate. The equivalence setting was focusing on the gateway subjects. The study found that the NSC curriculum has various strong points that gave it the edge in some respects to the school exit qualifications that it is compared with. The overarching findings were that the NSC is comparable with twelve years of schooling, such as in the CIE Advanced Subsidiary level. The recommendations from such studies help the Matriculation Board to determine the minimum admission requirements.

The study found that the NSC curriculum has various strong points that gave it the edge in some respects to the school exit qualifications that it is compared with.

In conclusion, the Matriculation Board plays an immense role in providing students with a second opportunity to access higher education and pursue their dreams.

For more information about the Matriculation Board kindly contact us at:
Website: http://www.hesa-enrol.ac.za/mb/index.html
E-mail: exemptions@hesa-enrol.ac.za
Telephone: +27 (0)12 481 2847 / +27 (0)12 481 2848 / +27 (0)12 481 2910
Fax: +27 (0) 12 481 2922
+27 (0) 86 677 7744

In its service to students and institutions in 2010, more than 36 000 exemption certificates were issued by the Matriculation Board.
University Profiles

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.
1 - University of Cape Town 48
2 - University of the Western Cape 98
3 - Cape Peninsula University of Technology 71
4 - Stellenbosch University 97
5 - Nelson Mandela Metropolitan University 42
6 - Rhodes University 86
7 - University of Fort Hare 98
8 - Walter Sisulu University 99
9 - University of KwaZulu-Natal 60
10 - Durban University of Technology 84
11 - Mangosuthu University of Technology 96
12 - University of Zululand 90
13 - University of the Free State 88
14 - Central University of Technology, Free State 96
15 - Vaal University of Technology 92
16 - North-West University 75
17 - University of the Witwatersrand 66
18 - University of Johannesburg 54
19 - University of Pretoria 81
20 - Tshwane University of Technology 97
21 - University of South Africa 94
22 - University of Limpopo 78
23 - University of Venda 95

Other:
24 - Mpumalanga Institute for Higher Education
25 - Northern Cape Institute for Higher Education
We’re connected . . .

. . . to the history of South Africa
The University is located in a region that was the cradle of the freedom struggle, and it is privileged to be named after the great Nelson Mandela.

. . . to the world
More than 10% of NMMU’s student body are drawn from diverse backgrounds outside of South Africa and it further has academic agreements with 48 universities in 16 countries on 4 continents.

. . . to a city, Nelson Mandela Bay
Nelson Mandela Bay is home to some one million people who work in manufacturing industries, agricultural processing, tourism and the services sector.

Experience a unique African study address at the Nelson Mandela Metropolitan University.
At NMMU, we are connected . . .

**To the world** - 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. More than 10% of its student body is drawn from diverse backgrounds outside of South Africa and it further has academic agreements with 48 universities in 16 countries on four continents.

**To a city, Nelson Mandela Bay** - Nelson Mandela Bay is home to some one million people who work in manufacturing industries, agricultural processing, tourism and the services sector. Part of the NMMU’s mandate is to provide highly skilled people to work in the local economy and to aim to meet the demand for quality education that is responsive to the region and South Africa’s needs, and in tune with the global village.

**To the history of South Africa** - The University is located in a region that was the cradle of the freedom struggle, and it is privileged to be named after the great Nelson Mandela.

Yes, we’re connected!

**Vision, Mission and Values**

**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.

**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.

To achieve our vision and mission, we will ensure that our values inform and define our institutional ethos and distinctive educational purpose and philosophy.

**Our values are:**

- *Respect for diversity*
- *Excellence*
- *Ubuntu*
- *Integrity*
- *Respect for the natural environment*

**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 through to doctoral level.

The NMMU has seven faculties housing a choice of more than 300 study programmes in a dynamic, first world environment.
The NMMU boasts new programmes in the following fields:

- **The BCom (Financial Modelling) qualification**, which leads to a career in statistical data analysis in finance. This is a new and innovative programme with a focus on intersection of statistics and financial modelling. Graduates will be able to effectively deploy a wide range of computational statistical techniques to model and solve problems in finance and econometrics.

- **BSc Honours (Formulation Science)**, which is concerned with the knowledge and practice of blending and mixing of various components (chemical molecules) in such a way that they do not react, but interact to provide a final product with very specific desirable properties or functions.

- **Magister Technologiae: Chemistry (Product and Process Development)**. This qualification equips learners with advanced multi-disciplinary competencies in product and process modelling, statistical design and optimisation techniques, technological economics and financial management, regulatory and legal matters that affect chemical production, and entrepreneurial skills to allow learners to successfully develop chemical products and processes from laboratory scale through to commercialisation of said product or process.

To be a student at the Nelson Mandela Metropolitan University and participate in one of our 300 programmes please go to our Online Student Brochure, [www.nmmu-international.com](http://www.nmmu-international.com) for course details and admission requirements.

Quality academic programmes, developed to create leaders in a vast array of professions, are offered in the following faculties, schools and departments:

**Faculty of Arts**
- School of Architecture
- School of Governmental and Social Sciences
- School of Language, Media and Culture
- School of Music, Art and Design

**Faculty of Business and Economic Sciences**
- School of Management Sciences
- School of Accounting
- School of Economics, Development and Tourism
- School of Industrial Psychology and Human Resources

**Faculty of Education**
- School for Initial Teacher Education
- School for Continuing Professional Development
- School for Education Research and Engagement (SERE)

**Faculty of Engineering, the Built Environment and Information Technology**
- School of Engineering
- School of Information and Communication Technology
- School of the Built Environment

**Faculty of Health Sciences**
- Department of Biomedical Technology and Radiography
- Department of Environmental Health and Social Development Professions
- Department of Human Movement Science and Sport Management
- Department of Nursing Science
- Department of Pharmacy
- Department of Psychology

**Faculty of Law**

**Faculty of Science**
- School of Biomolecular and Chemical Sciences
- School of Computer Science, Mathematics, Physics and Statistics
- School of Environmental Sciences

**George Campus**
- School of Natural Resource Management
- School of Business and Social Sciences

**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 provide our students access to world-class facilities at the NMMU. Postgraduate science students, for example, are privy to a 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 sports meetings.

The NMMU’s 2011 Graduation celebrated an increase of 64% in Doctoral and 24% in Master’s degrees compared to 2010, strengthening its research profile and postgraduate complement.
The eight research focus areas at NMMU are: • social cohesion • regional economic development (including SMME’s and entrepreneurship) • ethics • governance and leadership • curriculum development for all faculties across the university • automotive and related manufacturing • health and disease management responsiveness to regional needs • natural resource management, and • energy.

• The Nelson Mandela Metropolitan University was recently catapulted to the forefront of global nanoscience research with the arrival of a state-of-the-art atomic resolution electron microscope from Japan. The High Resolution Transmission Electron Microscope (HRTEM) is the first of its kind to be sold commercially outside of Japan and the last of a suite of four electron microscopes installed at NMMU.

• The Friction Processing Research Institute is currently ideally situated to become leaders in this field as the NMMU is currently the only tertiary institution in South Africa with the capability to do research within this field. Links have also been established with various industrial partners to develop the technology for industrial applications e.g. the nuclear industry of South Africa.

NMMU’s Strategic Research Priorities:
• To promote research and innovation that contributes to local, regional, national and global sustainability.
• To create and support an environment that fosters research quality and productivity.
• To develop and sustain the research capacity of staff and students.
• To promote a broad conceptualisation of research, scholarship and innovation.

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 14 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.

2012 Colloquium
The NMMU’s international partner universities will once again be welcomed on-campus from the 20 – 26 August 2012. This bi-annual event referred to as the “Family Week” will again be hosting a Colloquium on Internationalisation. The topic will be “2020 – The Future of Higher Education Internationalisation”. The Colloquium offers Higher Education Specialists the opportunity to explore new horizons in the internationalisation of higher education.
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 campus 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 for International Education. Events are organised in conjunction with various NMMU societies and the Student Representative Council.

Research
The Office for International Education’s full-time researcher co-ordinates 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.

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.

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.

A complete list of the NMMU’s Higher Education Partners is available on our website at www.nmmu.ac.za/international under Global Linkages.

International Short Programmes
Mid-Year Experience (May-July)
This is a four to five week, 6 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 modules: Environmental Studies, Community Service Learning or Conflicts and Human Rights, Peace and Justice in South Africa.

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, which further enhances their cultural experience in South Africa.

English as a Foreign Language Programme
The English as a Foreign Language 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.

Online Student Brochure
The Office for International Education recently launched their new Online Student Brochure. This is an interactive tool that creates the opportunity for the student to have a richer user experience in accessing comprehensive information about the NMMU.

