Partnerships and Global Scholarship
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 as well as a member of the IEASA Executive Committee and Editor of the Study South Africa publication.

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.

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### IEASA Management Council

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<td>Ms. Merle Hodges</td>
<td>Cape Peninsula University of Technology</td>
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<td>President/PR</td>
<td>Director: International Affairs</td>
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<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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<tr>
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<td>Director: Office for International Education</td>
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<td>University of Cape Town</td>
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<td>Director: International Office</td>
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<tr>
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<td>University of Cape Town</td>
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<td>Mr. Cornelius Hagenmeier</td>
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<td>Director: International Relations</td>
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<td>Ms. Samia Chasi</td>
<td>University of the Wintwatersrand</td>
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<tr>
<td>Partnerships</td>
<td>Manager: International Partnerships</td>
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<td>Ms. Sandra Munesar</td>
<td>University of KwaZulu-Natal</td>
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<tr>
<td>Support: Student Development &amp; Liaison</td>
<td>Acting Manager: International Office</td>
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<td>Ms. Orla Quinlan</td>
<td>Rhodes University</td>
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<td>Support: Internationalisation@Home</td>
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### STAFF

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Higher Education looks to ICT for transformation

Johannesburg - Scaling up and modernising the higher education system through ICT infrastructure and increased effectiveness of higher education planning were some of the recommendations made in a report that was presented to Ministers of Higher Education and Training from the Southern African Development Community (SADC).

Presenting the Report on Higher Education in the Southern African Region, CEO of the Southern Africa Regional Universities Association, Piyushi Kotecha, warned that without significant change, the SADC region was projected to achieve a 16.3% higher education enrolment rate by 2050 - compared to the current global gross tertiary enrolment rate of 30%.

“Southern Africa has an enrolment rate of 6.3%, which compares poorly with tertiary enrolment in other parts of the world. Higher education enrolment just managed to keep pace with population growth, apart from Mauritius and South Africa, where tertiary enrolment increased by 20% and 15% respectively over the last 20 years,” Kotecha said.

According to the report, between 1990 and 2010, SADC was spending more on education than any other region in the world. Higher education enrolment just managed to keep pace with population growth, apart from Mauritius and South Africa, where tertiary enrolment increased by 20% and 15% respectively over the last 20 years,” Kotecha said.

Former teacher training colleges to be re-opened

Pretoria - In a bid to produce more teachers in the country, the Higher Education and Training Department is planning to open three former teacher training colleges in 2013.

“We will open the former Ndebele College Campus in Mpumalanga for foundation phase teacher education in 2013, we also plan to open one former teacher training college each in KwaZulu-Natal and the Eastern Cape,” said Higher Education and Training Minister, Blade Nzimande.

“We have ring-fenced R450 million for the 2012/13 to 2013/14 funding cycle to expand university infrastructure capacity for teacher education and this will continue in the next funding cycle.”

Meanwhile, an amount of R499 million has been allocated to all universities for teaching development grants to assist in improving graduate outputs and R194 million for foundation programmes to improve the success rates of students from disadvantaged educational backgrounds.

Nzimande announced that in the coming financial year, programmes will also be initiated to support the academic and professional development of lecturers in universities.

In addition, R177 million for research development has been allocated to 15 of the 23 universities to develop research capability of university staff, especially for those institutions with low numbers of staff with Master’s and Doctorate degrees. – BuaNews (www.buanews.gov.za)
Comprehensive Internationalisation
Universities deal in ideas.
Ideas have no borders.

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

A recent article points to the feeling of alienation that students feel when studying away from home. It seeks to address the problem by establishing a range of fora where foreign students can feel more ‘at home’. It encourages host students to be more willing to accommodate these ‘outsiders’ in order to boost the reputation of the institution. Most of these initiatives are slightly patronising, but obviously well-meant.

The problem with this kind of thinking is that it is so narrow in its focus. It still treats internationalisation as a quirk, the occasional foreign tourist passing through and making hand signals while trying to buy flowers in a butchery.

The overriding sense behind the article is that international students, within higher education institutions, are a benevolent burden. International students should be looked after, because universities are generally maternal (they are someone’s alma mater after all), places of kindness (they literally give away knowledge) and generally care for others (community outreach is fundamental to most universities). More importantly, international students – in places like the USA and UK – generate additional funding in an environment where government and federal funding is drying up.

But what if four out of every ten students in the world who graduated were from China and India? In the next eight years? That genial inconvenience now becomes an imperative. These are the predictions by such august organisations as The British Council and the education branch of the OECD. It is also anticipated that these countries will not be in a position to educate this number of students internally. Which, in turn, suggests that there will be mass outflows at the undergraduate level and, by sheer dint of numbers, also means that internationalisation is heading towards a compounding acceleration in numbers.

Where then does internationalisation stand? It will no longer be an altruistic add-on, but core business to the lifeblood of the universities across the globe. As far back as 1994, Jane Knight understood internationalisation as a phenomenon that would have a profound impact on the functions and structures of the university. “Internationalization,” she points out, “is the process of integrating an international, intercultural, global outlook into the major functions of a university – teaching, SRC, and service functions.”

Over the past year arguments have been made that suggest that global shifts in student demographics are not the ‘province’ of South African higher education and that our obligation is to focus internally, on poverty alleviation and job creation. This argument misses the point. The free flow of academics and students – especially the large number of postgraduate students from other countries already at our institutions – are working with our academics on solving exactly these kinds of problems.

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.
The challenge for South Africa is to formulate a national strategy that harnesses the potentialities of internationalisation to address ‘global’ issues like poverty alleviation, environmental change and the creation of an involved citizenry:

“In a world where countries are increasingly interdependent, we share a common responsibility to protect and conserve natural resources, promote global health and well-being, and foster international co-operation, broaden global awareness, make the concept of global citizenship an integral part of learning and to bring scholars from many different cultures.”

(University of British Columbia, 2005)

For South Africa this strategy must build upon the successes that have been achieved within the SADC region. In September 2011, the SADC Education Ministers agreed to the SADC Regional Qualifications Framework. Based on the Erasmus model it will seek to establish mutual recognition of degrees within the region, thus allowing for greater student mobility. It is estimated that this process will take five to ten years to complete but it is a crucial step towards escalating tertiary and research opportunities within the region.

At the heart of a concept like comprehensive internationalisation then, is an understanding that internationalisation is not a list of activities and engagements. It is a lens, a way of viewing the world that enables institutions to look at themselves and see international potentiality in areas never seen before. The professor who has been whittling away – alone in an under-resourced lab – at epigenetic remodeling with hardly any interest and less funding, now becomes central to the research interests of the university when connected with scientists in Finland battling with the same epigenetic problems.

South African universities now have a golden opportunity to adopt an internationalisation lens and to re-examine their campus activities not to mention their future planning. I believe they will be amazed at what areas are thrown into stark relief. We need to embrace and react to the opportunities offered by Erasmus Mundus funding, which allows South African students’ mobility through Europe but most importantly it connects South African research and researchers to international researchers. This is crucial to comprehensive internationalisation. We also need to locate ourselves at the heart of what it means to belong to a collective like Brazil, Russia, India, China and South Africa (BRICS). Not as a vague idea but as a reality for staff and student mobility, the exchange of postgraduates, research collaborations and the equalisation of degrees within this remarkably diverse geocultural landscape.

Olá e benvindo.
Preevyet.
Namaste, svāgathaiḥ.
Nǐhāo, huànyīng.
Dumela.
Internationalisation of South African Higher Education System: A Priority

By Professor Ahmed Bawa, Chairperson of the Higher Education South Africa (HESA) Board

South Africa’s higher education system has identified internationalisation as one of its strategic areas of engagement, a priority area and an area of national importance. There are good reasons for this.

Universities of antiquity played this role too but with modern technologies and vastly expanded transport connectivity between cities and countries, this role has to be vastly expanded. We shall return to these thoughts slightly later on.

One aspect of internationalisation is to improve and increase the mobility of students and to constantly improve their experiences. South Africa is committed to growing its cohort of international students to the current target of 7% of its total student enrolment. In terms of the recently published Green Paper for Post-School Education and Training produced by the Department of Higher Education and Training, we expect this student enrolment to double to 1.5 million participants by 2030. So we should experience a doubling of international students in South Africa by then. By this time we expect the enrolment in the post-school system to grow to four million. So we shall see a steady and continuous growth in the number of international students in the system. This is exciting, but it has to be planned for.

Why is internationalisation so important? Globalisation in all of its complexity is one of its key elements. The emergence of intensely integrated economies and the challenges that emerge from this is a powerful driver of mobility of various kinds of people; amongst them experts, students and researchers. The challenges of globalised and globalising diseases are another. We are all aware of the fact that diseases such as HIV/AIDS and XDR TB have to be treated internationally. Our attention is drawn frequently to the inexorable progression of climate change and its projected impacts. This is a global matter and has to be treated globally. The point that I wish to make here is that there are very major challenges facing humankind that require international academic and intellectual approaches. Internationalisation of higher education is absolutely central to this. The crux of the challenge for South African higher education is to ensure that South Africa is connected to these international intellectual partnerships and that it is actively involved in them.

It is always important to provide students with the opportunity to study and live with students from other societies and other cultures.
who come from families that are unlikely to afford the international travel of their children have the opportunity to engage with students from other backgrounds. Perhaps as important is the challenge for institutions to make such travel possible for students.

South African higher education is in a fortunate place with its capacity to participate in the internationalisation of higher education. It has a rich diversity of institutions and programmes and it has a great capacity to organise for internationalisation. In terms of the latter, IEASA plays a key role in mobilising the universities. Each institution plays its own role – through their faculties and their international offices. There is no doubt that South African higher education institutions (HEIs), through their history, have played a key role regarding the issue of academic and intellectual internationalisation compared to many of their counterpart institutions in other parts of the world.

HESA supports excellence throughout the system of higher education in South Africa in that every university in South Africa should develop areas of excellence in terms of its vision and mission in all three core functional areas of universities, i.e. teaching and learning; research and community engagement. Very few in the sector will contest a view that achieving desired levels of quality in Higher Education institutions is influenced by a number of factors including, but not limited to: Funding; the academic quality of school-leavers wishing to pursue higher education studies; qualification and other academic policies for higher education, effectiveness of overall quality assurance systems, and critically, degrees of internationalisation of universities. It is our view that internationalisation of the Higher Education sector is in the self-interest of our institutions as it can contribute qualitatively to the resolution of a number of challenges facing the sector.

There is no doubt that South African higher education institutions (HEIs), through their history, have played a key role regarding the issue of academic and intellectual internationalisation compared to many of their counterpart institutions in other parts of the world.

HESA works with IEASA to develop a coherent, vibrant and multilayered approach to the internationalisation of higher education. The priority is to ensure that our work in this area contributes positively to the work of each institution in South Africa. We look forward to building this partnership further.
Higher Education in Context

International Students: Trends in South Africa

Trending: Higher Education in South Africa

What’s it like: Studying in South Africa

Useful information for International Students

Medical Aid Provision for International Students
International Students: Trends in South Africa

Apart from local students, one is hard pressed to work out who from across the globe isn’t represented in South African universities: 145 from Burundi, 27 from Finland, 72 from Pakistan, 29 from Poland, 56 from Turkey, 1362 from the USA, 66 from Eritrea, 13 from the Dominican Republic. The list goes on and on, covering virtually all of the 193 countries recognised by the United Nations. Although there are no students from North Korea, there are 139 from south of that border. Records also don’t reflect anyone from the Vatican City, but it’s a safe bet that there are a handful of students from the Vatican studying at theological seminaries around the country.

Neither is it the case that students only attend one or two universities. The 1128 Angolan students here attend 17 different universities.

Sometimes there are arrangements between a specific university and a country, but in general internationalisation patterns are scattered depicting the diversity of local institutions.

The Cape Peninsula University of Technology has, for example, students from 69 different countries. This does not include South African students with their 11 official languages and a myriad of cultures.

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

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 7.8% of all students studying in South Africa are from outside its borders.

The Green Paper on Higher Education and Training (2011) recommends that an internationalisation policy be drawn up in order to guide the higher education sector. This policy has been mooted for years but it remains difficult to understand how it can practically come to life. Formulating the policy runs into problems of definition immediately – is it a service that can be traded between countries? Is it part of a larger package of ‘partnership ties’ between countries, and given our inclusion in BRICS, should we be focusing on staff and student mobility with Brazil, Russia, India and China? If so, what of South Africa’s obligations to the SADC region? These difficult questions will be foremost in the Department of Higher Education and Training’s (DHET) mind when the international office applies itself to the following targets for 2013:

- International Relations Operational Framework Strategy developed and approved for implementation.
- Implementation plans with priority countries and multilateral agencies are developed and implemented.
- A publication on international cooperation will be produced.
- Database of international engagements of all public post-school institutions is maintained. (DHET Annual Performance Plan and Budget 2012/2013)

South African internationalisation has, in the past, been shaped by forces that 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 predominance has come about without any sector-wide strategy that specifically targeted the continent.
Disaggregating the Numbers

The number of international students has grown dramatically since 1994. From 12,600 to 68,237 in 2011 of a total of 936,837 students at South Africa’s 23 public universities - according to provisional Department of Higher Education and Training figures.

However, the number of international students needs to be disaggregated further. According to international policy on recording numbers of foreign students, only contact students are reflected. South Africa’s numbers are inflated by the large number of distance students studying within the country, especially at the University of South Africa (UNISA) and the North–West University. Although disaggregated numbers are not available for 2011, this exercise has been carried out on 2010 figures. The picture that emerges is far more modest in terms of actual students here. Only 38,727 international students were actually resident in the country during 2010.