This brochure is a one-stop source of information for potential students that can be viewed anywhere in the world. It is also one of the first of its kind in South Africa and allows students to find the programme they are interested in and navigate to further in-depth programme information housed in the NMMU’s web prospectus.

It can be viewed in a linear manner like a flip book or navigated through by clicking on the various links. We invite you to have a look by going to: www.nmmu-international.com.

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Nelson Mandela Metropolitan University
Office for International Education
PO Box 77000
Nelson Mandela Metropolitan University
Port Elizabeth, 6031
Republic of South Africa

Tel: +27 (0)41 504 2161
Fax: +27 (0)41 504 2771
E-mail: international@nmmu.ac.za or studyabroad@nmmu.ac.za (for Study Abroad or US Study Centre)

Website: www.nmmu.ac.za/international
Student Online Brochure: www.nmmu-international.com
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 107 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 25,000 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.

This view articulates some of the fundamental principles on which higher education internationalisation is based. By engaging with universities and nations beyond ones borders, through partnerships, research collaborations and student mobility, internationalisation becomes the strategy by which knowledge can be shared, circulated and enhanced.

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
This view articulates some of the fundamental principles on which higher education internationalisation is based. By engaging with universities and nations beyond one's borders, through partnerships, research collaborations and student mobility, internationalisation becomes the strategy by which knowledge can be shared, circulated and enhanced.

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

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 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. These students make significant contributions to the development of their home countries in response to the Millennium Development Goals.

**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](http://web.uct.ac.za/misc/iapo/ushepia)

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**USHEPiA Achievements**

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

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**USHEPiA Partner Universities**

- Jomo Kenyatta University of Agriculture and Technology (JKUAT)
- Makerere University, Uganda (MU)
- University of Botswana (UB)
- University of Cape Town (UCT)
- University of Dar es Salaam (UDSM)
- University of Nairobi (UoN)
- University of Zambia (UNZA)
- University of Zimbabwe (UZ)

**Research Groupings**

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](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/](http://www.commerce.uct.ac.za/care/)

**Development Policy Research Unit**

[Web: http://www.commerce.uct.ac.za/dpru/](http://www.commerce.uct.ac.za/dpru/)

**Southern Africa Labour and Development Research Unit**

[Web: http://www.saldru.uct.ac.za/](http://www.saldru.uct.ac.za/)

**Faculty of Engineering and the Built Environment Bioprocess Engineering Research Unit**


**Blast Impact and Survivability Research Unit (BISRU)**

[Web: http://www.bisru.uct.ac.za/](http://www.bisru.uct.ac.za/)
UCT has over 50 research groupings, along with its strategic research niches.

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

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: http://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/fbrombacher/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
The International Academic Programmes Office’s (IAPO) role is to lead the development of internationalisation at UCT by acting as the central co-ordinator 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
Level 3, New Student Administration Building
Cross Campus Road, Middle Campus
University of Cape Town
Rondebosch, 7701
Republic of 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 4, New Student Administration Building
Cross Campus Road, Middle Campus
University of Cape Town
Rondebosch, 7701
Republic of South Africa

Tel: +27 (0)21 650 2128
Fax: +27 (0)21 650 3736
E-mail: admissions@uct.ac.za

Website: www.uct.ac.za

UCT is home to over 4400 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 calibre 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 Johannesburg and our beautiful country.

The University was established 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.

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. The campuses are different in culture and character, but all are rooted in the history of Johannesburg’s metropolitan areas.

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.

The campuses are different in culture and character, but all are rooted in the history of Johannesburg’s metropolitan areas.

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. Cognisant 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 comprise 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 1100 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 e-mail: petrov@uj.ac.za or visit the Faculty’s website: www.uj.ac.za/edu

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 well-being 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 on all other programmes 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) or 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
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

International Students
UJ 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 for 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.

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 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.

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.

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, Republic of 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

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.**

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The Faculty of Engineering and the Built Environment of the UJ is one of the largest and best equipped in Southern Africa.

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**University of Johannesburg**

Division for International Relations

Kingsway Campus, The University of Johannesburg

PO Box 524, Auckland Park, 2006

Johannesburg, Republic of South Africa

**Tel:** +27 (0)11 559 3129/4517

**E-mail:** ssass@uj.ac.za

**Website:** www.uj.ac.za

**International Office:** www.uj.ac.za/international
The University of KwaZulu-Natal (UKZN) is rated amongst the top 500 universities in the world and is the third most productive university in South Africa in terms of research output.

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 home to 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**

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

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 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
- Bachelor of Agricultural Management
- Bachelor of Science in Dietetics
- Bachelor of Science in Human Nutrition

**Postgraduate**
- Diplomas
- Postgraduate Diploma in Community Nutrition
- Postgraduate Diploma in Dietetics
- Postgraduate Diploma in Food Security
- Postgraduate Diploma in Rural Resource Management
- Honours
- Bachelor of Science
- Bachelor of Agriculture
- Bachelor of Agricultural Management
- Master's and Doctorate
- Master of Science by coursework
- Master of Science by research
- Master of Environmental Management
- Master of Marine and Coastal Management
- Master of Science in Agriculture by coursework
- Master of Science in Agriculture by research
- Master of Agricultural Management
- Master of Agriculture
- Master of Science in Dietetics
- Master of Science in Human Nutrition
- Doctor of Philosophy
- Doctor of Science
- Doctor of Science in Agriculture

UKZN has five campuses in Durban and Pietermaritzburg with four Colleges, eight faculties and 52 schools offering approximately 2000 academic programmes.
## 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
- Diploma in Oral Health
- Bachelor of Pharmacy
- Bachelor of Medical Science (Anatomy)
- Bachelor of Medical Science (Physiology)
- Bachelor of Physiotherapy
- Bachelor of Sport Science
- Bachelor of Optometry

#### Postgraduate
- Postgraduate Diploma in Medical Sciences (Autism Spectrum Disorders)
- Honours Degree in Medical Sciences (Anatomy)
- Honours Degree in Medical Sciences (Medical Biochemistry)
- Honours Degree in Medical Sciences (Human Physiology)
- Master’s Degree in Advanced Midwifery and Women and Child Health
- Master’s Degree in Communication Pathology (Audiology)
- Master’s Degree in Communication Pathology (Speech Language Pathology)
- Master’s Degree in Community Health
- Master’s Degree in Critical Care and Trauma
- Master’s Degree in Hand Rehabilitation
- Master’s Degree in Gerontology
- Master’s Degree in Health Service Administration
- Master’s Degree in Medical Sciences (Anatomy)
- Master’s Degree in Medical Philosophy (Autism Spectrum Disorders)
- Master’s Degree in Medical Sciences (Health Sciences) - online
- Master’s Degree in Medical Sciences (Human Physiology)
- Master’s Degree in Medical Sciences (Medical Biochemistry)
- Master’s Degree in Medical Sciences (Pharmacology)
- Master’s Degree in Medical Sciences (Pharmaceutics)
- Master’s Degree in Nursing Education
- Master’s Degree in Nursing Research
- Master’s Degree in Occupational Therapy
- Master’s Degree in Optometry
- Master’s Degree in Pharmacy (Pharmacy Practice or Pharma-economics)
- Master’s Degree in Pharmacy
- Master’s Degree in Physiotherapy
- Master’s Degree in Psychiatric/Mental Health Nursing
- Master’s Degree in Sport Science
- Master’s Degree in Sport Science (Biokinetiks)
- Master’s Degree in Sport Science (Exercise Science)
- Master’s Degree in Sport Science (Leisure Studies)
- Master’s Degree in Therapeutic Group Work
- Doctor of Philosophy

## Postgraduate

- Honours
- Bachelor of Medical Sciences
- Master’s
- Medical Science by research
- Medical Science in Clinical HIV/AIDS Management
- Medical Science in Occupational and Environmental Medicine
- Medical Science in Medical Informatics
- Medical Science Telemedicine
- Public Health
- Medicine
- Medicine in Family Medicine
- Nursing
- Doctoral
- PhD (Nursing)

## College of Humanities, Development and Social Sciences

### Faculty of Education

#### Undergraduate
- Bachelor of Education

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

### Faculty of Humanities, Development and Social Sciences

#### Undergraduate
- Bachelor of Arts
- Bachelor of Social Science
- BA/BScSc Structured Degrees
- Bachelor of Architectural Studies
- Bachelor of Community and Development Studies
- Bachelor of Music
- Bachelor of Practical Music
- Bachelor of Social Work
- Bachelor of Theology
- Diploma in Jazz and Popular Music
- Diploma of Proficiency in Translation
- Certificate of Proficiency in Translation
- 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 Visual Art
- BSocSc in Geography and Environmental Management
- BSocSc in Government, Business and Ethics
- BSocSc in Housing
- BSocSc in International Studies
- BSocSc in Management and Communication Studies
- BSocSc in Psychology
College of Law and Management Studies