Internationalisation in Context

South Africa has become the most popular place to study in Africa, and is ranked 13th – up 3.7% from 2009 – as a preferred study destination for USA students (Open Doors Report, 2011). The same report also notes that USA students are trending towards more diverse destinations with countries like Japan, India, Israel, New Zealand and Brazil all showing substantial increases in percentage terms. 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 3.7 million in 2009. In 1975, when OECD began keeping records, only 800,000 students were registered as international students.

A range of factors also contribute to a student’s desire to study outside his or her own country and include geographic region, the quality of home-based higher education, the ability to transfer credits between countries, historical connections between countries, language, the perceived quality of a country’s education and its accessibility, affordability, the ranking of universities 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.

### Table 1 – Distance and Contact Students 2010

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<tr>
<th>Attendance Mode</th>
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<tr>
<td>Contact</td>
<td>38,727</td>
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<tr>
<td>Distance</td>
<td>27,349</td>
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<tr>
<td>Mixed mode</td>
<td>21</td>
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<td>Total</td>
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### Table 2 - Increase in Student Numbers.

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<td>SADC</td>
<td>6,209</td>
<td>7,822</td>
<td>21,318</td>
<td>36,207</td>
<td>35,917</td>
<td>45,851</td>
<td>41,906</td>
<td>46,496</td>
<td>47,678</td>
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<tr>
<td>Non-SADC Africa Total</td>
<td>1,521</td>
<td>2,079</td>
<td>4,263</td>
<td>6,664</td>
<td>8,569</td>
<td>9,554</td>
<td>10,663</td>
<td>10,986</td>
<td>20,559*</td>
</tr>
<tr>
<td>Rest of the World</td>
<td>4,827</td>
<td>5,268</td>
<td>5,568</td>
<td>7,108</td>
<td>7,673</td>
<td>6,619</td>
<td>7,011</td>
<td>7,302</td>
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<tr>
<td>Grand Total</td>
<td>59,116</td>
<td>71,763</td>
<td>74,133</td>
<td>79,940</td>
<td>83,779</td>
<td>89,324</td>
<td>93,837</td>
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<tr>
<td>%Non-South African</td>
<td>7.68</td>
<td>7.16</td>
<td>7.25</td>
<td>7.76</td>
<td>7.31</td>
<td>7.25</td>
<td>7.8</td>
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</table>

Table 2 - Increase in Student Numbers.

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 have a lower cost of living. It also boasts a large higher education sector that is accessible and offers internationally recognised qualifications.

Seventy percent (70%) of international students are from neighbouring SADC countries where English is quite commonly spoken – 47 678 in 2011, while 20 559 come from the rest of Africa and outside the continent.

The continuing political instability in Zimbabwe means that this country is the major ‘source’ country, sending 32% of all SADC students - up from 27% in 2006. The next biggest sending countries are Namibia, with 6847 students, and followed by Lesotho, Swaziland, Botswana, the Democratic Republic of Congo, Nigeria, Kenya and Zambia. Most non-African students in South African universities were from the USA, the UK followed by Germany, India and China.

In the latest OECD Education at a Glance (2011) South Africa also ranks 13th 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 2011 showed that around 41% of international students were enrolled through the University of South Africa.

The University of Cape Town (4659) had the highest number of foreign students at a contact institution, closely followed by University of Pretoria (4026).

For both the outbound student and the host country, the benefits of study abroad are well-known and considerable. For destination countries, the fees and living costs paid by foreign students are a form of foreign investment and help to fund higher education as well as benefitting the local economy. Countries and students also gain 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 ongoing brain drain. Based on the belief that African graduates are more likely to return home after studying in South Africa, it is hoped that local universities will encourage brain circulation throughout the continent.

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

### Table 3 - Trends in international education market shares (2000, 2009).

1. Data relate to international students defined on the basis of their country of residence.

Countries are ranked in descending order of 2009 market shares.

![Trends in international education market shares (2000, 2009)](image)
South Africa as a study destination are more likely to remain on the continent than if they studied abroad.

In a potentially game-changing move, the SADC Education Ministers approved a SADC Regional Qualifications Framework (RQF) in September of last year. Based on the Erasmus European model it seeks to harmonise degree recognition within the region. In the long run, it should allow SADC students to travel freely through the region gaining degree credits from different universities. Although the RQF secretariat aims to be functional by 2013, it would probably take some time before any binding agreement is achieved between the countries and for the RQF to become functional.

**Graduates and Postgraduates**

By 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.

An interesting anomaly appears when one compares undergraduate international numbers with postgraduate foreign students. While 6% of international students are studying at undergraduate level, the number more than doubles at postgraduate level. In 2011, 13% of the postgraduate cohort were international students. Taking as a benchmark, institutions who have more than 300 postgraduate students, the following picture emerges. Obviously UNISA by dint of its student numbers accounts for 28% of postgraduates.

However, it is difficult to disaggregate this number into the number of students actually residing and studying in the country. As for the other institutions, the University of Pretoria accounts for the largest grouping, closely followed by the Universities of Cape Town, Stellenbosch and Wits.

![Pie chart showing international postgraduate numbers](chart.png)

**Figure 2 - International Postgraduates.**

Postgraduate choice is a particularly telling figure, because it differs radically from semester transfers, occasional courses and even undergraduate studies. Postgraduates are venturing beyond graduation to make extraordinary commitments to their particular field of study and it is a telling reflection of the perception and the regard in which South African institutions are held, that postgraduate study makes up a significantly higher percentage of international students. The top universities in the country are also consciously, and strategically, targeting postgraduate students. It is expected that the trend will continue in the medium- to long-term.
Since 2000, South African student enrolment has grown at about 5.6% 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, since 2008 the system has been accommodating an additional 34 000 students per year.

Judging by the 2008-2011 figures, this appears to be happening. The Minister of Higher Education and Training announced in his budget speech, earlier this year, that the government intends building two new universities in rural areas to service those provinces that haven’t had their own university. The move is also an attempt to lessen the pressure on existing universities to accommodate these students.

South Africa’s higher education sector is the strongest and most diverse in Africa. There are over 936 837 students enrolled in public universities, and nearly one in five young South Africans enter higher education. More than half of all students are women, and over 68 000 are international students, most of them from other African countries but also thousands from Europe, Asia and the Americas. The number of international students present in the system has remained stable at 7%.

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 assisting in the search of the Higgs Boson – these are the diverse research priorities that are shaping our universities. There is world-class research generated in many fields, but mostly concentrated in the country’s top research universities.

There are over 936 837 students enrolled in public universities, and nearly one in five young South Africans enter higher education.

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

The new democratic government faced many challenges when it came into power, not least of which was how to create a new and fair higher education. How 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. In particular, the need to 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.

Policy
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*. The latter document hinted at the possibility that efficiency might be served by the restructuring and merger of some institution. By 2003, South Africa embarked on a massive merger process. 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. No campuses were closed, so higher education provision has not altered.
Late last year the Department brought out the Green Paper on Higher Education and Training, which takes a broader view of post-secondary school options. Rather than narrowly focusing on the role of universities, it explores, in equal measure, the role of further education and training colleges together with other forms of skill acquisition. The strategic thrust of this document is to widen access options to prospective students while increasing success rates for these students.

Presently, higher education in South Africa comprises three types of institutions: ‘Traditional’ research-focused universities, universities of technology, and comprehensive universities that combine academic and vocationally-oriented education. Currently, the system has:

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

There is a fourth typology known as National Institutes (of which there are two) that are located in rural areas in order to offer additional physical locations 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. Both of these institutions have opened and are taking in students. In addition, the Minister of Higher Education and Training announced the creation of two new universities in the next three years. These universities will be situated in the Northern Cape and Mpumalanga and the Department estimates that it will cost an additional R12 billion to have these institutions operational by 2015.

One of the mergers that formed the University of Limpopo has been widely acknowledged as unsuccessful. Government is exploring ways in which the medical campus, Medunsa, can become a stand-alone medical university (Limpopo Medical School) by 2017.

A recent report into the condition of university accommodation has resulted in government committing to an amount of R28 billion over the next four years to carry out extensive refurbishment of residences and to build new accommodation. This is over and above the R1 billion that has been earmarked for university infrastructure over the next three years of the Department’s Medium-Term Expenditure Framework.

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Universities</td>
<td>University of Cape Town</td>
<td>25 285</td>
</tr>
<tr>
<td>2</td>
<td>Rhodes University</td>
<td>7285</td>
</tr>
<tr>
<td>3 Universities</td>
<td>University of Pretoria</td>
<td>58 177</td>
</tr>
<tr>
<td>4 Universities</td>
<td>University of the Free State</td>
<td>31 607</td>
</tr>
<tr>
<td>5 Universities</td>
<td>University of Fort Hare</td>
<td>11 077</td>
</tr>
<tr>
<td>6 Universities</td>
<td>North-West University</td>
<td>56 642</td>
</tr>
<tr>
<td>7 Universities</td>
<td>University of KwaZulu-Natal</td>
<td>41 769</td>
</tr>
<tr>
<td>8 Universities</td>
<td>University of Limpopo</td>
<td>20 500</td>
</tr>
<tr>
<td>9 Universities</td>
<td>University of the Western Cape</td>
<td>18 764</td>
</tr>
<tr>
<td>10</td>
<td>Stellenbosch University</td>
<td>27 266</td>
</tr>
<tr>
<td>11</td>
<td>University of the Witwatersrand</td>
<td>29 004</td>
</tr>
<tr>
<td>12 Universities of Technology</td>
<td>Cape Peninsula University of Technology</td>
<td>32 510</td>
</tr>
<tr>
<td>13 Universities of Technology</td>
<td>Central University of Technology</td>
<td>12 644</td>
</tr>
<tr>
<td>14 Universities of Technology</td>
<td>Durban University of Technology</td>
<td>24 841</td>
</tr>
<tr>
<td>15 Universities of Technology</td>
<td>Tshwane University of Technology</td>
<td>50 075</td>
</tr>
<tr>
<td>16 Universities of Technology</td>
<td>Mangosuthu University of Technology</td>
<td>9540</td>
</tr>
<tr>
<td>17 Universities of Technology</td>
<td>Vaal University of Technology</td>
<td>21 861</td>
</tr>
<tr>
<td>18 Comprehensives</td>
<td>Nelson Mandela Metropolitan University</td>
<td>26 318</td>
</tr>
<tr>
<td>19 Universities</td>
<td>UNISA</td>
<td>328 179</td>
</tr>
<tr>
<td>20 Universities</td>
<td>University of Johannesburg</td>
<td>50 528</td>
</tr>
<tr>
<td>21 Universities</td>
<td>University of Venda</td>
<td>10 343</td>
</tr>
<tr>
<td>22 Universities</td>
<td>University of Zululand</td>
<td>15 583</td>
</tr>
<tr>
<td>23 Universities</td>
<td>Walter Sisulu University</td>
<td>27 039</td>
</tr>
<tr>
<td>24 National Institutes</td>
<td>Mpumalanga Institute for Higher Education</td>
<td></td>
</tr>
<tr>
<td>25 National Institutes</td>
<td>Northern Cape Institute for Higher Education</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>936 837</strong></td>
</tr>
</tbody>
</table>

Table 1 - Higher education landscape in South Africa.

**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 Development Plan: 2030, released in November 2011, is an important document in this context. The National Development
Plan puts forward a vision of the kinds of learners, teachers, students, graduates and learning systems the nation needs in the long-term. More importantly, the plan points the way to creating greater coherence, progression routes and pathways across the different sectors and systems within the overall education sector.

The creation of jobs for the youth is largely stymied by the double bind of experience or skills: There is a lack of existing skills and/or work experience within the unemployed cadre. By the Treasury’s own admission, post-secondary education is a crucial component of employability. Ninety-five point four (95.4%) 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. By 2011, participation rates were still below this number at 18%. The Green Paper proposes to increase the higher education participation rate to 23% by 2030 – from 900 000 to 1.5 million in higher education and from 400 000 to 4 million in FET colleges. It is clear that the Department is targeting the college system as a “medium of choice” for the future of higher education. This move is intended to address the “inverted pyramid” where there are proportionately far more students at universities than FET colleges – a structure that is opposite to most other countries.

By the Treasury’s own admission, post-secondary education is a crucial component of employability.

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 R7.4 billion are expected to be awarded to university and FET college students in 2012/2013. NSFAS estimates that this amount has benefited 159 000 students during the 2011/2012 period. This year’s budget allocations also showed a strong loan increase for the FET colleges; a move that is in keeping with the Department’s shift in focus from university participation to college access.

The scheme was further strengthened 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. In addition, NSFAS loans and bursaries do not cover the full costs of study, leaving students struggling to cover living and other costs, which also impacts – especially for poorer students – on their ability to successfully complete their studies. In response, the Department has re-opened the debate on four-year degrees as a possible way of increasing students’ chances to successfully complete their degrees.

All universities have devised alternative admission processes that select educationally disadvantaged students on the basis of their academic potential rather than their performance in national school-leaving exams. Most institutions have also put in place academic development initiatives - bridging/foundation or extended curriculum programmes - that help students to overcome poor schooling and to cope with learning in a second language, usually English.

Higher education in South Africa has a disturbing 45% dropout rate among students, undermining the access gains of universities.

Figure 1 - The Inverted Pyramid.

That said the expansion and transformation of the South African student population has been nothing less than astounding. Student numbers have nearly doubled in the past 18 years, from 473 000 in 1993 to some 935 075 in 2011, according to provisional Department of Higher Education and Training figures. In 2011, there were 437 060 students enrolled in the Further Education and Training colleges across the country.

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%.