Faculty of Law
Undergraduate
Bachelor of Laws (Full-time/Part-time)
Postgraduate
Diploma
Postgraduate Diploma in Forensic Investigation and Criminal Justice
Master’s (Full-time/Part-time)
Programmes are offered in the following areas:
- Advanced Criminal Justice
- Business Law
- Childcare and Protection (Inter-disciplinary: Law and Social Work)
- Constitutional and International Law
- Environmental Law
- Taxation
- Labour Studies
- Maritime Law
- Medical Law and Public Health Law
Master’s by Research
Doctoral
Doctor of Philosophy

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
Postgraduate Diploma in Business Management
Postgraduate Diploma in Management
Postgraduate Diploma in Maritime Studies
Postgraduate Diploma in Leadership Studies
Management Development Diploma
Postgraduate Diploma in Marketing
Postgraduate Diploma in Finance, Banking and Investments
Honours
Bachelor of Administration
Bachelor of Commerce
Master’s Programmes by research
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 Administration in Public Administration
Master of Business Administration
Master of Commerce in Economics
Master of Commerce in Human Resource Development

Master of Commerce in Industrial Relations/Employment Relations
Master of Commerce in Information Systems and Technology
Master of Commerce in Leadership Studies
Master of Commerce in Business Finance
Master of Commerce in Supply Chain Management
Master of Commerce in Entrepreneurship
Master of Commerce in Management
Master of Commerce in Marketing Management
Master’s Programmes by coursework
Master of Commerce in Leadership Studies
Master of Commerce in Economics
Master of Commerce in Information Systems and Technology
(may not be offered in 2011)
Master of Commerce in Maritime Studies
Master of Public Administration
Doctoral
Doctor of Administration
Doctor of Business Administration
Doctor of Commerce
Doctor of Philosophy
Doctor of Public Administration and Development Management

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.

A substantial number of researchers at UKZN have been rated by the National Research Foundation (NRF), which provides a benchmark for research standing. Eight UKZN staff members have been appointed to the prestigious positions of South African Department of Science and Technology Research Chairs. UKZN has a considerable network of research partnerships and academic exchange agreements with leading universities and other research institutions around the world.

There is a vast array of research being conducted within the University – including the Social Sciences, Humanities, Public Health, Epidemiology and Biomolecular Sciences – around the HIV/AIDS pandemic that is devastating our society. 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.

Investing in Learning

UKZN has committed substantial resources to providing world-class teaching and research facilities. The new Biological and Conservations Sciences Building on the Westville Campus houses state-of-the-art laboratory facilities. Teaching venues have been upgraded across the campuses. Through the use of wireless technology, lecturers at selected teaching venues across the University are using internet, pod casting and other related strategies for teaching and research. The addition of four new laboratories and equipment at the School of Chemistry caters for 1000 students
per week. State-of-the-art equipment – an Electrospray Ionisation Quadrupole Spectrometer, an X-Ray Diffractometer and a CEM Microwave Peptide Synthesizer were purchased by the Schools of Chemistry, Pharmacy and Pharmacology aiding research in these disciplines.

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 www.ukzn.ac.za/handbooks. International students can contact their local international office or the Study Abroad Co-ordinator (UKZNSEP) on: +27 (0)31 260 2870 / 2230 or ukznsep@ukzn.ac.za

University of KwaZulu-Natal Student Exchange Programme (UKZNSEP)
The University has more than 60 exchange agreements in 22 countries. The student exchange programme provides international students an opportunity to interact academically, socially and culturally with local people. All exchange agreements are governed by reciprocal tuition and/or accommodation and/or meal waivers.

Students who pay these fees at the home institution do not pay them at the host institution. The exchange period is normally one or two semesters. The programme is designed for registered undergraduate students who have completed at least two semesters at their home institution.

Students obtain credit for courses taken at the host institution towards their degree at the home institution. The courses that some international students find most appealing are African Music and Dance, IsiZulu and Political Science.

For more information on the courses for non-degree purposes please refer to the website www.ukzn.ac.za/handbooks. International applicants are advised to contact their local international office or the Student Exchange Programme (UKZNSEP) on: +27 (0)31 260 2870 / 2230 or 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). For information on IELTS test dates contact the British Council through your closest British Embassy or Consulate, or consult 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.

Website: 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 Co-ordinator: Language Centre on kerchoffj@ukzn.ac.za (Pietermaritzburg) or 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 co-ordinator before 28 February for the early-bird closing date. The late closing date is 15 April.

Fees
Information about the full cost of the programmes and the dates are available on the International School website at: http://ukzninternational.ukzn.ac.za/InternationalSchool1721.aspx

For more information, you can contact the International School Co-ordinator on dace@ukzn.ac.za or on +27 (0)31 260 2677.

Full-time Undergraduate Studies
Applicants to Bachelor’s 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/

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 Bachelor’s 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.saqa.org.za

For a full range of undergraduate and postgraduate degrees offered at UKZN please refer to the website: www.ukzn.ac.za/courses
The University of the Witwatersrand, Johannesburg (Wits), a world-class research university in Africa, aims to be firmly embedded in the top 100 universities in the world by 2022.

Committed to academic and research excellence, Wits contributes to the global knowledge economy and local transformation through the generation of high level, scarce skills and innovative research.

Located in the economic and industrial heartland of Africa, Wits promotes sustainable social and economic development in a globally competitive environment.

Wits is an engaged institution, dedicated to advancing the public good. It promotes intellectual communities and attracts talented students, distinguished academics and thinkers from around the globe.

Wits is one of the premier African research-driven institutions and offers countless opportunities for students to advance the frontiers of knowledge.

The University is at the forefront of a changing society. It has a distinguished reputation built 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.

The University has a selective approach to research development, concentrating on areas of actual and potential international excellence, while focusing on challenging, relevant and innovative research that is beneficial to the country and continent.

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, the 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, which is acknowledged as the economic powerhouse of Africa.

Its vast campuses are spread over 400 hectares in Braamfontein and Parktown. Wits has 18 residences, which accommodate 17% of the student population. A new world-class residence, which caters largely for postgraduate and post-doctoral students, the Wits Junction, opened in July 2011.

Faculties and Academic Staff
The University is home to about 28 000 students, about a tenth of whom are international and a third of whom are postgraduate. They are serviced by approximately 5500 staff (academic and support). The vibrancy of the University’s academic endeavours is reflected in the more than 3000 courses on offer 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)

- **Engineering and the Built Environment**
  The Faculty is at the forefront of the socio-political economy and produces well-rounded, entrepreneurial graduates. In terms of the Washington Accord, 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)

The University is home to about 28 000 students.

Ferrari’s Chief Engineer, **Rory Byrne**, graduated from Wits 43 years ago.
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

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

www.wits.ac.za/humanities

The Faculty of Science contributes to specific University Research Thrusts and has ten Schools. Most research in these Schools, and their associates, are internationally recognised.

www.wits.ac.za/science

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 provides its postgraduate students with the facilities and knowledge, but also offers them a nurtured environment in which discovery and creativity are 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

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

Professor Lee Berger, a renowned palaeoanthropologist discovered a new species of hominid, called Australopithecus sediba, which made international headlines in 2010.
UNIVERSITY PROFILES

- Mineral resource exploration and mining
- Molecular biosciences
- South Africa/India

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 15 prestigious National Research Foundation Chairs and three Centres of Excellence focusing on Biomedical Tuberculosis Research, Strong Materials and Aerospace respectively.

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.

The WIO facilitates agreements for exchange programmes like Study Abroad and promotes African initiatives. 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; 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, Johannesburg
Wits International Office, Private Bag X3
University of the Witwatersrand
Johannesburg, 2050, Republic of South Africa

Tel: +27 (0)11 717 1054
Tel: +27(0)11 717 1059
E-mail: studysa.international@wits.ac.za
The Cape Peninsula University of Technology offers under and postgraduate career focused courses in six faculties:

- Applied Sciences
- Business
- Education and Social Sciences
- Engineering
- Health and Wellness Sciences
- Informatics and Design

www.cput.ac.za
The Cape Peninsula University of Technology (CPUT) is the only university of technology in the Western Cape, South Africa. The University offers career-focused courses at five campuses and various 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.

Experiential learning, 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. Post-graduate: A Bachelor in Technology degree (BTech) or equivalent is required for admission to post-graduate (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 web site: www.saqa.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 inter-disciplinary research projects. Collaborative research agreements exist between CPUT and various universities in India, Switzerland, UK, USA and Russia, amongst others, leading South African universities, as well as the French–South African Technical Institute of Electronics (F’SATI). F’SATI will be launching its first satellite in 2012. 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 1993 they were empowered to offer degrees: Bachelors, Master’s and Doctoral degrees in Technology.
... at the heart of technology education and innovation in Africa

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 University’s medium of tuition), the development of analytical thinking and computer literacy.

QUALIFICATIONS
The University offers diploma and bachelor degree study, as well as post-graduate 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
- Engineering: Mechatronics
- Operations Management
- Surveying

HEALTH & WELLNESS SCIENCES
- Dental Assisting
- Dental Technology
- Emergency Medical Care
- Medical Laboratory Science
- Nursing
- Optical Dispensing
- Radiography (Diagnostic, Therapy, Nuclear Medicine, Ultrasound)
- Somatology

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
Study abroad at North-West University
a leading university

Multifaceted excellence through values and vision.

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

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

Potchefstroom Campus:
Tel: +27 18 299 2185
Email: nicholas.allen@nwu.ac.za

Vaal Triangle Campus:
Tel: +27 16 910 3185
Email: john.maloma@nwu.ac.za

www.nwu.ac.za

Innovation through diversity ™
North-West University

...striving for balanced excellence

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.

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 pursues transformation, while being locally engaged, nationally relevant and internationally recognised.

The NWU operates as a government funded tertiary institution, although only just over forty-one percent of its income derives 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, 2009 and 2010 the NWU won the PriceWaterhouseCooper’s 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” award.

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.

According to the 2009 figures by the Department of Education, the NWU rated extremely good, benchmarked against the other 22 higher education institutions in South Africa. Here is the evidence:

• In 2009, the NWU was the fourth largest university in South Africa based on the total head count, namely 50 589. In terms of distance students, the NWU was the second largest in South Africa.
• For graduation rates, which are the number of degrees as a percentage of the total heads, the NWU rated first in the sector with 26%.
• For the total number of degrees and diplomas awarded, namely 13 445, the NWU rated second in the sector.
• The NWU awarded 659 Master’s degrees in 2009, putting the University in the sixth place in South Africa.
• The NWU awarded 123 PhDs in 2009, putting the institution sixth in the sector.

Although the official 2010 figures will only be published later, it is clear that the NWU has exceeded its previous achievements. The University, with a strong human rights culture,
In 2007, 2008, 2009 and 2010 the NWU won the PriceWaterhouseCooper’s Best Governed University Competition.

North-West University 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 in Mafikeng, Potchefstroom and the Vaal Triangle, that operate as co-ordinated, 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

**Research and Innovation**

To speed up the NWU’s move towards becoming a balanced teaching-learning and research university where research finds it 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 117.

**Community Engagement**

Community engagement is a strategic priority, with more than 300 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, which 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 six years. Currently, the University is the USSA champions in rugby, netball, athletics, karate, and soccer, as well as in various smaller sporting codes. 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. The University houses world-class sporting facilities and accommodation such as the FNB High Performance Institute and the Sports Village on the Potchefstroom Campus. More than 1500 international athletes from 30 countries train at the NWU’s sport facilities per season.

**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 towards holistic growth and development, as is clear from the wide range of activities in which students are encouraged to participate, such as an 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.

**Admission Requirements**

Admission requirements vary, depending on the programme. For more information on specific requirements, please visit our website at: [www.nwu.ac.za](http://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 that goes 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 co-ordinated 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. Especially the Mafikeng Campus boasts an international ambience with 446 international students from 19 different countries enrolled there in 2010.

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**North-West University**

**Director International Liaison:**

**Tel:** +27 (0) 18 299 4193

**E-mail:** annette.combrink@nwu.ac.za

**Mafikeng Campus:**

**Tel:** +27 (0) 18 389 2144

**E-mail:** koos.degenaar@nwu.ac.za

**Potchefstroom Campus:**

**Tel:** +27 (0) 18 299 2185

**E-mail:** nicholas.allen@nwu.ac.za

**Vaal Triangle Campus:**

**Tel:** +27 (0) 16 910 3185

**E-mail:** john.maloma@nwu.ac.za

**Website:** [www.nwu.ac.za](http://www.nwu.ac.za)
The University of Limpopo (UL) – for human and environmental wellness in a rural context: finding solutions in Africa.

The University has two campuses – Turfloop Campus in Polokwane and Medunsa Campus in Ga-Rankuwa, Pretoria.

Vision
“To be a leading African university, epitomising excellence and global competitiveness, addressing the needs of rural communities through innovative ideas.”

Mission
“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.”

Location and Campuses
When the geographic location of the University is taken into account, the African and global emphasis of the vision and mission is not surprising. Traces of its African heritage are clearly visible on both campuses.

- Turfloop Campus:
The Turfloop Campus is situated in the middle of a densely populated rural area, 33 kilometres to the east of Polokwane, the capital of South Africa’s most northerly, and rural province.

  Limpopo Province shares borders with Mozambique, Zimbabwe and Botswana, and many of its developmental challenges are also faced by these countries.

- Medunsa Campus:
The Ga-Rankuwa (Medunsa) Campus of the University is similarly positioned in a densely populated peri-urban area to the north of Pretoria adjoining Ga-Rankuwa Township. Its grounds extend over some 350 hectares, and the Campus is easily accessible by rail and road.

  The Medunsa Campus has a population of approximately 4500 students from across South Africa, Africa and abroad, and is home to the Faculty of Health Sciences.

In an increasingly competitive tertiary environment, the University provides quality foundational education, as well as niche areas of excellence and considerable socio-economic impact.

New Directions
Developments, since the merger, have resulted in academic programmes at the University of Limpopo that are focused on South Africa’s development priorities and geared to the human resource needs of the private and public sectors.

In an increasingly competitive tertiary environment, the University provides quality foundational education, as well as niche areas of excellence and considerable socio-economic impact.
The University’s academic staff has contributed significantly to research nationally and internationally in their fields, and includes highly rated scientists and researchers who have authored and edited numerous publications that are widely used in South Africa and the Southern African Development Community region.

Students enjoy studying in a university environment that takes care of their African origin, while also providing a vibrant learning and living experience.

**Faculties**
The University of Limpopo has a three-tier academic structure consisting of faculties, schools and departments. For example:

**Faculty of Health Sciences**
- School of Healthcare Sciences
- School of Oral Health Sciences
- School of Medicine
- School of Pathology and Pre-Clinical Sciences
- School of Health Sciences

**Faculty of Humanities**
- School of Language and Communication Studies
- School of Education
- School of Social Sciences

**Faculty of Management and Law**
- School of Economics and Management
- School of Law
- School of Accounting and Auditing
- Turfloop Graduate School of Leadership

**Faculty of Science and Agriculture**
- School of Agricultural and Environmental Sciences
- School of Mathematical and Computer Sciences
- School of Molecular and Life Sciences
- School of Physical and Mineral Sciences

Two acclaimed degrees offered by the University are the Master of Business Administration (MBA) and Master of Public Administration (MPA).

The MBA programme creates the opportunity to change your career and make you a competitive manager by developing the competencies required to lead organisations towards effective and efficient delivery of goods and services.

The admission requirements for this programme are as follows:
- Possess a Bachelor’s degree,
- Have three years’ appropriate management experience, and
- Mathematics at school level.

In the first and second year of study, students will engage with the following:

**First Year**
- Principles of management
- Financial accounting
- Business law
- Economics for managers
- Research methodology
- Business statistics
- Management accounting
- Human resource management
- Marketing management
- Operations management
- Financial management

**Second Year**
- Information and technology management
- International marketing
- Business strategy
- Entrepreneurship
- Managing people and change
- Research report
- Environmental management and tourism
- Project management
- Corporate governance

The programme is delivered over a two-year period.

The MPA programme offers students a wealth of relevant knowledge and skills required for development in Africa. The primary client focus is national, provincial and municipal functionaries and officials within South Africa and elsewhere on the continent. The civil servants attend their classes on block release of one week for a month to accommodate their work commitments.

The admission requirements for this programme are as follows:
- At least a three-year degree in Public Administration or related degree with a minimum of three years' related practical managerial/supervisory experience.

The MPA programme is offered over a period of two years within which a total of nine modules should be completed. The following six modules are compulsory:
- South African public management
- Public management theories
- Public financial management
- Research methodology
- Ethics and accountability in administration
- Organisational theory

The MPA programme offers students a wealth of relevant knowledge and skills required for development in Africa.
A fundamental ingredient of the University’s self-image is that it is *intrinsically African* in character.

In the second year, students are also required to produce a mini-dissertation under supervision. **Elective modules are:**

- Public policy analysis
- Performance management
- Rural development and project management
- Human resources management
- Strategic management

The MPA programme is offered over a period of two years.