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% of the eligible population. The primary reason for this ongoing disparity is the low quality primary and secondary schooling. In 2010, 55% of the student population was female and 45% male.

This year’s budget allocations also showed a strong loan increase for the FET colleges; a move that is in keeping with the Department’s shift in focus from university participation to college access.

Higher education participation rates were still below this number at 18%. The Green Paper proposes to increase the higher education participation rate to 23% by 2030 – from 900 000 to 1.5 million in higher education and from 400 000 to 4 million in FET colleges. It is clear that the Department is targeting the college system as a “medium of choice” for the future of higher education. This move is intended to address the “inverted pyramid” where there are proportionately far more students at universities than FET colleges – a structure that is opposite to most other countries.

By the Treasury’s own admission, post-secondary education is a crucial component of employability.

![Figure 1 - The Inverted Pyramid.](image-url)
Between 2007 and 2009, almost 32 000 students entering university for the first time were enrolled in foundation programmes. In 2009, the average success rate of first time entering undergraduates, according to the Department, was above 70% in 19 of the 23 universities (and in seven universities above 80%). By 2013, the Department hopes to have 14 006 students in foundation courses.

The number of graduates produced annually by South African universities has been steadily growing, from 74 000 in 1994 to more than 159 000 in 2011. 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.

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 is access to foundation courses in critical subjects or offering career advice for those under-prepared 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.

<table>
<thead>
<tr>
<th>Staff</th>
<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>
<td>5342</td>
</tr>
<tr>
<td>% Black Staff</td>
<td>42</td>
<td>65</td>
<td>97</td>
</tr>
<tr>
<td>% Women</td>
<td>44</td>
<td>63</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 2 - Staff statistics.

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.

A perpetual 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. The Department is currently working on a three-pronged proposal for the development of:

- Next generation of academics (identifying potential).
- New generation of academics (nurturing potential).
- Current generation of academics (working with those in the system to develop into good teachers and researchers).

Research

Several South African universities conduct world-class research and feature in the top 1% of the world’s institutions. According to Science Watch (between 2005 and 2009) the highest percentage of papers from South Africa appeared in journals indexed under the heading of Plant and Animal Science, followed by Environment/Ecology. South African impact was above the world average in Environment/Ecology, Space Science, Clinical Medicine and Computer Science.

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 was the government’s strategic target for 2008. The Department of Science and Technology’s (DST) 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.

However, in a recent analysis of publishing trends between 2000 and 2010, Anastassios Pouris, argues that South Africa’s world share of publications is on the verge of reaching the highest contribution in the country’s history and was ranked 33rd in the world in 2010. With proposed expansion plans from the Department of Science and Technology, Pouris believes that this figure can grow substantially in the future.

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 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 PhD’s or 26 PhD’s 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 127 544 in 2011.

There are major efforts underway to provide scholarships for postgraduate students and greater funding for research. In 2005, South Africa launched its first six research Centres of Excellence, which pull together existing resources to enable researchers to collaborate across disciplines and institutions on long-term projects that are locally relevant and internationally competitive. Another Centre has subsequently been established. There are centres of excellence in:
- Biomedical TB Research.
- Invasion Biology.
- Strong Materials.
- Birds as Keys to Biodiversity Conservation at the Percy FitzPatrick Institute.
- Catalysis.
- Tree Health Biotechnology at FABI.
- Epidemiological Modelling and Analysis.

The DST awarded an additional 62 research chairs during 2012 and has created 154 university research chairs to date; this allows universities 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 89 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, 2012). Of these, 84 are directly affiliated with universities. There are 2472 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.

Two new universities are planned for the Northern Cape and Mpumalanga Provinces.
Academics can use the money at their discretion, with limited conditions attached. Among the 89 A-rated scientists based at universities, 30 work for the University of Cape Town, 15 at the University of the Witwatersrand and 13 at Stellenbosch University. There are nine at the University of Pretoria, five at the University of Johannesburg and the University of KwaZulu-Natal, two at North-West and the Nelson Mandela Metropolitan University. UNISA, Rhodes and the University of the Western Cape have one each.

**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 has 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.

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. Based on studies into accommodation and general infrastructure, the Department is investing heavily in laboratories, student accommodation and the building of new lecture halls to keep up with present and anticipated demand. There are clear indications of the Department’s intention to widen access, especially in remote areas (the development of the National Institutes as well as the building of two new universities) and to focus on making FET colleges a study destination of choice for many more South Africans.

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 effectively purchasing their own degrees of freedom. By 2010, the national average across all universities, of third stream income, was 31%. This revenue is largely derived from alumni and donor funding as well as spin-off companies based on innovation and the selling of short courses to other sectors. With government’s increased focus on a massive infrastructural build – the theme of this year’s State of the Nation address – and the DHET’s funding realignment towards the colleges, universities are going to have to conceive of more innovative ways of generating revenue internally.

**Governance**

Universities are largely autonomous institutions in South Africa, but the higher education system is under increasing pressure to ensure that the sector produces the skills the economy needs and is efficient, affordable and accountable. Over the past year, and in each of these areas, the Minister has called universities to book and has, for a variety of reasons, placed certain institutions under administration.

A central theme in the Green Paper is a return to an issue that has bedevilled higher education since the birth of democracy: Differentiation. It has been a divisive debate from the moment of its inception in the Size and Shape document (2000) that began, in earnest, the transformation that would finally lead to the mergers. Differentiation, or the shaping of the university vision and mission to hone in on what the institution could already do well, was perceived to construct a tiered system within universities that privileged some institutions (inevitably white established institutions) over others (historically disadvantaged). Without ignoring the sensitivities involved, the Green Paper accepts that a differentiated university landscape is fundamental to coping with the diverse requirements of a hugely diverse group of students. What is ironic is that
differentiation is the corporate lifeblood for business. The success of Apple’s iPad is precisely because the company managed to differentiate its product line and to create a “unique selling point” that has forced its competitors to play catch-up ever since.

It is foreseen that differentiation will be built into the process whereby universities submit institutional plans to the DHET, who, in turn, determine 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.

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 based on self-evaluation by institutions of their performance against a range of criteria, and external peer assessment. The first round of audits is now complete and the HEQC has published the Framework for the Second Cycle of Quality Assurance 2012 – 2017, which builds on the experiences and refines the methodology of the first audit process. In November 2011, the HEQC became the first quality agency in Africa to be formally recognised for its comprehensive adherence to the good practice guidelines for external quality assurance agencies by the International Network for Quality Assurance Agencies in Higher Education.

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.

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.

Qualifications are structured in credits. For instance, there are 120 credits for the first year of a Bachelor degree, with each credit representing ten national study hours. Credits can straddle different levels of the NQF - levels five to seven cover undergraduate and eight to ten 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.

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, which meant that the original 152 technical colleges have been reduced to 50 on 264 campuses across the country. The FET sector has been identified as a lynchpin for the success of government's upcoming infrastructure build and for the DHET’s plan to increase access to a greater number of students. Government has a great deal riding on the colleges in terms of skill provision, poverty alleviation and job creation. Over the next three years government has committed R2.5 billion to the building of new campuses and the refurbishment of others.

By 2013, the DHET has set a target of 550 000 students in the college system and with the ambitious target of reaching four million in the college system by 2030. If government is to have any chance of reaching these targets, it will require a radical reconceptualisation of the colleges in the mind-set of the country. Colleges will need to be ‘marketed’ as destinations of choice rather than institutions of last recourse. The colleges now fall under the Department of Higher Education and Training (DHET) and it is expected that their future offerings will be more closely aligned with the universities, especially the universities of technology. The Minister of the DHET, Blade Nzimande, has recently gone on record saying that he would like to see the Sector Education Training Authorities relocating to regional FET colleges in order to create a greater cooperation between these bodies.

The colleges will need to be ‘marketed’ as destinations of choice rather than institutions of last recourse.

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.

However, 2012 has been the year of the colleges. Government is expending energy and a good deal of money in the hope that the colleges can become an 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 resources 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.

South Africa produces 80% of basic research conducted in Southern Africa.
Private Higher Education

There are 115 private higher education institutions operating legally in South Africa, according to the register of institutions published by the Department of Education (July 2011), including 87 that are fully registered and 28 with provisional status. Although there are far more private than public higher education institutions, the private sector is dwarfed by public universities in terms of student numbers. Present estimates place the number of students in the private sector at over 30,000 students. 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.

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 2012 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.

Although there are far more private than public higher education institutions, the private sector is dwarfed by public universities in terms of student numbers.

There are also a number of institutions offering a range of degree and postgraduate qualifications, such as St. Augustine College, 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.

Back to Basics for Universities?

South African higher education still faces many challenges, but it has achieved remarkable successes. 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.

The publication of the Green Paper on Higher Education and Training has introduced a palpable shift in tone in the way that universities are understood in South Africa. The publication of the Green Paper on Higher Education and Training has introduced a palpable shift in tone in the way that universities are understood in South Africa.

What is equally clear in the Green Paper and will be borne out in the way that institutions are funded from 2013, is that universities are going to come under pressure to differentiate according to their mission, existing pockets of excellence and standing partnerships. In the past, institutions with little or no research ability were funded to build research when their strength may well lie with good undergraduate teaching. Funding directed at accrued and potential excellence is a strong signal coming out of the Green Paper.

The university is no longer the catchment area for all social challenges, but is being asked to concentrate on teaching, research and innovation as a means to achieve social upliftment.

Internationalisation, both at the level of partnerships and scholarship, is inscribed into most of South Africa’s universities and their missions and visions. Taken with the DHET’s renewed interest in international collaborations and the drafting of a framework for internationalisation, the time is ripe for a re-prioritisation of internationalisation as a core feature in the South African university of the future. Not as a generic ‘nice to have’ but as a prominent feature of a university’s differentiation strategy.
What’s it like: 
**Studying in South Africa**

South Africa ranks 6th out of 45 countries in the “Big Mac Index 2012”. The price of a Big Mac is 42% less in South Africa than in the USA. In Switzerland and Norway, it is 62% more.

South Africa ranks 28th out of 167 countries surveyed in the 2011 Democracy Index, compiled by the Economist Intelligence Unit, ahead of France, Italy, Greece and all of the other BRICS countries. WorldAudit.org ranks South Africa as the 43rd most democratic country in 2011. In 2012, at 8%, South African interest rates are at a 30-year low.

So, interest rates are low, there’s a fully functioning democracy and we have a really inexpensive Big Mac.

By the same token, we had a political player who was, at one point during the year, touted as the next leader of the country, kicked out from his party in disgrace. We have internal political jousting before a major leadership conference in December. We have an ageing golf player who at the age of 43 has managed to win the British Open. Doesn’t this just sound like a place with a difference? South Africa like any country in the world is confronted, on an annual basis, by sport triumphs and political failures (and vice versa). Some smaller, some bigger.

South Africa has been a stable, peaceful and progressive democracy since 1994, when first democratic elections were held and the African National Congress came to 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.

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.

In April 2011, South Africa became a member of BRIC (now BRICS), a powerful coalition of developing countries including Brazil, Russia, India and China. It is hoped that 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 stepping-stone to the rest of Africa.

The Department of Higher Education and Training (DHET) also has a dedicated branch (International Relations) that is designated to deal with international affairs. It is expected that this sub-programme will, during 2013, unveil a policy framework on internationalisation within higher education. It has also set itself other ambitious goals to deal with matters relating to internationalisation. What is patently obvious is that internationalisation is now firmly on the agenda, both at governmental and institutional level.

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, food production, mobile 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.
Only People Make Other People Human
This is Ubuntu. It is a philosophy that held the many races and cultures together through the difficult birth of the nation. It is a philosophy that still resonates to this day. It was there during the first democratic elections (1994) and it was there during the World Cup (2010). It typifies one’s experience of South Africa. People are not simply people, they are people you might know and could love. And that makes a difference to the zeitgeist of this country.

The weather is wonderful, the scenery is breathtaking and this middle-income country is very user-friendly.

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 forgotten 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 and 10 others also recognised besides it.

The tourism industry is thriving and recorded a total of more than 12 million foreign arrivals in 2011, compared to approximately 7 million in 2009. In 2011, a total of 12 097 490 visitors came to South Africa, of which 3 758 136 are same day visitors and 8 339 354 are tourists. In its annual summary, Statistics South Africa noted that “an overwhelming majority (94.3%) of tourists came for holidays whilst business persons and students constituted less than 5.0% of the 2011 tourists. Overseas business tourists were mainly UK residents and the students were mostly USA residents”.

As a consequence of the World Cup in 2010, 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. According to The Economist, the Johannesburg Stock Exchange ranks 16th in terms of “largest market capitalisation” and 19th in terms of largest gains. 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.

Cape Town was named the top tourist destination in the world in the 2011 Traveler’s Choice Destinations Awards and South Africa is ranked 66th out of 139 in the World Economic Forums Travel and Tourism Competitiveness Report 2010/11. 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

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Figure 1 - Number of arrivals and departures of foreign travellers by year of travel, 2000 – 2011.
Source: Statistics South Africa 2012.
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 is the largest verified impact crater on Earth at between 250 and 300km in diameter and is estimated to be over 2 billion years old.

There are 3000 kilometres of pristine beaches, which form South Africa’s eastern, western, and southern borders, enclosing 1.2 million square kilometres of mountain ranges and bushy foothills, sub-tropical forests, grassland, scrubland, and the central semi-desert. To the north lie borders with Namibia, Botswana, Zimbabwe, Swaziland, and Mozambique. The country completely surrounds the mountain kingdom of Lesotho. The landscape changes strikingly, from the wild west coast lapped by the cold Atlantic to the mountains and winelands of the Cape, up a verdant east coast aptly named the Garden Route, past glorious beaches on the warm Indian Ocean to the rolling hills of the Zulus. The Drakensberg Mountains separate the sub-tropical east coast from the highveld, a high-lying plateau that stretches north across the Karoo semi-desert, the golden fields of the Free State and the bushveld of the north.