**Examples of Excellence**

The University offers research and academic programmes that dovetail with flagship initiatives of the New Partnership for Africa’s Development (Nepad):

- Diarrhoeal Pathogens Research Unit
- Extended degree programmes
- Material Modelling Centre
- Hepatitis B diagnosis and prevention in South Africa
- Telkom Centre of Excellence for Speech Technology
- National Community Water and Sanitation Training Institute
- South African Vaccination and Immunisation Centre
- Development and Facilitation Training Unit

**Facilities and Services**

**Accommodation**

Accommodation is provided for students in various residences on both campuses in well-designed, comfortable rooms that ensure an optimum atmosphere where students can study.

Students are accommodated as follows:

- **Undergraduate students:** usually two students sharing a double room.
- **Senior students:** usually single rooms.
- **Postgraduate students:** in residences especially earmarked for postgraduate students.

It is important to note that competition for residence accommodation is intense, and thus accommodation in the residences is reserved for full-time registered students.

**Post Office and E-mail**

Both campuses have their own post office. E-mail facilities are provided by the Information and Communication Technology Department in Student Computer Laboratories.

**Centre for Academic Excellence**

The Centre for Academic Excellence (CAE) is responsible for providing support to the academic community to continuously improve the quality of teaching and learning. **The CAE also offers a variety of academic interventions aimed at:**

- Broadening access
- Improving retention and throughput
- Providing general academic support, and
- Facilitating the smooth transition of first-time students to university life.

**Health Services and Disabled Students Unit**

The Student Health Centre provides health services to students of the University. Services are offered on a primary healthcare basis. If more specialised attention is needed, students are referred to a hospital.

The University’s Turfloop Campus boasts a well-furnished and user-friendly unit that caters for both physically and visually challenged students.

**Sports Administration**

There are a number of sporting codes and cultural clubs available on both campuses under the guidance of Sports Administration.

**Satellite Campuses**

The University operates in Polokwane city and in the North-West Province in terms of its medical academic programme.

**International Office**

Apart from exchange students from countries such as Germany, Sweden, Belgium, the Netherlands and others, full-time international students come from Europe, the Far East and Africa. The International Office serves as a local point of call, assisting international students by providing, among other things, accommodation on arrival and orientation information and advice, as well as cultural, social and sporting activities.

**Application and Closing Dates**

Applications open from February to March and close on 31 August to October (depending on the degree), preceding the year of study.

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**University of Limpopo**

**Turfloop Campus**

University of Limpopo
Private Bag X1106, Sovenga
Limpopo, 0727, Republic of South Africa

Ms. Angie Mhlodi  
Tel: +27 (0)15 268 3264 • Mobile: +27 (0)82 809 8855  
E-mail: Angel.Mhlodi@ul.ac.za

**Medunsa Campus**

University of Limpopo  
PO Box 189, Medunsa
Gauteng, 0204, Republic of South Africa

Mr. Collins Mangena  
Tel: +27 (0)12 521 4468 • Mobile: +27 (0)82 902 3266  
E-mail: Ntsheu.Mangena@ul.ac.za

Mr. M Ntwampe - International Office  
Tel: +27 (0)15 268 3046 • Mobile: +27 (0)83 263 4713  
Website: www.ul.ac.za
University of Pretoria
Leading the minds
of the innovation generation

The University of Pretoria (UP) is one of the largest and most diverse universities in Southern Africa. As over 180 000 alumni can attest, the UP is a place to set a firm foundation for a successful career. The different University campuses are well-equipped, modern, yet steeped in history.

Academic Offerings and Programmes
The University has nine faculties and a business school, the Gordon Institute of Business Science (GIBS). The University offers 1394 programmes, leading to 230 different qualifications. It offers academic service learning programmes that benefit a number of communities. In 2010, 13 055 degrees, diplomas and certificates were awarded at UP, including 4683 postgraduate degrees (Honours, Master’s and Doctoral).

In May 2010, the University’s business school, GIBS, was again ranked as one of the top business schools globally by the prestigious UK Financial Times. GIBS is the only African business school to be placed in the Top 50 business schools worldwide for executive education programmes. This is the seventh year running that GIBS has achieved this accolade.

The University hosts seven Chairs from the South African Research Chairs Initiative (SARChI) of the National Research Foundation. The Chairs Initiative aims to make South Africa competitive in the international knowledge economy based on its existing and potential strengths.

Research Excellence
The University of Pretoria is one of South Africa’s leading research universities and has emerged as one of the leading research universities on the African continent. UP produces the largest number of doctoral graduates in the country across a wide spectrum of academic disciplines. The University regards postgraduate teaching and research as inseparable. It emphasises and encourages quality in postgraduate programmes that lead to research-based higher degrees.

Through excellence in research and other fields, the University of Pretoria has become a preferred partner – both nationally and internationally.

The University hosts seven Chairs from the South African Research Chairs Initiative (SARChI) of the National Research Foundation. The Chairs Initiative aims to make South Africa competitive in the international knowledge economy based on its existing and potential strengths.
The Faculty of Engineering, Built Environment and Information Technology was awarded the following Chairs:

1. The Anglo Chair in Pyrometallurgy.
2. A Chair in Maintenance Engineering, jointly sponsored by Anglo American, Sasol, Eskom and Exxaro.
3. Two DST/National Research Foundation (NRF) SARChI Chairs in the Department of Chemical Engineering:
   - the Carbon Technology Chair, in the Institute of Applied Materials (IAM) in the Department of Chemical Engineering.
   - the Chair in Fluoro-Material Science and Process Integration in the Department of Chemical Engineering.
4. A Chair in Waste Water Management sponsored by ERWAT.

The Law Faculty hosts the SARChI Chair in International Development Law and African Economic Relations.

The Faculty of Natural and Agricultural Sciences established the SAFCOL Chair in Forestry.

Language Policy and Medium of Instruction
The University uses three languages namely Afrikaans, English and Sepedi for communication purposes. In formal teaching, the medium of instruction is either Afrikaans or English, or both of these languages provided that there is a demand and that it is academically and economically justifiable. However, it remains a student’s responsibility to ascertain on an annual basis in which language a module, and any further level of that module, is presented. In respect of administrative and other services, a student has the right to choose whether the University should communicate with him or her in Afrikaans or English. The University requires a certain level of language proficiency from students. All students therefore undergo a language proficiency test at the commencement of their first year of study. Should the language proficiency test mark be too low, you will be required to include a compulsory language proficiency module (EOT) in your course.

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

The Hatfield Campus houses the following faculties:
   - Economic and Management Sciences
   - Engineering, the Built Environment and Information Technology
   - Humanities
   - Law
   - Natural and Agricultural Sciences, and
   - Theology

The Onderstepoort Campus houses the only Faculty of Veterinary Science in South Africa.

The Groenkloof Campus houses the Faculty of Education, and has its own residences and sports grounds.

The Prinshof Campus houses the Faculty of Health Sciences and also has its own residences.

The Mamelodi Campus provides selected four-year BSc programmes of the Faculty of Natural and Agricultural Sciences.

The L.C. De Villiers Sports Campus houses the High Performance Centre and TuksSport.

Sport represents a significant part of student life and has a long and proud tradition at the University. UP provides students with opportunities to participate at club, national and international levels in 28 sporting disciplines. TuksSport provides world-class 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/tuksport or e-mail your query to sportinfo@up.ac.za.

The Gordon Institute of Business Science Campus (in Illovo, Sandton), provides world-class business and leadership education to the South African business community. For more information go to: www.gibs.co.za.

Application for Admission
Applications open on 1 March of the year preceding the year of study. You may apply electronically at www.up.ac.za/apply or you may use the application form, which may be requested from the University and should either be submitted at the Client Service Centre or mailed to the University of Pretoria, Private Bag X20, Hatfield, 0028.

Each application form has a unique number that is printed under the barcode on the first page. This number is repeated on subsequent uneven page numbers. For this reason the University will only accept original application forms. Faxed, scanned or e-mailed application forms will not be accepted.

Each student must complete only one application form. On the application form the University of Pretoria offers a first and second choice in terms of what you wish to study. All applicants should fill in both a first and second choice on the application form.

It is important to note that students wishing to study BSc (Arc) (Architecture) or BSc (Int) (Interior Architecture), must indicate their first choice on the application form, or they will not be considered for these programmes.