South Africa is the only country with an entire floral kingdom, which surrounds Cape Town. Some 18 000 plant species grow within its boundaries, of which 80% occur nowhere else. The country is home to more mammal species than Europe and Asia combined. There are also 858 species of birds.

Vast stretches of South Africa are committed to game reserves, providing safe havens for wildlife. There are 22 national parks - the famous Kruger National 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.

South Africa is the only country with an entire floral kingdom, which surrounds Cape Town.

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
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 in 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 (79.5%) and the rest are White (9%), Coloured (9%) or Indian (2.5%). Just over half of all people (51%) are women.

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Politics
Since democracy, the African National Congress has been in power by a strong majority.

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 ten 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.

Languages
South Africa has 11 official languages, but English is the lingua franca and spoken by most people. Although English is the home language of just 8% of South Africans, road signs and official forms are in English, which is also the language of the cities and of business. Of the indigenous African languages, the most commonly spoken is isiZulu, which is the home tongue to nearly a quarter of the population, followed by isiXhosa. Afrikaans - the language evolved from Dutch settlers - is the first language of 13% of South Africans.
Parliament elects a President who has a maximum of two terms. Nelson Mandela was the new South Africa’s first president, and he 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. Most recently is the impressive establishment of a visitor’s site at Maropeng, the Cradle of Humankind, with its Sterkfontein caves, and 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. The Tasting Room at Le Quartier Francais, in Franschhoek, (57) and the Test Kitchen (74) are both in the World’s 100 Best Restaurants for 2012.

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

Categorised as an upper middle-income economy by the World Bank, South Africa has a large, diverse and growing economy that generates 24% of Africa’s entire Gross Domestic Product (GDP). It is the 25th 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 (2011), South Africa is ranked 35th (among 183 countries) on the ease of doing business.

In his state of the nation address, earlier this year, the President committed to a major infrastructural rebuild over the coming period – to build new power stations, railway lines, dams and roads. This is supported by the strategy in the National Plan: 2030, which also focuses on boosting economic growth and investment in order to generate jobs and reduce income inequalities.

The recent recession is still impacting South Africa even though the country escaped many of the harsher impacts of the global downturn due to strict banking (and lending) regulations. Economic growth has averaged 3.5% a year since late 1999, achieving the longest period of expansion in the country’s history. As expected, growth slowed down in 2009 and was at 2.1% in the first quarter of 2012 according to the latest figures released by Statistics South Africa.

Growth has begun to deliver more jobs, although unemployment remains high. Although the labour force is almost 18 million (2012) unemployment, according to Statistics South Africa, is at 25.2%. Government had pledged to halve unemployment by 2014 to a maximum of 14%, which looks unlikely given current figures. The total number of South Africans without jobs by 2012 was 4.5 million.

Achievements since 1994

One of South Africa’s major problems, poverty, is proving to be an ongoing challenge for government. The 2010 Development Indicators report revealed a reduction in poverty since 2000, with the proportion of the population living below R388 a month decreasing from 51% in 1994 to 39% in 2008. As of 2012, just over 15 million people received social grants, and 3.5% of GDP was spent on social grant assistance.
The majority of grant recipients are the 10.3 million recipients of the Child Support Grant, which is provided to children in need up to the age of 15 years. The expansion of social grants has raised the income of the poorest 10% and 20% of the population - but levels of income inequality remain high because the rate of improvement of income for the poor has not matched that of the rich.

Since 1994, the government has made significant strides in improving the lives of millions of poor people. Despite the number of households growing by around four million and increasing demand for social services, according to the government’s 2009 Development Indicators and the 2010/2011 Yearbook:

- Between 1994 and June 2010, government built over 2.7 million homes for South Africans, giving shelter to more than 13 million people.
- Ninety-four percent of households have access to water of reasonable standard compared with 61% in 1994.
- Nine-point-two (9.2) million households have access to sanitation, against five million in 1994.
- Seventy-five percent 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 $81 billion in 2011.

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 89%.

South Africa is still 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%. 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.

That said, the country has one of the world’s most comprehensive HIV prevention and treatment programmes, and one that is showing significant progress:

- One-point-seven (1.7) million South Africans living with HIV are now receiving free antiretroviral (ARV) treatment.
- Twenty million South Africans have voluntarily tested for HIV since the government launched its testing and counselling campaign in April 2010; and
- The rate of mother-to-child transmission of HIV in South Africa has dropped from 8% in 2008 to 3.5% in 2010 and to 2.7% in 2011.

Development achievements have been remarkable in the years since 1994. However, 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.

Perhaps one of the most interesting governmental shifts that have occurred in the past year has been the introduction of a different descriptor for South Africa. The National Plan 2030 moves away from understanding the country as a developmental state towards the need for a capable state and an active citizenry. This entails an acceptance, on government’s behalf, of inefficiencies in the state apparatus as well as an awareness that government cannot do it alone. The introduction of the concept of an active citizenry further acknowledges that citizens need to play a far greater role in accelerating change within the country.
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. Bachelor’s 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, Bachelor’s of Technology degrees and postgraduate qualifications up to Doctoral level. The study period for the BTech is four years, although in most cases, there are exit points at lower levels enabling students to enter a career with a diploma qualification at an earlier stage. Comprehensive universities offer a combination of both of these types of qualifications.

**Application Requirements**

**Applying for a Study Permit and Visa**

Anyone who is not a South African citizen or a permanent resident of South Africa requires a visa in order to enter, as well as a permit to stay (or sojourn) in South Africa. The South African High Commission, Embassy or Consulate in your country of residence issues a visa so that you may travel to South Africa. At your ‘port of entry’ (for example, 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:

- A passport valid for not less than 30 days after intended studies.
- Administrative fee of R1092 (as at December 2009).
- Confirmation and proof of payment of a South African Medical Aid Cover with a medical scheme registered with the South African Medical Schemes Council. Cover must remain valid for the duration of the calendar year.
- Letter of Offer from the University stating the duration of degree, confirming that the student is not taking the place of a local student and undertaking to inform the Department of Home Affairs when the student deregisters.
- Medical and Radiological reports (less than six months old).
- Yellow Fever vaccination certificate, if relevant.
- Relevant certificates if married, widowed, divorced or separated.
- Details regarding arranged accommodation while in South Africa.
- Proof of sufficient funds to cover tuition fees and maintenance.
- A police clearance certificate for the past 12 months or longer since the age of 18.
- A cash deposit or a return ticket to 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/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 the Department of Home Affairs:
Corner Maggs and Petroleum Street, Waltloo
Pretoria, 0001, South Africa
Tel: +27 (0)800 601 190
Information: csc@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.

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 36.

**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 29.

**Travelling Information**

**Health**

Malaria is mainly confined to the north-eastern part of South Africa, especially the coastal plain. Schistosomiasis (Bilharzia) is also found mainly in the east, but outbreaks do occur in other places, so you should always check with knowledgeable local people before drinking free water. Tap water in South Africa is safe to drink.

South Africa is in the grip of an HIV/AIDS epidemic that has infected millions of people. The country has embarked on an extensive campaign to provide those infected with ARVs and there are signs that the epidemic is stabilising. However, local and international students are advised to always practice safe sex.

**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
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), a 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: international.students@absa.co.za or phone: +27 (0)860 100 380. All the approved IEASA medical scheme products, such as Momentum 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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or visit www.ieasa.studysa.org

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Features

‘Most Comprehensively Internationalised University in South Africa’
– the Golden Key International Honour Society Awards

Useful information for International Students
‘Most Comprehensively Internationalised University in South Africa’
- the Golden Key International Honour Society Awards

The International Education Association of South Africa (IEASA) and the Golden Key International Honour Society South Africa (Golden Key SA) will introduce, as from 2012, a new award in the internationalisation of higher education in South Africa. IEASA and Golden Key SA awarded the first award, recognising ‘International Student Participation in International Activities’ and the ‘Support for Student Participation in International Activities’, in 2003, to Stellenbosch University.

The new award will be in a different format and will serve a different purpose. The 2012 award, the IEASA/Golden Key Award for Excellence in Internationalisation will recognise the differences as well as stages of development of institutions. The outcome of this exercise would be an attempt to provide South African higher education as well as its broader audience a view on the advanced levels of internationalisation of South African higher education institutions as well as the continuous recognition of the importance of internationalisation and as such the desire to be comprehensively internationalised.

To accomplish this, two awards will be awarded. The main award will go to the institution adjudicated to be ‘The Comprehensively Internationalised Higher Education Institution in South Africa’. The award winner will be profiled in the 2012/13 edition of Study South Africa, which will serve as a window on South African internationalisation as well as a benchmark to South African and other higher education institutions from developing countries. Applicants for the first award would demonstrate its internationalisation activities in all the application criteria and provide evidence of an institutional commitment to comprehensively internationalise the institution. This institution will serve as an inspiration and benchmark to institutions that are in the implementation phase towards the achievement of comprehensive internationalisation.

A second award will be awarded to the institution in the category of being in a developmental stage towards comprehensive internationalisation. The applicants in this category would be higher education institutions that is still in the initial phase of internationalisation and would only be required to demonstrate comprehensive internationalisation in some of the application criteria.

Application Criteria:
1. Institutional Commitment to Comprehensive Internationalisation, which would include:
   - Governance.
   - Strategic Planning.
   - General Information.
   - Funding.
   - Institutional Partnerships.
3. Internationalisation of Research.
4. Internationalisation of Non-Academic Processes and Activities, which would include:
   - International Student Engagement with the local community.
   - Engagement with International Alumni.
About the Golden Key International Honour Society

The Golden Key International Honour Society was founded in 1977 and is the world’s largest academic honour society that exists with the purpose of unlocking and stimulating excellence. Undergraduate university students who fall into the top 15% of their academic field, within their university, as well as top performing postgraduate students in all academic disciplines are invited to join the Golden Key International Honour Society.

Golden Key places students and alumni within a lifetime network of world leaders, Rhodes Scholars, authors, corporate executives, Olympians, dignitaries, and other highly successful individuals. The associations provided by the Golden Key network enable students with unmatched access to personal education, career enhancement and unique service opportunities.

Striving to unlock the potential of each of its members, Golden Key upholds the standards of excellence on campus and beyond. Elevated by its three pillars upholding the society namely: Academics, Leadership and Service, Golden Key sets the standard for members to strive for outstanding achievement in these three areas. Integrity combined with collaboration, in all aspects of its functions, Golden Key supports the drive of its members to learn, lead and help others.

In 2010, the Society performed more than 180 000 service hours and in 2011, South Africa alone contributed to 140 645 service hours driven by our active service leaders.

Globally, Golden Key has over 375 chapters at colleges and universities in eight nations and the aim is to grow this number even more. Chapters are located in the Bahamas (1), the United States of America (289), Canada (18), South Africa (14), Australia (28), Malaysia (7), New Zealand (2) and India (5). In 2009, Golden Key clocked 6900 hours of service in the Asia Pacific countries, 48 934 in North America and a whopping 58 900 hours of service hours in South Africa. The total number of service hours clocked by members of the Society in 2009 was 114 734 and since then the number of service hours has grown along with the number of chapters growing globally per annum. In 2010, the Society performed more than 180 000 service hours and in 2011, South Africa alone contributed to 140 645 service hours driven by our active service leaders.

Various South African chapters have been named the winners of the Community Service International Scholarship and Award valued at US$ 1 000 namely: University of Pretoria, University of the Free State and Nelson Mandela Metropolitan University.

The IEASA/ Golden Key Award for Excellence in Internationalisation will recognise the differences as well as stages of development of institutions.
In 2000, the first chapters in South Africa were established at North-West University, Stellenbosch University, University of Cape Town, the University of the Free State and the University of KwaZulu-Natal. The network has since expanded to 12 universities, these include the following institutions:

- North-West University (Potchefstroom, Mafikeng and Vaal).
- Stellenbosch University.
- University of Cape Town.
- University of the Free State.
- University of KwaZulu-Natal.
- Nelson Mandela Metropolitan University.
- University of Johannesburg.
- University of the Western Cape.
- University of the Witwatersrand, Johannesburg.
- University of Pretoria.
- Rhodes University.
- Cape Peninsula University of Technology.

Golden Key annually awards US $1 000 000 in scholarships and awards to Golden Key members only. Recently awarded Graduate Scholar of the Year Award winner, Ryan Meintjes, a former student from North-West University and currently studying towards a Master’s degree in Public Economics, Law and Politics at the Leuphana Universität, Germany comments: “Golden Key has really been my support base during my undergraduate years at the North-West University in South Africa. Apart from the financial support I received as the recipient of the 2008 SASOL Golden Key Excellence Award in Law and being named the 2009 Golden Key South African Student Leader of the Year, I have learned some very valuable life skills during my interactions with other Golden Key members and honorary members from different chapters around the globe. The national and international conferences (with excellent workshops and keynote speakers) and the various opportunities for community service, has always been most enriching”.

Golden Key International Honour Society states in its media release that its key phrase “unlock your potential” refers back to the name of Golden Key and the mission of realising one’s own potential. Golden Key offers many ways to allow members to unlock their potential through its three main pillars upholding the Golden Key International Honour Society and the four programmes that it supports.

More than 65 000 South Africans form part of this international network of high achievers and Golden Key has made a difference in more than 2 million members lives.

Golden Key places students and alumni within a lifetime network of world leaders, Rhodes Scholars, authors, corporate executives, Olympians and other highly successful individuals.
The Role and Functions of the Matriculation Board... towards widening participation in higher education

By Higher Education South Africa (HESA)

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.
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
Tel: +27 (0)12 481 2847 / 2910 / 2848
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.
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  
2 - University of the Western Cape  
3 - Cape Peninsula University of Technology  
4 - Stellenbosch University  
5 - Nelson Mandela Metropolitan University  
6 - Rhodes University  
7 - University of Fort Hare  
8 - Walter Sisulu University  
9 - University of KwaZulu-Natal  
10 - Durban University of Technology  
11 - Mangosuthu University of Technology  
12 - University of Zululand  
13 - University of the Free State  
14 - Central University of Technology, Free State  
15 - Vaal University of Technology  
16 - North-West University  
17 - University of the Witwatersrand  
18 - University of Johannesburg  
19 - University of Pretoria  
20 - Tshwane University of Technology  
21 - University of South Africa  
22 - University of Limpopo  
23 - University of Venda  

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

**. . . 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.

**. . . 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.

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**Experience a unique African study address**

at the Nelson Mandela Metropolitan University.

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**OFFICE FOR INTERNATIONAL EDUCATION**

PO Box 77000, Nelson Mandela Metropolitan University, Port Elizabeth, 6031, SOUTH AFRICA

Tel: +27 (0) 41 504 2161  •  Fax: +27 (0) 41 405 2771  •  E-mail: international@nmmu.ac.za

http://international.nmmu.ac.za  or  www.nmmu-international.com
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 63 universities in 19 countries on seven 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
- Taking Responsibility

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:

- **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**
- Department of Criminal and Procedural Law.
- Department of Mercantile Law.
- Department of Private Law.
- Department of Public 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 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.
- Energy.
- Health and disease management responsiveness to regional needs.
- Natural resource management.
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 physics’ research profile has been further raised thanks to the acquisition of a key instrument for material analysis, valued at R5.3 million. The Fourier Transform Infrared and Raman Spectrometer (FTIR) is the only model of its kind in the world, and will drastically improve and speed up research processes in various materials at the University.

**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.

**Graduation 2012**

The NMMU was proud to have 5264 students graduate in April 2012 of which 480 were international students.

**International Students - Undergraduate Qualifications April 2012**

- Arts: 15%
- Business and Economic Sciences: 23%
- Engineering, the Built Environment and IT: 8%
- Health Sciences: 14%
- Law: 14%
- Science: 25%

**International Students - Postgraduate Qualifications April 2012**

- Arts: 12%
- Business and Economic Sciences: 21%
- Education: 3%
- Engineering, the Built Environment and IT: 11%
- Health Sciences: 10%
- Law: 5%
- Science: 37%
UNIVERSITY PROFILES

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.

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 international 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 its curriculum as well as international research partnerships.

There are 75 000 NMMU alumni around the world.
A complete list of the NMMU’s Higher Education Partners is available on our website at http://international.nmmu.ac.za under Global Linkages.

**International Short Programmes**

**Mid-Year Experience (May-July)**
This is a four to five week, six-credit programme (US credits). Dates of commencement and adjournment may vary slightly from year-to-year depending on the NMMU academic calendar. It is a comprehensive programme that offers a splendid introduction to South Africa’s extraordinary diversity. It explores South Africa’s history forged by the multiple culture and language groups. It is possible to choose one of three 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
Port Elizabeth, 6031
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:** http://international.nmmu.ac.za

**Student Online Brochure:** www.nmmu-international.com
University of Cape Town
A premier academic meeting point

Mission
The University of Cape Town (UCT) aspires to become a premier academic meeting point between South Africa, the rest of Africa and the world. Taking advantage of expanding global networks and our distinct vantage point in Africa, we are committed, through innovative research and scholarship, to grapple with the key issues of our natural and social worlds.

UCT will promote diversity and transformation within our institution and beyond, including growing the next generation of academics.

Partnerships and Global Scholarship
It is now globally accepted that institutional partnerships and collaborations are an essential ingredient for connecting institutions in an increasingly internationalised world and for sharing and disseminating knowledge and expertise. To a large extent, modern universities or those universities that strive to become internationalised, increasingly depend on partnerships in order to realise many of their institutional goals. They acknowledge that no academic institution can survive without partnerships - whether these are at local, national or international level; or whether these are with sister institutions, local communities, business and industry. It is also clear that solutions to global challenges are unlikely to be found by one university or a single researcher but teams of people working together and bringing their multiple perspectives to bear on the challenges. For most of the global challenges experienced today, more than one sector of society has a vested interest and so it is expected that cooperation and collaboration in finding solutions will be a key factor. However, it is government and government agencies, as well as industry, business and foundations that help make these partnerships financially viable and sustainable through grants and donations.

According to several significant external measures, the University of Cape Town (UCT) is considered a leader in the global knowledge economy.

In order to maintain this level of excellence and scholarship for which it is well-known, UCT has to ensure that it maintains and improves its reputation as a research-led university and benchmarks itself against international standards.

This is done by establishing partnerships with universities and institutions globally via research and other kinds of partnerships. Below, we highlight some of the partnerships that promote global scholarship at UCT and how these have been made possible.
UNIVERSITY PROFILES

Researcher Development Initiatives

UCT is focusing on consolidating and expanding its current initiatives aimed at growing a next generation of academics under a single (virtual) umbrella, thus strengthening and promoting UCT as a primary site for the development of young scholars for and in Africa. The challenge is to not only develop the research and teaching skills of a suitable cohort of postgraduate students and newly appointed young staff but also to instil a passion for academy. The University’s track record in this regard includes the Emerging Researcher Programme (ERP); the Programme for the Enhancement of Research Capacity (PERC); Postgraduate Supervision Training and the Mellon Mentors’ programmes, all of which are coordinated in the Research Office. The USHEPiA project, a ‘sandwich programme’ whereby co-supervision at UCT is provided to academic staff from eight other African universities is currently in its second cycle and is upheld nationally as a highly effective model for developing capacity on the continent. In addition, UCT was successful in a bid to the Carnegie Corporation to develop the next generation of academics in partnership with three other African institutions, in targeted fields, where it is particularly difficult to attract students into academic careers rather than the lucrative private sector.

Sustainability Measures

With many of its top ranked researchers nearing retirement, UCT identified a strategic need to focus on growing the next generation of researchers, which would help it to maintain its global ranking in years to come. This required a significant investment of resources and people. Through generous funding from Atlantic Philanthropies, UCT established the Emerging Researcher Programme (ERP) in 2003, focusing in particular on women and black researchers in order to develop these young researchers and scholars at the start of their teaching and research careers. All faculties participate in this programme, which had grown from 44 staff at inception to 492 in 2011.

Building on the successes of the ERP – and realising there was a need to support ‘mid-career’ academics who had progressed through the ERP and who expressed the need for ongoing structured support for their research – the Programme for the Enhancement of Research Capacity (PERC) was launched in 2010 through funding from the Carnegie Corporation. This is a collaborative programme run in conjunction with partners in the global south, particularly in Africa. In 2011 PERC brought scholars from the African continent as well as from the diaspora to attend a workshop at UCT. Among the scholars who attended the PERC workshop were those who originated or worked in Cameroon, Ghana, Kenya, Mozambique, Namibia, Nigeria, Zimbabwe and South Africa.

A key component of PERC has been the ‘African Research Project on Knowledge Production’. It encourages collaborative, cross-disciplinary research that interrogates and challenges Eurocentric knowledge concepts. A Carnegie Corporation grant made possible the awarding of R1.8 million in funding over a three year period, which has been utilised to fund team-based research proposals that cover diverse topics of immediate relevance to South Africa and Africa in general. An Associate of PERC, Dr. Lesley Green, combined the resources of the Sawyer Seminar Series, which she coordinated to bring together scholars from the south for a highly successful workshop titled ‘Natures and States in the Global South’. The Sawyer Seminar/PERC Database was

UCT has over 50 research groupings, along with its strategic research niches.
launched, which catalogues and provides access to scholarship from the global south so that this work becomes readily available.

In addition to its ERP and PERC seminar and workshop programmes, the Research Office coordinates a **supervision training programme**, which is open to all academic staff, whether they are supervising postgraduate students for the first time or whether they are seasoned academics who wish to update and strengthen their supervision skills. The interactive nature of the programme seems to be an important feature as participants continue to be drawn from staff with a range of academic experience as well as young staff who are still completing their higher degrees.

The above programmes are complemented by the Mellon Visiting and Retired Scholars Mentorship Project, which enables young researchers and academics to receive structured mentorship and individualised support by internationally recognised scholars. Mentors and recognised scholars are identified by faculties. The project is made possible by funding from the **AW Mellon Foundation**.

The latest effort towards strengthening our research capacity is UCT’s successful funding proposal to the Carnegie Corporation to build and retain the **next generation of academics in select fields**. This is an initial two-year grant (2011-2012), with a subsequent invitation to submit a renewal proposal (2013-2014). It is a partnership between four African universities (UCT, the University of the Witwatersrand, the University of Makerere (Uganda) and the University of Ghana (Legon)). The aim is to revive the ‘Academy’ in Africa by creating “training hubs” for young academics and postgraduate students so that they can be enticed into academic careers at the end of their studies. At UCT, this programme is concentrated in the areas of civil engineering, economics and infectious diseases, and to date, 45 participants have been earmarked for future academic careers.

Finally, and in an attempt to focus on partnerships with countries outside South Africa, is the successful **USHEPA (University Science, Humanities, Engineering, Partnership in Africa)** programme. This is a long standing partnership between eight participating African universities that started in 1996. It was established in order to build institutional capacity and scholarship in the chosen disciplines of the Fellows. Over the years, staff members from these universities have been co-supervised by UCT academics and their counterparts from participating universities and obtained PhD’s and Master’s degrees from UCT and gone back to bolster the intellectual capacity at their respective universities. The programme has produced 52 PhD’s since inception, with four more in the pipeline. The programme was made possible by funding from **Rockefeller Foundation, Carnegie Foundation** and **AW Mellow Foundation**.

Based on the above, we believe that UCT is not only well-placed but also committed to playing a part in ensuring that South Africa and the rest of Africa can count on a vibrant academic profession in the future.

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**Postgraduate Students and Postdoctoral Research Fellows**

Postgraduate students play an important role in sustaining the research mission of the University. Thus, grants and donations from various sources are essential in meeting UCT’s mission through the recruitment of talented postgraduate students. Some of the funds are used to provide scholarships and some provide travel grants to enable graduate students to attend local and international conferences, publish their work or go on international exchanges. The Postgraduate Centre and Funding Office manages a portfolio of funds used for this purpose donated by a variety of Foundations and other donors. This is in addition to UCT’s own funds that go to support postgraduate students and Postdoctoral Research Fellows.

One indicator of research and scholarship is measured by the number of **Postdoctoral Research Fellows (PDRFs)** and Doctoral students that the University attracts. PDRFs typically go to universities where their careers can be advanced. International PDRFs and postgraduate students help to give UCT an international profile. At present, UCT has 252 registered PDRFs, by far the largest number of any university in South Africa. Of these 58% are from outside South Africa. Similarly, of the 1284 Doctoral students enrolled at UCT in 2011, 40% were international students.
Research Focus Areas

UCT implemented the concept of “Signature Themes” in 2007, which provided a framework for multi-, inter-, and hopefully also trans-disciplinary research to be done on an inter-departmental and inter-faculty basis. Selected to drive research in a strategic manner, signature themes are grounded in existing areas of internationally recognised excellence whilst being aligned to institutional, regional and national priorities. The first five themes, which have now all evolved into fully-fledged research entities, are African Centre for Cities, Brain and Behaviour Initiative, Drug Discovery, Marine Research Institute and Minerals to Metals. More recently, UCT’s commitment to establish a platform for climate research led to the adoption of climate research as a focus area and to the recognition of the African Climate and Development Initiative as the sixth signature theme.

The African Climate and Development Initiative (ACDI) was established in 2011 with the aim of focusing on research, teaching and social engagement. The success of this initiative will depend on the establishment of strong partnerships across a broad spectrum throughout Africa to develop African leaders of the future, capable of addressing climate change issues. Funding partners as well as researchers, Postdoctoral Research Fellows and graduate students are critical to the success of this partnership.

In addition to the above, national Centres of Excellence and Competence Centres are by definition collaborative, allowing researchers to collaborate across disciplines on long-term projects that are locally relevant and internationally competitive. They also help to build group and individual research capacity and scholarship. UCT currently fully hosts two DST/NRF Centres of Excellence, and one DST/NRF Competence Centre.

The above mentioned programmes are run and coordinated by the UCT Research Office with participation by researchers and young academics as well as Deans from across faculties and funding from donors and international collaborators. This ensures that the quality of research and scholarship at UCT remains of a high standard and is sustainable.

Assessing our International Competitiveness

The evaluation and rating process, driven by the National Research Foundation (NRF), is an important proxy for assessing the quality and impact of the research conducted by UCT’s researchers, on both a national and international level. In 2011, 47 first-time UCT applicants were rated while 48 re-evaluation applications received ratings totalling 379, with 30 A-rated researchers. This is the largest number of rated researchers at any university in South Africa. More than half of the new ratings during the recent cycle went to younger researchers, ensuring a healthy pipeline to world leaders and scholars in various research fields.

The NRF is a major source of funding for UCT researchers. UCT researchers utilise funds from the NRF’s International Science Liaison programme, for example, which aims at forging and maintaining strategic and intellectual alliances between individuals, institutions and organisations in research communities nationally and internationally, in order to enhance the international competitiveness of South Africa.