Closing Dates
Selection programmes are degree programmes with early closing dates and limited space and must preferably be indicated as first choice on your application form.
Please note that 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 (Human Movement Science)
- BA (HMS) Option: Sport Psychology
- BSportSci
- BSportSci (Option: Golf)
- BA (Drama)
- BA (Music)
- BMus
- LLB (Law)
- BCom (Accounting Sciences)
- BCom (Financial Management)
- BCom (Investment Management)
- BCom (Law)
- BCommunication Pathology (Audiology)
- BCommunication Pathology (Speech-Language Pathology)
- MBChB (Medicine)
- BOccT (Occupational Therapy)
- BRad (Radiography)
- BPhysT (Physiotherapy)
- BCur (Nursing)
- BDietetics
- BChD (Dentistry)
- BOH (Oral Hygiene)
- BSc (Arch) (Architecture)
- BSc (Int) (Interior Architecture)
- BSc (Real Estate)
- BSc (Larch) (Landscape Architecture)
- BSc (QS) (Quantity Surveying)
- BSc (Construction Management)
- BT&RP (Town and Regional Planning)
- BVSc (Veterinary Science)
- DipVetNurs (University Diploma in Veterinary Nursing)

Applications for undergraduate academic programmes, other than those mentioned above, close on 30 September of the year preceding the year of study for South African students and on 31 August for international students. Prospective students are therefore encouraged to apply well in advance of the closing dates mentioned above. Please make use of the online web application form at www.up.ac.za/apply, which includes instructions for completion of the form. Please note that with online applications the application levy of R220 can only be paid by credit card.

Your completed application form together with the prescribed application levy of R220 can only be paid by credit card.

Once your application form has been processed, you will receive a student number. Thereafter you can track the progress of your application online at www.up.ac.za/track.

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 is done in May of the year preceding study. Demand always exceeds availability, so 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 promote academic success. 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. You 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’s own symphony orchestra, various choirs, film festivals, the serenade competition, drama productions, the annual lenk Concert and many more events cater for your cultural needs. The University of Pretoria has four museums, which are not only for cultural enjoyment, but are also research centres, and provide added value to various academic programmes. For more information e-mail your specific request to arts@up.ac.za.

The Client Service Centre
The Client Service Centre at the University of Pretoria provides a quick and efficient service with respect to:

- All general enquiries regarding the University of Pretoria
- Residences
- Applications
- Payments
- Study Financing
- Student and Personnel Cards
- Parking Discs
- International Student Support
- Career Placement
- Course Consultations

University of Pretoria
Client Service Centre Call Centre:
Tel: +27 (0)12 420 3111 • E-mail: csc@up.ac.za
Website: www.up.ac.za

Physical Address:
University of Pretoria
Corner of Lynnwood Road and Roper Street
Hatfield, 0083, Republic of South Africa

Postal Address:
University of Pretoria
Private Bag X20, Hatfield, 0028
Republic of South Africa.
Committed to you!
At Durban University of Technology we are committed to a student centered tertiary education experience, ensuring that you realise your dreams and you realise your full potential.

We understand, choosing a university is a huge decision and this will play a major role in what makes or breaks your future. That’s why we at Durban University of Technology (DUT) make it our business to offer a range of academic programmes, specifically orientated towards making you employable in a competitive working environment.

Our university boasts a world-class reputation as a member of the International Association of Universities and the Commonwealth. This reputation has translated into successful and longstanding partnerships with leading universities around the globe. Our internationally recognised undergraduate and postgraduate qualifications have consistently produced award-winning students for over a century. This commitment to academic excellence and innovation within the technological and vocational realm is what makes Durban University of Technology the institution of choice, attracting scholars from around the world.

Our university’s seven campuses located in Durban and in Pietermaritzburg, located in the KwaZulu Natal Midlands, house six faculties. These include the Faculties of Accounting and Informatics; Applied Sciences; Arts & Design; Engineering and the Built Environment; Health Sciences and Management Sciences.

These faculties collectively deliver 70 courses.
As a University of Technology, we remain at the cutting edge of research, science, technology and academic excellence.

Our university boasts a wealth of knowledge in the form of highly qualified academic staff, ensuring that our students interface with people and the associated technologies aligned with the industries that we serve.
CAMPUS LIFE
Accommodation is available to all eligible students at our various residences. A wide range of learning, sporting and recreational facilities and activities await you. Located between the Drakensburg Mountains and the Indian Ocean, KwaZulu Natal is better known as the Zulu Kingdom, rich in history and cultural influences.

QUALIFICATIONS AND PROGRAM OFFERINGS
DUT offers undergraduate and postgraduate studies from six faculties. These include National Diplomas and Bachelor of Technology, Masters and Doctoral Degrees.

ADMISSION REQUIREMENTS
Students applying from within South Africa, will be required to submit a South African National Senior Certificate as certified by Umalusi or a recognized equivalent qualification. Students applying from outside of South Africa are required to be evaluated in accordance with the G7(9) ruling or by the South African Qualifications Authority (SAQA). Please consult our website for further details.

UNIVERSITY CONTACT DETAILS
Student Enquiries and 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 0860 10 31 94
Email: recruitment@dut.ac.za, Website: www.dut.ac.za

International Office
Tel: +27 (0)31 373-5422
Email address: international@dut.ac.za

Design of layout produced by Workspace website: workspace.dut.ac.za
Rhodes is an internationally respected educational centre of excellence, which recognizes its Southern African setting and the need to meet international standards in a non-racial society. Graced with 203 hectares of lovely grounds including a botanical garden, an abundance of sports facilities and nestled in the hills of the beautiful and historic city of Grahamstown, Eastern Cape, the University offers an ideal physical environment for studying. It features elegant plaster and stone underltest buildings, several of which are National Monuments. With the Karoo to the north and the coastal plain to the south, a great variety of research and recreation opportunities lie within easy reach.

The city is also situated at the meeting point of four different climate zones, offering botanists, geographers, geologists, hydrologists, entomologists, zoologists, and limnologists an amazingly wide spectrum of conditions right on their doorstep. Furthermore, the challenge of poverty, urbanisation and education — indeed the challenge of South Africa — is to be found in the community of Grahamstown, providing invaluable material for scholar and humanist alike.

Rhodes University, founded May 31, 1904, is the smallest and one of the oldest Universities in South Africa, situated in what is historically one of the most important areas of South Africa. Rhodes University owes its unique character among South African universities to a combination of historical, geographical, cultural and architectural factors. Its history is a chronicle of those whose intellect, vision and courage created and sustained a university, often against seemingly insuperable odds. Successive generations of Rhodians, imbued with their independence of thought, have had an influence on Southern Africa and world affairs out of all proportion to their small numbers. In recent years, the demographics of the University population have shifted to 59% women and over 50% black students. A distinctive feature which evolved early in Rhodes’ history, was the tutorial system, adapted from the Oxbridge model.

As well as receiving a distinguished education at Rhodes University, students are guaranteed a truly international experience in a welcoming environment, with 20% of students from around 30 different countries at any given time. Our institutional motto “Where leaders learn” applies to the next generation of South African leaders and leaders from many other parts of Africa, as the majority of our degree-seeking international students are from Southern African Developing countries (SADC). Rhodes University participates in International Higher Education consortia programmes which support international
academic and student mobility between institutions in over 50 countries.

Our ‘Internationalisation at Home’ programme enhances both South African and International student exposure, through a range of social and cultural events supported by the International office. Opportunities for community engagement in an African country, alongside a world-class academic education, can inspire scholar and humanist alike, offering life-changing experiences to International students, fanning the desire for longer-term commitment to Rhodes University, the Grahamstown community and local NGOs, as well as helping South Africa address xenophobia in local communities.

Rhodes exists to serve three purposes: produce knowledge, disseminate knowledge and to undertake community engagement. Applications for admission to the University will be considered if students qualify for a Bachelor degree study and satisfy the Faculty requirements. Rhodes University has 6 Faculties and 35 Academic departments. Flexibility in the design and combination of courses offered makes studying for a degree at Rhodes a unique experience as it allows students to take the courses best suited to their interests. The language of instruction is English.

Rhodes University participates in international institutional research partnerships. Cogniscent of the dynamic and changing world we live in, there is a regular flow of many of our researchers and the rest of the African continent, exploring solutions to some of the biggest challenges we face today around water and the environment. We also regularly engage with institutions in some of the emerging global powers e.g. India and China, through direct departmental initiatives and the Confucius Centre.

Many of our researchers are at the leading edge of research, recent notable achievements were in the areas of science and technology, medical chemistry and nanotechnology, social and economic research, and marine biology. Rhodes currently holds 5 out of the 79 South African Research Chair Initiatives.

Among South African universities we have one of the highest proportions of academic staff with doctoral degrees. The institution also has among the best research output per academic staff member of any university in South Africa, which means that you will be learning among

This year, Rhodes has 7 390 students. International students enhance the cosmopolitan character of campus life. At the same time, Rhodes could be described as a most ‘South African’ university, drawing students from all the provinces of the country. With students from rural and urban settings, from private and public schools, and from families at every economic level, the characteristic these individuals hold in common is their ability to achieve.

By voice or vote, students influence every aspect of life on campus, from planning to curriculum, from sport to student welfare. Student representatives sit on administration advisory committees, on Senate and other bodies which discuss campus issues and concerns. The Rhodes Students’ Representative Council, led by elected representatives, gives students the responsibility for governing themselves, communicating students concerns and affecting change on campus.