Each year, the number of publications with international collaborators grows. Figure 1 and Table 1 shows UCT’s collaboration with the rest of the world over the period 2006 – 2010, based on the number of co-authored publications in Elsevier’s SciVal Spotlight database.
Partnerships with industry, national and international governments, as well as intergovernmental entities that provide grants and other services make UCT’s institutional goal of scholarship possible. These are the NRF, Medical Research Council, Department of Science and Technology, US National Institute of Health, Bill and Melinda Gates Foundation, US Agency for International Development, Department for International Development, and the Wellcome Trust, to name a few. All the funding from these public and private sources are utilised to promote scholarship and research, graduate training and growing the next generation of global scholars.

Worldwide University Network

UCT joined the Worldwide University Network (WUN) in 2009. WUN is a consortium of 18 leading research institutions worldwide who partner together in a collaborative network to create an expansive global community that is able to respond meaningfully to global challenges and needs and make significant advances in knowledge and global scholarship. To do this, WUN brings together the experience, expertise, knowledge, resources and equipment necessary to tackle these big issues. They organise virtual seminars and workshops, annual conferences, student and staff exchanges and provide funding for collaborative research. WUN also works with non-university partners, mainly funding organisations.

Centre for Higher Education Development (CHED)

The main focus of the Centre for Higher Education Development (CHED) is to enhance the competence of graduates by ensuring the provision of skills. They see the primary role of higher education as being to ensure that it “produces the core of individuals with knowledge and skills to sustain a knowledge economy”. Thus CHED, in conjunction with faculty staff, focus on exploring and facilitating fresh approaches to teaching and learning as well as

### Table 1 - Top 25 Collaborating institutions of UCT (2006-2010)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Country</th>
<th>Co-authored Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stellenbosch University</td>
<td>South Africa</td>
<td>582</td>
</tr>
<tr>
<td>University of the Witwatersrand</td>
<td>South Africa</td>
<td>316</td>
</tr>
<tr>
<td>South African Medical Research Council</td>
<td>South Africa</td>
<td>281</td>
</tr>
<tr>
<td>University of Oxford</td>
<td>United Kingdom</td>
<td>196</td>
</tr>
<tr>
<td>University of KwaZulu-Natal</td>
<td>South Africa</td>
<td>183</td>
</tr>
<tr>
<td>London School of Hygiene and Tropical Medicine</td>
<td>United Kingdom</td>
<td>183</td>
</tr>
<tr>
<td>University of the Western Cape</td>
<td>South Africa</td>
<td>171</td>
</tr>
<tr>
<td>Harvard University</td>
<td>United States</td>
<td>157</td>
</tr>
<tr>
<td>University of Pretoria</td>
<td>South Africa</td>
<td>144</td>
</tr>
<tr>
<td>Imperial College London</td>
<td>United Kingdom</td>
<td>123</td>
</tr>
<tr>
<td>Columbia University</td>
<td>United States</td>
<td>123</td>
</tr>
<tr>
<td>University College London</td>
<td>United Kingdom</td>
<td>118</td>
</tr>
<tr>
<td>South African Astronomical Observatory</td>
<td>South Africa</td>
<td>105</td>
</tr>
<tr>
<td>John Hopkins University</td>
<td>United States</td>
<td>98</td>
</tr>
<tr>
<td>Council for Scientific and Industrial Research (SA)</td>
<td>South Africa</td>
<td>91</td>
</tr>
<tr>
<td>University of Cambridge</td>
<td>United Kingdom</td>
<td>90</td>
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<tr>
<td>University of Bergen</td>
<td>Norway</td>
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<tr>
<td>University of Toronto</td>
<td>Canada</td>
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<tr>
<td>University of Washington</td>
<td>United States</td>
<td>77</td>
</tr>
<tr>
<td>Medical Research Council</td>
<td>South Africa</td>
<td>76</td>
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<tr>
<td>Rhodes University</td>
<td>South Africa</td>
<td>74</td>
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<tr>
<td>University of Copenhagen</td>
<td>United States</td>
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<tr>
<td>CNRS</td>
<td>France</td>
<td>70</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>Australia</td>
<td>68</td>
</tr>
<tr>
<td>University of Edinburgh</td>
<td>United Kingdom</td>
<td>68</td>
</tr>
</tbody>
</table>

Table 1 - Top 25 Collaborating institutions of UCT (2006-2010)
discipline-specific curriculum design. Through much of the work that CHED does, UCT makes itself accountable for its role in the effectiveness of the South African education system. As such CHED works in partnership with, and is supported financially by, the Department of Higher Education and Training (DHET), the Council for Higher Education (CHE), Higher Education South Africa (HESA) as well as Foundations and National Business.

For UCT degree programme offerings please visit: [http://www.uct.ac.za/apply/degrees](http://www.uct.ac.za/apply/degrees).

To access UCT’s Research Report, which provides a record of research output by faculty, the University’s strategic research niches as well as listings of each faculty’s capacity, expertise and publications please visit: [http://www.researchoffice.uct.ac.za/research_reports/annual/](http://www.researchoffice.uct.ac.za/research_reports/annual/).

In 2011, 1284 Doctoral students were enrolled at UCT. 40% were international students.
University of KwaZulu-Natal
Inspiring Greatness

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 over 40 000 students and offers an extensive suite of programmes at both undergraduate and postgraduate level on five campuses, and the expertise of South Africa’s leading academics and internationally acclaimed scientists.

Why UKZN?
UKZN is able to offer an exceptionally wide range of exciting and innovative multi-disciplinary courses that will broaden perspectives, foster a capacity for independent critical thinking, and provide intellectual tools to develop your mind, while at the same time enhancing your career opportunities in the local and global marketplace.

The University strives to provide an enabling environment for all its students so as to ensure their individual intellectual development, while at the same time provide holistic education, which promotes an awareness of social responsibility and sound ethical practice in a diverse society.

Of course not all learning takes place in the lecture theatre...UKZN offers extensive sporting, cultural and extramural activities.

Nature’s Paradise
UKZN is situated in the subtropical seaside city of Durban and in the Midlands city of Pietermaritzburg, capital of the Province of KwaZulu-Natal.

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

Howard College
The Howard College campus 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, since its inception in 1950, the Medical School has committed itself to producing highly qualified and experienced medical practitioners dedicated to improving the quality of life for all South Africans.
Pietermaritzburg
This campus offers a wide range of innovative academic programmes, which have been successful in responding to local and provincial needs in Science and Agriculture, Humanities, Development and Social Sciences, Education and 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 Schools
College of Agriculture, Engineering and Science

| Engineering | Bachelor of Science in Engineering |
| Undergraduate | • Agricultural Engineering |
| | • Chemical Engineering |
| | • Civil Engineering |
| | • Computer Engineering |
| | • Electrical Engineering |
| | • Electronic Engineering |
| | • Mechanical Engineering |

| Bachelor of Science in Land Surveying | Postgraduate |
| Bachelor of Science Honours in Property Development (Construction Management) |
| Bachelor of Science Honours in Property Development (Quantity Surveying) |
| Master of Science in Construction Management |
| Master of Science (Construction Project Management) |
| Master of Science in Engineering |
| Master of Science in Land Surveying |
| Master of Science in Quantity Surveying |
| Doctor of Philosophy |
| Doctor of Science in Engineering |
| Doctor of Science in Construction Management |
| Doctor of Science in Quantity Surveying |
| Doctor of Science in Land Surveying |

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 of Science by coursework |
| Master’s |
| 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 Science in Agriculture |

| Doctorate |
| Doctor of Philosophy |
| Doctor of Science |
| Doctor of Science in Agriculture |

College of Health Sciences

Health Sciences

| Undergraduate |
| Doctor of Philosophy |
| Doctor of Science |
| Doctor of Science in Agriculture |
| Bachelor of Nursing (Advanced Practice) |
| Bachelor of Dental Therapy |
| Bachelor of Occupational Therapy |
| Diploma in Oral Health |
| Bachelor of Pharmacy |
| Bachelor of Medicinal Science (Anatomy) |
| Bachelor of Medical Science (Physiology) |
| Bachelor of Physiotherapy |
| Bachelor of Sport Science |
| Bachelor of Optometry |

| Postgraduate |
| Bachelor of Medical Science (Honours) - Anatomy, Human Physiology, Medical Biochemistry |
Bachelor of Medical Science (BMedSc Hons) (Honours) – Only offered in Medical Microbiology or Infection Prevention and Control
Bachelor of Nursing (Honours)
Bachelor of Sport Science (Honours) Sport Science, Exercise Science, Leisure Studies, Biokinetics
Master’s in Medicine (MMed) (Specialist Training): Anaesthetics, Cardiothoracic Surgery, Chemical Pathology, Anatomical Pathology, Dermatology, Emergency Medicine, Forensic Pathology, Haematology, Medical Microbiology, Medicine, Family Medicine, Neurology, Neurosurgery, Obstetrics and Gynaecology, Occupational Medicine, Ophthalmology, Orthopaedic Surgery, Otorhinolaryngology, Paediatrics, Paediatric Surgery, Plastic and Reconstructive Surgery, Public Health Medicine, Psychiatry, Radiology, Radiotherapy and Oncology, Surgery, Urology, Virology
Multidisciplinary On-line Master’s of Health Sciences
Master’s degree in Communication Pathology (Speech Language Pathology)
Master’s degree in Hand Rehabilitation
Master’s degree in Medical Sciences (Anatomy)
Master’s degree in Medical Sciences (Human Physiology, Medical Biochemistry, Anatomy)
Master’s degree in Medical Sciences (Pharmaceutics)
Master’s degree in Occupational Therapy
Master’s degree in Pharmacy (Pharmacy Practice or Pharmaceutics)
Master’s degree in Physiotherapy
Master of Public Health – (MPH): Specialisation fields include: Epidemiology and Biostatistics; Hospital Management; Medicines Management together with the Discipline of Pharmaceutical Sciences; Occupational and Environmental Health; and Reproductive, Adolescent and Child Health
Master’s degree in Sport Science (Biokinetics, Sport Science, Exercise and Leisure Studies)
Master’s degree in Therapeutic Group Work
Doctor of Philosophy (PhD)

**College of Humanities**

**Education**

**Undergraduate**
Bachelor of Education

**Postgraduate**
Postgraduate Certificate in Education
Bachelor of Education – Honours
Master’s of Education
Doctor of Education

**Humanities**
Bachelor of Arts
Bachelor of Social Science
BA/BSoSc 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 in Music Performance
Music Foundation Programme and Certificate

**Humanities Extended Curriculum Programme**

**Structured Curricula**
Bachelor of Arts
Bachelor of Social Science
BA/BSoSc 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

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 Philosophy, Politics and Law
BSocSc in Psychology

BA (Honours and Master’s)
BSocSc (Honours and Master’s)
Bachelor of Library and Information Science (Honours and Master’s)
Bachelor of Theology (Honours and Master’s)
Master of Architecture
Master of Arts and Master of Social Science
Master of Child Care and Protection
Master of Development Studies
Master of Housing
Master of Library and Information Science
Master of Population Studies
Master of Social Work
Master of Theology
Master of Town and Regional Planning
Master of Science in Urban and Regional Planning

**College of Law and Management Studies**

**Law**

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

**Postgraduate**
Postgraduate Diploma
Postgraduate Diploma in Forensic Investigation and Criminal Justice

**Postgraduate Degrees**

Master’s
Coursework Master’s Programmes are offered in the following areas (Full-time/ Part-time):
- Advanced Criminal Justice.
- Business Law.
- Child Care 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.
- Doctor of Philosophy.
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. Eleven UKZN staff members have been appointed to the prestigious positions of South African Department of Science and Technology Research Chairs. The University’s researchers attract millions of rand each year in research grants and contracts. 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 promotes 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 Conservation Sciences Buildings 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 use internet, podcasting and other related strategies for teaching and research. The addition of four new laboratories and equipment at the School of Chemistry and Physics 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 valued at R12 million was purchased by the Schools of Chemistry and Physics, Pharmacology aiding research in these disciplines.

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

Facilities and Services
All five campuses have a fully computerised main library with excellent collections. Students also have access to the University network through PC labs. Other facilities include theatres, art galleries, a vast archive, student publications, campus bookshops, health clinics with fully trained nurses on duty and doctor by appointment and a large number of sporting clubs.
**Promoting Internationalisation**

One of UKZN’s goals is: **African-led Globalisation.**

To promote African-led globalisation through African scholarship by positioning the University, through its teaching, learning, scholarship, research, and innovation, to enter the global knowledge production system on its own terms, bringing knowledge production systems relating to its local context into the global arena.

The strategies the University has adopted to achieve this goal are:
- Promote Internationalisation.
- Forge Strategic Partnerships.
- International Programmes.

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

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

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

Prospective study abroad students may apply either directly, on their own initiative or through a partner programme between UKZN and their home institution. For more information on the courses for non-degree purposes please refer to the website on www.ukzn.ac.za/handooks. International students can contact their local international office or the Study Abroad Coordinator (UKZNSEP) on: +27 (0) 2602870/2230 or ukznsep@ukzn.ac.za.

**University of KwaZulu-Natal Student Exchange Programme (UKZNSEP)**

The University has about 60 student exchange agreements in 25 countries. The student exchange programme provides international students an opportunity to interact academically, socially and culturally with local people. All exchange agreements complement the University’s curriculum while adding significant cultural dimensions to students’ life experiences.

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 the 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/handooks. International students are advised to contact their local international office or the Student Exchange Programme (UKZNSEP) on: +27 (0) 312602870/2230 or ukznsep@ukzn.ac.za.

**English Language Requirements**

The University of KwaZulu-Natal 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 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, venues and costs, contact the United States Information Service (USIS) or the US embassy in your home country; or contact TOEFL direct 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 Coordinator: Language Centre on kerchhoffj@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 (two courses) for the International School programme. A normal semester load for students in the Humanities would be 64 credits per semester (i.e. four courses).
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 residences, which provide comfortably furnished single bed-sitting rooms. All residences are situated on-campus, close to lecture venues and the University library, and have secure access and CCTV coverage of all entrances.

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

Fees

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

Full-time Undergraduate Studies
Applicants to Bachelor’s degree studies should possess a matriculation exemption endorsement. In view of different international school-leaving certificates, the Matriculation Board, as an advisory body to Higher Education South Africa, provides guidelines on qualifications that are acceptable on face value for admission to first degree studies at South African Universities. 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.he-enrol.ac.za/mb/forpres/htm.

In addition applicants need to meet faculty subject and or performance requirements, such as a minimum pass in Mathematics, for admission to certain academic programmes (for example in Engineering, Commerce, Health Sciences and Science). 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 or contact them on: +27 (0)12 431 5174.

For a full range of undergraduate and postgraduate degrees offered at UKZN please refer to the website: www.ukzn.ac.za/courses.
University of Johannesburg
A premier African city university

International Engagement for Global Citizenship
The University of Johannesburg (UJ) is a proudly South African, premier city university rooted in Africa. It shares the pace and energy of cosmopolitan Johannesburg. Noted for its strength in Science Technology, Engineering and Mathematics, the UJ offers a comprehensive menu of programmes on a bedrock of distinguished scholarship, excellence in teaching, reputable research and innovation. It is committed to delivering outstanding higher education to students of exceptional calibre and potential. With a focus on identified research niche areas, community engagement and a commitment to internationalisation, the UJ stands poised to address the challenges of the 21st century by combining the best of university and vocation-oriented education inherited from the years of experience of its constituting institutions.

Internationalisation at the UJ
The University of Johannesburg is continuing a rich legacy of internationalisation, enhancing its scholarly engagement and impact on national, regional and continental transformation agendas. Internationalisation at the UJ entails the cultivation of an international environment on campus, where students and staff from around the globe are fully integrated into UJ life; internationalisation of the academic curriculum, including dialogue with the international community about issues of national-global importance; as well as the development of international partnerships and the implementation of international collaborations involving research, student and staff mobility, and leading toward the enrichment of our research and teaching, in pursuit of excellence in scholarship and enhancement of the University’s International Profile.

Location of the UJ
The University of Johannesburg is located in the City of Gold – Johannesburg – the gateway to many destinations in South Africa and the rest of Africa.

Accessible Campuses and Flexible Academic Programmes
UJ comprises four campuses spread across the heart of the economic and industrial hub of Africa:
• Auckland Park Kingsway Campus (APK).
• Auckland Park Bunting Road Campus (APB).
• Doornfontein Campus (DFC), and
• Soweto Campus (SWC).

All four campus sites are accessible to students with disabilities and The Office: People with Disabilities (O: PwD), located on each campus, concerns itself primarily with providing academic, technological, psychosocial and psychological support for students with disabilities.

A comprehensive range of both academic and career-focused programmes, with varying entrance and exit levels, is offered by our nine faculties, spread across all four campuses. Students attend classes at the campus where the qualifications are offered. Instruction in all programmes is offered in English. The University is able to facilitate and accommodate
There are 30 residences on all four campuses that have the capacity to accommodate 6,500 students.

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 academic year in the southern hemisphere runs from the end of January until November.

A few Good Reasons to Study at the 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.

2. Outstanding qualifications
Qualifications obtained from the UJ, accredited by the South African Qualifications Authority and several professional bodies and international academies, enjoy wide international recognition.

3. Support all the way
A comprehensive range of student support services, particularly from the Division for Internationalisation: www.uj.ac.za/international 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.

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 is 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 UJ International Students Society.

5. Diversity adds spice to student life
Our four campuses are different in culture and character, each with its own history, providing a wonderful opportunity for cultural exchange and experience of diversity.

6. It’s in Jo‘burg!
Johannesburg … Jo‘burg … Jozi. This vibrant, bustling city is not only a centre of commerce, but is also rich in culture and diversity – a place equally loved by locals and people from all over the world.

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 include studies on Master’s and Doctoral level. There are specific career-focused programmes that include studies on Master’s and Doctor of Technology levels.

Faculty of Art, Design and Architecture
www.uj.ac.za/fada
The Faculty of Art, Design and Architecture (FADA) is committed to fostering creative and professional excellence in art and design education. This dynamic and exciting Faculty has a colourful 80-year history during which it has been associated with numerous highly successful individuals in the world of art, design and architecture. Many of our graduates are employed in South Africa or internationally in diverse areas of industry, or work as freelance designers, architects or independent artists. Whatever their preference, they have been properly prepared as professionals through creative and entrepreneurial development, which are key factors in the programmes offered.

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

Faculty of Economic and Financial Sciences
www.uj.ac.za/ecofin
This Faculty engages in research and education in the advancement of knowledge and skills that build capacity in the fields of economics, finance and accountancy. It does so by training chartered accountants, offering econometrics training to potential and existing practitioners in the financial sector and
faculties of its kind in Southern Africa. With the great demand for engineering 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: debbiem@uj.ac.za. For more information on Engineering Technology and Built Environment programmes, e-mail: pearln@uj.ac.za.

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

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

Faculty of Law
www.uj.ac.za/law
The UJ Faculty of Law 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: mhorak@uj.ac.za.

Faculty of Management
www.uj.ac.za/management
The Faculty of Management develops new generation organisational leaders creating legacies. The Faculty’s location in Johannesburg, the economic heartland of South Africa, certainly adds value and opportunity in developing future-fit leadership. The Faculty specialises in the disciplines of: Business Management and Development; Small Business Development, Intrapreneurship and Entrepreneurship; Industrial Psychology and People Management; Transport, Logistics and Supply Chain Management; Information and Knowledge Management; Applied Information Systems; Marketing Management; as well as Tourism and Hospitality Management. The development of managerial and leadership skills include a wide range of Diploma and Bachelor degree programmes. Research-based postgraduate programmes, highly rated by industry, include a range of Honours, Master’s and Doctoral programmes.

For general information on all programmes, e-mail: zeenat@uj.ac.za.
For more information on Kingsway Campus programmes, e-mail: lavernvl@uj.ac.za. For more information on Bunting Road Campus programmes, e-mail: suelk@uj.ac.za. For more information on Soweto Campus programmes, e-mail: portiam@uj.ac.za.
Faculty of Science
www.uj.ac.za/science
The Faculty of Science at the University of Johannesburg is 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 innovatively create new knowledge and leading scientists. We have state-of-the-art facilities and our extensive international research collaborations are well-established.

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

Research Activity
Among all the research activity that has shown such an impressive increase since 2006, is the outstanding output of the recipients of the Vice-Chancellor’s Distinguished Award: Outstanding Researcher of the Year. Since its inception, this award has been awarded to five of our exceptional academics in recognition of their research achievements and the impact their work has had.

Research Centres
As part of the realisation of our goals of establishing 600 research units in our first decade and becoming a focused research institution, we have set up 19 research centres: They are:

• Faculty of Art, Design and Architecture – Visual Identities in Art and Design.
• Faculty of Education – Centre for Education Rights and Transformation, Mining Processing and Technology Centre, Telecommunications Research Group, Photonics Research Group.
• Faculty of Health Science – Laser Research Centre.
• Faculty for Humanities – Centre for Sociological Research, Centre for the Study of Language and Culture, Centre for Social Development in Africa.
• Faculty of Law – South African Institute for Advanced Constitutional, Public and Human Rights (SAIFAC).
• Faculty of Science – Sustainable Energy Technology and Research (SeTar), Centre of Nanomaterial Sciences, Centre for Aquatic Research, Water and Health Research Centre, The African Centre for DNA Barcoding (ACBD), Paleoproterozoic Mineralisation Research Group (PPM Research Group), Research Centre for Synthesis Catalysis.

International Students
The UJ welcomes various categories of international students:
• Full-time undergraduate applicants who need a post-school qualification that is 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 an international university as part of their programme. It is acceptable for a student who is 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 period for research purposes.
• International postdoctoral researchers undertake research for varying periods up to one year in a specific academic department.
• International students may enrol for non-formal, extracurricular or short courses (if they qualify). Such applicants would also have to apply for a study permit.
• International postdoctoral researchers can undertake research for varying periods up to one year in a specific academic department at the UJ.

International Student Admission
The University offers a range and diversity of academic and career-focused programmes with different entry and exit levels. Special admission procedures for programmes include: Assessment for guidance, evaluation and placement purposes; interviews; submission of portfolios of work; compulsory subjects; and a minimum M-Score/APS. International students are advised to consult the specific course brochures (posted on the respective homepages of specific faculties) for admission requirements.

Closing Date for Applications
The closing date for international applications for undergraduate (diplomas and degree-seeking) students is on the last Friday of August 2012, with the exception of the Faculty of Health, which closes on the last Friday of July 2012.

Postgraduate degree-seeking students should consult with their faculty about the closing date for applications.
The University offers postdoctoral fellowship opportunities. Please contact the Postgraduate Centre at: http://www.uj.ac.za/EN/AboutUJ/Pages/UJFastFacts.aspx.

**How to Apply**

There is course information available on the Division for Internationalisation’s website: www.uj.ac.za/international. Completed application forms, required documents and the proof of payment of the application fees should be sent to: The Student Enrolment Centre: The University of Johannesburg, P.O. Box 524, Auckland Park, 2006, Johannesburg, South Africa.

**English Language Proficiency**

English language proficiency as an additional admission requirement is applicable to all international students at the UJ, regardless of the level. University policy requires that international 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 they need to submit proof of English competency to the faculty to which they are applying. Please contact the Division for Internationalisation: www.uj.ac.za/international regarding this issue.

**Fees**

The University requires upfront payment of full fees for the year from international students when they register. This includes the relevant course fee, registration fee and a non-refundable international levy. Unfortunately, no exceptions may be made. Students should contact the Division for Internationalisation: www.uj.ac.za/international to ascertain the specific applicable fees payable.

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

**Accommodation**

Residence life is a special experience. Staying in a UJ residence is an extension of your university education and you can benefit from all the facilities and services such as study centres, social sporting activities, life skills and peer tutoring programmes.

There are 30 residences on all four campuses that have the capacity to accommodate 6 500 students.

Students who are academically accepted may apply for on-campus accommodation by 26 October 2012. However, academic acceptance does not necessary mean that the student will be automatically accepted into the residence as students are still required to complete the residence section in the application form.

In addition, the University of Johannesburg has off-campus accredited accommodation. These are privately owned.

Application for on-campus accommodation should be made by 31 August. Enquiries should be made at the Division for Internationalisation by e-mailing: internationalisation@uj.ac.za.

**General Security**

While the University endeavours to provide a safe and secure campus environment, safety and security is also a personal responsibility. Students are advised not to walk in deserted places on- or off-campus, particularly at night. Hitchhiking is not only extremely dangerous; it is also illegal and definitely discouraged. Caution should be exercised when using public transport at night, especially when travelling alone.
Stellenbosch University – your African knowledge partner

Stellenbosch University (SU) is one of Africa’s top research institutions and is internationally renowned for its academic excellence, high research output and its active involvement in communities to improve the world in which we live.

Location and Campuses
Located in the heart of the Cape Winelands, Stellenbosch University became a fully-fledged university by 1918. Today it has four campuses (number of students indicated adjacent):

- Stellenbosch Main Campus (eight faculties) 22 406
- Tygerberg (Medicine and Health Sciences) 3 820
- Bellville Park (Graduate School of Business and School of Public Leadership) 1 520
- Saldanha (Military Sciences) 447

The main campus is 50km from Cape Town and 30km from Cape Town International Airport.

Faculties
SU has ten faculties: Arts and Social Sciences, Science, Education, AgriSciences, Law, Theology, Economic and Management Sciences, Engineering, Medicine and Health Sciences and Military Sciences. For information on specific departments or research centres and degrees offered, read more on: www.sun.ac.za and use the A-Z search.

History
Stellenbosch has transformed itself from a historically white Afrikaans University to a multilingual institution with a blend of many cultures, nationalities and academic disciplines, hosting more than 28 000 students representing 110 nationalities.

An African Knowledge Partner of Choice
Our dual focus on excellence and relevance has propelled us into a new league. SU has long been recognised as one of Africa’s top universities; now it counts among the best in the world. In 2011, the institution broke into three global rankings. Of these, the Leiden Ranking in particular serves as a scientific measurement of research production. The increased involvement of international bodies in Stellenbosch University projects attests to our status as a global partner of choice, and the South African Department of Higher Education and Training has reaffirmed SU as Africa’s leading producer of research.

"We are now seen as a world player and a global partner of choice for tackling the big issues of the 21st century."

Professor H Russel Botman, Rector and Vice-Chancellor, Stellenbosch University.

Partnerships and Global Scholarship
To realise the full potential of higher education in Africa, we need knowledge partnerships for human development. Our approach to partnerships and global scholarship is to participate in sustainable academic networks that will contribute relevant knowledge towards Africa’s development, while entrenching our position as a leading African knowledge partner. For this we need unprecedented investment in four priority areas: The knowledge base of our staff; the diversity and success of our staff and students; and the systemic sustainability of the University. The HOPE Project (www.thehopeproject.co.za) is driving these objectives.
Making HOPE happen

At Stellenbosch University we put our academic excellence at the service of human need. Join us to make HOPE happen: www.thehopeproject.co.za

Through the HOPE Project we help to:

- Eradicate poverty and related conditions
- Promote human dignity and health
- Promote democracy and human rights
- Promote peace and security
- Promote a sustainable environment and a competitive industry

Through its science-for-society approach Stellenbosch University unlocks new knowledge, and as builders of HOPE on the African continent we apply our science and cutting-edge technology to some of Africa’s toughest challenges. We call this the HOPE Project, which is rooted in the University’s three core functions: teaching and learning; research and community interaction. The HOPE Project’s more than 30 initiatives are grouped into five themes that are aligned with the international development agenda.