Over 40 societies affiliated to the SRC give ample opportunity for all to develop leadership experience and contribute to campus life. The societies include, among others, political organisations, a campus radio station, two student newspapers, a chamber choir, a debating society, religious groups, and cultural groups.

We constantly strive to improve the quality of the student’s experience here at Rhodes. The International Office helps resolve issues to do with study permits, medical aid scheme options, offering orientation programmes on arrival and helping to connect you with the other parts of the University.
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.

Our seven faculties offer a comprehensive range of undergraduate and postgraduate programmes to more than 33,216 students – 25% of them postgraduate, including 3000 international students.

With the vision and fresh strategic direction of the Vice-Chancellor and Rector, Professor 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 QwaQwa Campus in the Eastern Free State, approximately 300 kilometres from Bloemfontein. The academic programmes at UFS are supported by 2000 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 was launched in 2011.

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, and
• Theology

“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.”

Professor Jonathan D. Jansen, Vice-Chancellor and Rector of the University of the Free State (quoting from the book by Jim Collins, Good to Great).
Research Excellence
The UFS boasts no less than 92 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 and our productive programmes.

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 five Strategic Clusters are:
• **Cluster 1:** Water Management in water-scarce areas.
• **Cluster 2:** New frontiers in Poverty Reduction and Sustainable Development.
• **Cluster 3:** Technologies for Sustainable Crop Industries in semi-arid regions.
• **Cluster 4:** Materials and Nanosciences.
• **Cluster 5:** 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 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 5000 school children every year. There is a greater strategic focus on schools to help improve performance in Mathematics, Physical Science, Accounting and English. The UFS, in partnership with the Free State Department of Education, is focusing on 23 schools in the Motheo Metro and 10 in the Dihlabeng Municipality. This project will be expanded by partnering with schools from the Eastern Cape Province as well.

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.

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. Prospective international students may be required to have their foreign qualifications evaluated by the South African Qualifications Authority before they are accepted for their chosen degrees. Students from abroad are also required to pass an English language proficiency test.

Office for 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 3000 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 66 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
Republic of South Africa

Tel: +27 (0)51 401 3000 (Student Enquiries)
Tel: +27 (0)51 401 3403 (Office for International Affairs)
Fax: +27 (0)51 401 9185
E-mail: steynlc@ufs.ac.za or internationalenquiries@ufs.ac.za
Website: www.ufs.ac.za
Restructured for Relevance

The University of Zululand (UniZulu) was established at KwaDlangezwa in 1960 as a constituent College of the University of South Africa (UNISA). Full university status was conferred in 1970. A satellite campus was established at Umlazi (Durban) in 1979 to address the needs of mature students and, having served its purpose, it was closed in 2005.

In addition to maintaining relevant university degree courses, as well as basic and applied research responsive to regional, national and continental needs, UniZulu was also mandated to offer career-focused programmes, certificates and diplomas. UniZulu’s new motto of “Restructured for Relevance” says it all. In 2010, UniZulu opened its new campus in Richards Bay. Out of UniZulu’s total student population of 15 500 (in 2011), 1300 are linked to the Richards Bay Campus.

UniZulu’s Main Campus in the rural area of KwaDlangezwa is situated some 150 kilometres from Durban. Together with the Richards Bay Campus, it forms part of the city of Umhlathuze, which boasts the deep water port of Richards Bay. Both campuses are strategically positioned, and UniZulu serves as the only tertiary educational institution north of the historical Uthukela River in Northern KwaZulu-Natal Province.

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.
• For candidates from outside South Africa, compliance with the requirements applicable to all South African public institutions of higher education.

UniZulu has four faculties, namely Arts; Commerce, Administration and Law; Education; and Science and Agriculture.

Each faculty offers degrees and diplomas at undergraduate and postgraduate level within some 60 departments that provide a wide range of study opportunities. The University’s niche areas include agriculture, rural development, community engagement and empowerment, community-oriented research, linguistics, history, education and community service, including HIV and Aids research.

UniZulu has a wealth of academic, cultural, religious and political societies and associations that cater for student needs. The University boasts some 17 sport and recreation codes.
International Links

UniZulu is linked into various networks at educational, corporate and governmental levels with numerous successful academic linkages and partnerships in the United States, Europe, Africa, Asia, Australia and South Africa. The University is determined to maintain and increase its network of relationships with peers and partners in education, business, government and industry on the home front, and also in Africa and further abroad.

UniZulu’s full-time international students come from neighbouring Swaziland, Lesotho, Zimbabwe and other Southern African Development Community countries as well as Sub-Saharan African states. A full-time International Students’ Officer takes care of the registration process, orientation integration and welfare of international students. The Office of the Dean of Students and the Students’ Services Department (SSD) offers a home away from home for all registered students at UniZulu.

The University receives no less than 200 short-term international students a year who enter the various academic, research and community engagement projects in which UniZulu engages in collaboration with its numerous international partners. These students may be on-campus for any length of time between two weeks and a full semester. The UniZulu International Linkages Office (ILO) incubates, develops, nurtures, maintains, and sustains all inter-institutional partnerships with UniZulu and fosters collaboration amongst them.

Academic tuition is competitive and offers students the opportunity to achieve their goals and dreams. UniZulu students get the opportunity to compete nationally and internationally by means of international bursaries and scholarships, which enable them to travel and experience life overseas.

Why Choose UniZulu?

UniZulu boasts a number of pockets of excellence within its designated niche areas. The current Department of Science and Technology (DST) National Research Foundation (NRF) Chair in Nanotechnology is at UniZulu.

The UniZulu Science Centre has achieved considerable international recognition. Several departments are at the forefront of action and collaborative research with members regularly travelling the world during sabbaticals to gain experience to plough back on their return. Among many examples is UniZulu’s Department of Agriculture, which produces professionals that have embraced the “Grow Your Own Timber” concept practically.

The HIV and AIDS Unit is innovative and remains in the vanguard of research with active student and faculty participation in preventative measures to curb the spread of the epidemic regionally. The restructured Nursing Department is poised to focus on transcultural research and Public Health.

Role Models

Throughout its rich and vibrant history, the University has sustained a proud track record of producing a steady supply of outstanding citizens quite out of proportion to its size. These include cabinet ministers and academic and business leaders as well as professionals in fields as diverse as music and medicine, jurisprudence and journalism. This illustrates the level of excellence to which the University adheres in empowering students and encouraging them to attain prowess in their respective fields.

The University of Zululand is celebrating its 50th anniversary this year. With a half-century of growth behind it, the University is now in a position to achieve its vision of becoming a leading comprehensive university offering quality and innovative education for tomorrow’s leaders.

The University of Zululand invites you to follow in this proud tradition and, in so doing, to realise your dreams and your ideals.

University of Zululand

Main Campus:
University of Zululand, Private Bag X1001, KwaDlangezwa, 3886
KwaZulu-Natal, Republic of South Africa
Tel: (Student Guidance Services) +27 (0)35 902 6346/ 42/ 40/ 41

Richards Bay Campus:
Private Bag X1041, Richards Bay, 3900
KwaZulu-Natal, Republic of South Africa
Tel: +27(0)35 902 6000 ext 7016 (Reception)

Website: http://www.uzulu.ac.za
The Vaal University of Technology is committed to developing a vibrant and innovative culture.

The Vaal University of Technology is aggressively improving its infrastructure and quality of provisioning. Significant amounts of funding are being injected into upgrading and developing new infrastructure at the institution. This includes new auditorium buildings, a Research Hub for Postgraduate students, an HIV Centre and Nursing Simulation Laboratory, a new Engineering and Chemistry building and Engineering, Life Sciences and Physical Sciences Equipment. The University is committed to developing socially relevant research and knowledge transfer. We are involved in processes to develop and enhance academic staff and students’ ability and potential to undertake commercially viable research projects with clearly defined Spin-off Company potential. These efforts will strengthen staffs ability to provide highly relevant research informed curriculum in close partnership with industry and community through supporting staffs’ attainment of their doctoral qualifications.

The institution 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 no: +00 27 16 959 9318
Fax no: +00 27 16 959 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, Sharpville, Bopatong, Stephelong 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 Africa 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 acceptability 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: wilma@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 Pienaar (email: christoph@vut.ac.za)

ICT Technologies on transport research

Java Programming, Mobile applications, C++, Intelligent Agents, Genetic Algorithms, Neural Networks, Bayesian Learning, Probabilistic Modeling and Reasoning, Data Fusion, Sensor Fusion


Java programming, C++, Distributed Computing, Data mining, Data Warehousing and Neural Networks

Contact details: Prof. B Gatehi (email: barnabas@vut.ac.za)

Materials development

- Physical metallurgy
- Minerals engineering
- Refractory materials

This opportunity for me part of a new programme at the Vaal University of Technology to strengthen teaching and research interests in materials engineering.

Contact details: Prof. P Mendonkos (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 will 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: jpe@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: christav@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: jhj@vut.ac.za)
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University of Venda

Entrenching a Culture of Excellence

The University of Venda (UNIVEN) is a quality-driven, financially sustainable, comprehensive University located in Thohoyandou in the Vhembe district of the Limpopo Province. UNIVEN’s vision is to be at the centre of tertiary education for rural and regional development in Southern Africa.

The University has established itself as an engine that drives economic growth and development in the Limpopo Province and the Southern African Region.

Presently, UNIVEN is home to approximately 11,000 students and more than 400 academic staff members. Its institutional culture is based on the core values of quality and excellence, accountability, transparency, integrity, respect, diversity, and social responsibility. It has entrenched internationalisation in all aspects of its core business of teaching and learning, research and community engagement.

**The Strengths and Qualities of UNIVEN**

UNIVEN provides academic leadership in various fields such as Biotechnology, Ecology, Computational Chemistry, Indigenous Knowledge Systems, and African Linguistics. Researchers from UNIVEN have made substantial and positive contributions in the fields of rural development and poverty alleviation through its Centre for Rural Development and Poverty Alleviation, which has won international recognition. UNIVEN is further a leading player in the field of Community Engagement. The Vuwani Science Resource Centre brings science, mathematics and technology closer to rural communities, while the University’s Law Clinic provides access to justice to indigent people.

UNIVEN is geographically well-situated to conduct research in the fields of rural development, indigenous knowledge systems and indigenous law. It is located in an area where traditional governance structures dominate the daily lives of many people. Simultaneously, it is the closest institution of higher learning to three of the most significant archaeological sites in Southern Africa: Mapungubwe, Thulamela and Great Zimbabwe. Consequently, UNIVEN provides an ideal base for international researchers who want to engage with the rural African context.

**Internationalisation at UNIVEN**

UNIVEN responded positively to internationalisation within South Africa’s higher education framework by promoting internationalisation in all aspects of its core business of teaching and learning, research and community engagement. UNIVEN has a dedicated International Relations Office (IRO), which co-ordinates international activities. It serves as a first port of call for international partners, students and visitors.

The University attracts students, staff members and researchers from the entire African region, as well as from other continents. It presently has 87 international staff members and 581 international students, 74 of whom are postgraduates. The majority of international students hail from Southern African (e.g. Zimbabwe, Botswana and Lesotho).

**Research**

UNIVEN considers research as an activity that is allied to teaching and learning, and uses research findings to enrich lecture-theatre pedagogy and to promote social development and poverty alleviation.

**Student Life**

UNIVEN’s students engage in a variety of extramural, sporting, cultural and social activities. Many of the University’s students are accommodated in its residences on-campus. The setting in a vibrant African town, Thohoyandou, allows students access to urban facilities. Its scenic setting, the proximity of the Kruger National Park (65 km from UNIVEN’s gate) and the proximity of heritage sites and nature reserves provide unique and diverse recreational opportunities.
Central University of Technology, Free State
...thinking beyond

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.

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 of graduating.

Faculties
National certificates, diplomas and degrees up to doctoral level are offered by the four faculties: • Engineering and Information Technology • Management Sciences • Humanities • Health and Environmental Sciences

There are more than 50 programmes at the Bloemfontein and Welkom campuses for prospective students to choose from.

For more information and special requirements with regard to international students and postgraduate studies, visit the University’s website: http://www.cut.ac.za

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.
Stellenbosch University
Your knowledge partner

Stellenbosch University lies in the picturesque Jonkershoek Valley in the heart of the Western Cape Winelands, and is recognised as one of the four top research universities in South Africa. It takes pride in the fact that it has one of the country’s highest proportions of postgraduate students of which almost ten percent are international students.

The University has ten faculties, of which eight – AgriSciences; Arts and Social Sciences; Education; Engineering; Law; Science; Theology and the larger part of Economic and Management Sciences - are located on the Main Campus in Stellenbosch with the Faculty of Health Sciences situated on the Tygerberg Campus.

The Bellville Park Campus is home to the Business School and the School’s Executive Development programme. The coastal town of Saldanha serves as the base for the Faculty of Military Sciences.

The campuses of Stellenbosch University make up a vibrant melting pot of different cultures and various student organisations can be found on the four campuses. They cater for a wide range of interests such as culture, politics, religions, spiritual concern, and relaxation. There are also a number of well-known and established student activities, such as RAG that add to the unique experience of being a ‘Matie’, as a student of Stellenbosch is affectionately known.

For more information with regard to international students and postgraduate studies, visit the University’s website: http://www.sun.ac.za

Tshwane University of Technology
A leader in Africa

The Tshwane University of Technology (TUT) is a proud product of South Africa’s first decade of democracy. While the size and scope of this dynamic new institution impresses, the quality of its teaching, research and community engagement is what makes the University really standout.

Its geographic footprint covers four of South Africa’s nine provinces – Gauteng, Mpumalanga, Limpopo and the North-West Province – with campuses located in Tshwane, Nelspruit, eMalahleni and Polokwane. Large numbers of students are also drawn from other provinces and from neighbouring countries such as Botswana, Zimbabwe, Namibia and Swaziland.

Career-focused
TUT is truly an institution in service of the Southern African community. One of its key focuses is therefore the economic and social development of the Southern African region. In its quest to promote knowledge and technology, it provides the market with a career-focused workforce. It also aims at making a significant contribution to creating sustainable economic growth that will impact on the standard of living of all of the region’s people.

Faculties
Academically, TUT is divided into seven faculties:
• Arts • Economics and Finance • Engineering and the Built Environment
• Humanities • Information and Communication Technology
• Management Sciences • Science

For more information with regard to studying at TUT, visit the University’s website: http://www.tut.ac.za
The University of Fort Hare came into existence in 1916, and is the oldest historically black university in Southern Africa. Traditionally recognised as one of the prestigious universities on the continent of Africa, the University of Fort Hare stemmed from the initiatives of the black elite and early 20th Century white liberals, many of them clergy, and supported by many traditional Southern African leaders. On the 26th of April 2005, the University received one of South Africa’s highly celebrated national Orders - The Supreme Order of Baobab (Gold Class) from then President, Thabo Mbeki.

This cosmopolitan University boasts a long-standing tradition of non-racism, which is characterised by intellectually enriching and critical debate. There is an almost tangible aspiration towards educational excellence, while social life on-campus is vibrant. The model blueprint for the transformation and repositioning of this legendary institution - the Strategic Plan 2009 - 2016 and the subsequent Institutional Operating Plan (IOP) - nurtures and builds upon this tradition. The objective of these internationally lauded corporate re-engineering plans is to make this University worthy of its rich inheritance as a reflection of a dynamic institution.

**Faculties**

National certificates, diplomas and degrees up to doctoral level are offered by the five faculties:

- Education
- Law (Nelson R. Mandela School of Law)
- Management and Commerce
- Science and Agriculture
- Social Sciences and Humanities

For more information with regard to international students and postgraduate studies, visit the University’s website: [http://www.ufh.ac.za](http://www.ufh.ac.za)

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The University of the Western Cape’s (UWC) 106 hectares 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 seven kilometres from the airport. The University has two other campuses: one for Dentistry at the Tygerberg Hospital Complex and an Oral Health Centre in the large township of Mitchell’s Plain.

**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 Linkooping in Sweden
- Bochum University in Germany
- The University of British Columbia
- Howard University in Washington (USA)
- Sydney University of Technology; and
- Universities in India, Bangladesh, Sri Lanka and across the African continent.

**Faculties**

Various certificates, diplomas and degrees are offered by the University’s seven faculties:

- Arts
- Community and Health Sciences
- Dentistry
- Economic and Management Sciences
- Education
- Law
- Natural Sciences

For more information with regard to international students and undergraduate and postgraduate studies, visit the University’s website: [http://www.uwc.ac.za](http://www.uwc.ac.za)
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; and 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.
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SARUA (Southern African Regional Universities Association)
1 Trematon Place
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Republic of South Africa
Tel: +27 (0)11 717 3952
E-mail: info@sarua.org
Website: www.sarua.org

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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.mintek.co.za

Council for Scientific and Industrial Research
Website: www.csir.co.za

Hartebeespoort 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.nac.ac.za

South African Medical Research Council
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.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
Website: www.safrica.info
Website: www.statssa.gov.za
Website: www.rainbownation.com

South Africa in the News
Mail and Guardian: www.mg.co.za
The Times: www.thetimes.co.za
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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).

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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.

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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 introduces the topic of Africa and the knowledge economy.

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