A university is not just there for itself and its immediate community. A university is a national, regional, continental and world asset. To realise the full potential of higher education on our continent, we need critical knowledge partnerships for human development. While studying at Stellenbosch University you can contribute to the HOPE Project through your field of study, by supporting Matie Community Service or various other initiatives, and by using social networks to become an activist for your favourite HOPE Project initiative (www.givengain.com)

Postgraduate and International Office
Stellenbosch University

Tel: +27 21 808-2565
Fax: +27 21 808-3799
E-mail: interoff@sun.ac.za

www.sun.ac.za
www.thehopeproject.co.za
SU has an established, multi-layered international academic network. Most of the international networks are managed and implemented through the Postgraduate and International Office (PGIO).

Our bilateral networks include agreements with prominent institutions in Australia, Austria, Belgium, Botswana, Canada, Denmark, Finland, France, Germany, Ghana, Italy, Kenya, Mexico, Mozambique, Namibia, The Netherlands, Norway, PR China, Singapore, Sweden, Switzerland, Tanzania, Uganda, the United Kingdom and the United States of America.

With its more than 125 formal international agreements, Stellenbosch University is in the privileged position to grant access to a myriad of study opportunities for international students, global opportunities for its local students, development for its staff and researchers and collaboration amongst its many partners.

On an institutional level SU is a member of the following strategic organisations and networks:

- African Network for Agriculture, Agroforestry and Natural Resources Education (ANAFE).
- Agence Universitaire de la Francophonie (AUF) - www.auf.org.
- The Association of Commonwealth Universities (ACU) - www.acu.ac.uk.

Meeting the challenges of higher education requires innovative approaches to collaboration in and with Africa. Traditional bilateral and multilateral agreements should continue, but there is also a trend towards multiple-partner networks, often organised around joint programmes and themes with societal relevance. Our aim is to enhance intra-African collaboration by incorporating our north-south into our south-south partnerships.

SU is engaged in numerous networks, engaging university partners on the continent and beyond:

- Partnership for Africa’s Next Generation of Academics (PANGeA): The Graduate School in the Faculty of Arts and Social Sciences has partnered with the universities of Botswana, Dar es Salaam, Makerere, Nairobi and Malawi to promote Africa’s next generation of academics and professionals by building and sustaining world-class Doctoral programmes and scholarly communities through academic partnerships and joint research supervision (www.pangeaonline.org).

- The TRECCAfrica (Trans-disciplinary Training for Resource Efficiency and Climate Change Adaptation in Africa) consortium is a network of six universities – Dar es Salaam (Tanzania), Ghana, Mekelle (Ethiopia), Nairobi (Kenya), Nigeria-Nsukka and Stellenbosch (South Africa), (www.treccfrica.com).
- Periperi U (Partners Enhancing Resilience for People Exposed to Risks) is a consortium of higher education institutions in Algeria, Ethiopia, Ghana, Kenya, Madagascar, Mozambique, Senegal, South Africa, Tanzania and Uganda. It is the only one of its kind focused on providing an African response to disaster risk management (www.riskreductionafrica.org).
- SU was instrumental in the establishment of the acclaimed African Institute for Mathematical Sciences (AIMS) in 2003. The network is growing with mathematical institutes being established in Senegal, Ghana and Ethiopia in what will become the African Mathematical Institutes Network (AMI-Net) (www.aims.ac.za).
- Two emerging African partnerships supported by NEPAD and hosted at SU, aim to build capacity and conduct high-level research on two critical matters for Africa’s sustainability: Water and Energy. The first NEPAD Centre of Excellence in Water Sciences and Technology was awarded to Stellenbosch in partnership with seven other Southern African universities (http://nepadwatercoe.org/). The NEPAD Bioenergy Initiative aims to enlarge the range of renewable energy technologies in Africa.
- The Faculty of Health Sciences is applying its expertise on tuberculosis and HIV/AIDS to community-based research in various African communities. (www.sun.ac.za/tb).
- SU has recently joined two Erasmus Mundus Action 2 programmes, providing student and staff mobility to several European universities:
  - EMA2SA coordinated by the Katholieke Universiteit Leuven (Belgium) - www.ema2sa.eu.
  - EUROSA coordinated by the University of Antwerpen (Belgium) - www.ua.ac.be/eurosa.

Research Prestige

Research stature is reflected in the centres of excellence and research chairs that we host. Three of the seven centres of excellence established by the National Department of Science and Technology (DST) are based at SU:

- DST-NRF Centre for Invasion Biology (C•I•B).
- DST/NRF South African Centre for Epidemiological Modelling and Analysis (SACEMA).
- DST/NRF Centre of Excellence for Biomedical TB Research (CBTBR) with nodes at SU and Wits University.

Other national centres include:

- Centre for Renewable and Sustainable Energy Studies.
- NEPAD Water Centre of Excellence Initiative.
- National Institute for Theoretical Physics (NITheP), and
- Associated Centre for Macromolecules and Materials (UNESCO).

The University hosts more than 28 000 students representing 110 nationalities.
As part of the South African Research Chair Initiative (SARChI), supported by the Department of Science and Technology (DST) and the National Research Foundation (NRF), SU currently hosts 10 research chairs. For more information visit: www.sun.ac.za/research.

Studying at Stellenbosch University
With the exception of Military Sciences, international degree-seeking students can study from undergraduate to PhD level in all of the faculties. The medium of instruction for many undergraduate programmes is Afrikaans, but there are options that have parallel English and Afrikaans offerings or many which are taught through bi-lingual lectures. At the postgraduate level English is predominantly used.

Non-degree seekers can study through exchange programmes, as free-movers per semester through a variety of Summer and Winter schools, engage in research internships or as postdoctoral research fellows.

Entrance Requirements
Admission to undergraduate Bachelor’s degrees at Stellenbosch University requires candidates to meet the Matriculation Board Exemption requirements, as well as the programme specific requirements set by each faculty, for more information visit: www.maties.com. English language proficiency is essential to engage with academic studies. Postgraduate students must submit either IELTS – 6.5 OR TOEFL - 550 (paper based) or 213 (computer based) or 79 (iTOEFL) preferably with a TWE score of 4.5, for more information visit: www.sun.ac.za/pgstudies.

Non-degree seeking/semester students do not normally need to submit IELTS or TOEFL scores, but English language proficiency remains essential. Exchange students are normally nominated by their home institution to come on exchange, while free-movers and research internship candidates must make individual arrangements. For advice on what is available and how to apply visit: www.sun.ac.za/international.

Staff and Facilities
Stellenbosch University’s campuses are well-resourced teaching, learning and research environments. Some of the most notable features are:

- A thriving academic community comprising of 891 academics and researchers, strengthened by 165 postdoctoral fellows.
- SU is home to the second largest number of NRF-rated researchers (308) in South Africa, a barometer of research strength.
- The campuses are exceptionally well-equipped in terms of large research equipment underpinning advanced research.
- One of the highest proportions of postgraduate students in the country (17% of which are international students).
- A dedicated postgraduate support and skills development programme assists postgraduates to study with success: www.sun.ac.za/postgraduate/pgskills.
- An extensive subterranean library with learning and research commons, e-learning classrooms and volumes replete with subject matter of all ten faculties.
- Faculty-specific computer user areas, available 24/7 and campus Wi-Fi.
- On-campus student centre with fast food outlets, convenience stores, all major banks and other essential services.
- Career counselling, psychological services and a 24-hour crisis service, as well as health care at Medical Council guideline tariffs.
- Writing and editorial assistance, instruction in language and text skills are offered by the Language Centre.

Academic excellence and relevance are complemented by an array of interests and activities ranging from culture and politics to human rights and sport, all catered for by the more than 40 student organisations active on-campus.

Accommodation
University-administered as well as private accommodation is located on and around the campus, within walking distance of most academic buildings.

International Students
The Postgraduate and International Office (PGIO) is the service hub for international students from the first enquiry to application, admission and assistance with visas, registration and during their stay on-campus. On request new students are met at Cape Town International Airport and receive a comprehensive orientation. The International Students Organisation of Stellenbosch (ISOS) is dedicated to creating a platform for international student engagement in campus life among the centuries-old oak trees, vineyards and Boland mountains.
University of the Free State
The Place to Be

The University of the Free State (UFS) is increasingly being seen as an exciting scholarship destination, as evidenced by an unprecedented level of interest by academics and students from around the world. The changes taking place at the University continue to capture the imagination of people everywhere, including the international media and our growing base of international universities.

The UFS is proud to be associated with a new class of honourees. In recent years, Honorary Doctorates have been awarded to Nobel Laureates Nelson Mandela and Desmond Tutu, internationally-renowned jurist Justice Richard Goldstone, and US media icon and humanitarian Oprah Winfrey.

One of the reasons for the broader interest in the UFS is our very public commitment to the highest of academic standards. In doing so the University pursues a vision of uplifting standards for students and academics alike despite the challenges young people encounter in the school system. We believe strongly that given the opportunity, all young people can achieve the high standards set by our University. This is our academic project.

The UFS remains conscious, however, of its responsibility for public scholarship, for turning ideas into action, for making research count in the lives of ordinary people, and for developing a spirit of service through scholarship among our students, the next generation of leaders in South Africa, on our continent, and in this global, interconnected world. In these pursuits the University seeks to distinguish itself from its competitors. Few universities, for example, make human reconciliation one of the foundations of its new mission. This is our human project.

Firm Foundation of more than a Century

With its central campus situated in Bloemfontein, the capital of the Free State Province, the UFS is one of the oldest institutions of higher education in South Africa. It opened its doors in 1904 with a mere six students in the Humanities and has since grown to more than 30 000 students spread across seven faculties.

Bloemfontein is not only the birthplace of major political parties that shaped the political landscape in South Africa; the city has also produced some of the leading minds in teaching, medicine, agriculture, science, theology, economics, management and many other fields. We are particularly proud of the legal minds cultivated in the University and in the city, the home of the Supreme Court of Appeal.

The UFS also has a vibrant campus in the Eastern Free State serving rural students from the immediate area and surrounding provinces, and a smaller South Campus in Bloemfontein that provides alternative access to higher education for promising students who obtained poor marks in their final school examinations.

The University’s seven faculties with more than 130 departments and/or schools are served by more than 4600 academic staff members, supported by a strong administrative and support staff.

Vision:
A university recognised across the world for excellence in academic achievement and in human reconciliation.
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
This dynamic and innovative Faculty meets the demands and challenges of the currently fast-changing economic and management environment on local, regional, national and international level.

As a result, its undergraduate and postgraduate students have access to unparalleled opportunities for training, research and community service. They also have an exceptional opportunity to gain international exposure by means of various exchange agreements.

Education
This Faculty was constituted in 2009 and contributes to the social transformation of the broader society in South Africa. It is recognised nationally and internationally for its scholarship and contextualised understanding of education. Capacity is developed by strengthening the links between teaching, research and community engagement.

The Faculty’s most important role is to prepare pre-service teachers for their work in schools, ensuring that they have a strong disciplinary base for their professional work. A second role is the training of in-service teachers. This work is informed by and closely related to research and community outreach.

Health Sciences
The Faculty consists of the School of Medicine, the School for Allied Health Professions, and the School of Nursing. It benchmarks its training and research on international standards and delivers a crucial health care service in a vast, very poor part of South Africa.

It boasts a number of units of national importance, including the National Control Laboratory for vaccine-testing and the only one in South Africa evaluated to do vaccine testing for the World Health Organization. The Sports Laboratory in the Department of Pharmacology tests samples for prohibited substances for various sporting codes.

The Faculty is considered one of the best in the country and is proud of the high quality of health professionals it produces. In today’s competitive marketplace, ensuring a consistent approach to offering higher education and service is critical.

Humanities
The Humanities Faculty is in the throes of transformation and enjoys international respect and recognition for its broad range of scholarship from psychology and languages, to history and political science. Its mission is the critical, imaginative and scholarly exploration of diverse aspects of the human condition, in service of humanity.

This Faculty forms the foundation on which the University of the Free State has been built. Its scholars and students are recognised nationally and internationally for their high level of professionalism, their dedication and contributions to the humanities.

The Faculty is the second largest at the University, with an enrolment of more than 7300 students. Education is the biggest.

Law
The Faculty of Law is one of the oldest and most distinguished faculties of its kind in South Africa and the only one in the judicial capital of South Africa. For more than a century the faculty has been playing an important role in legal education and training in the country.

One of the unique initiatives is the Centre for Financial Planning Law. It is the first academic institution in South Africa to offer formal postgraduate qualifications providing access to membership of the Financial Planning Institute of South Africa.

Valuable and widely recognised work is also done in the centres for Estate Planning Law, Business Law, Judicial Excellence, Labour Law, and the Unit for Children’s Rights and the UFS Law Clinic.

Natural and Agricultural Sciences
The Faculty of Natural and Agricultural Sciences, with its diverse disciplines, encompasses a broad spectrum of expertise in the natural, agricultural and building sciences. The Natural Sciences focuses, among others, on the biological sciences, forensic sciences, conservation genetics, biotechnology, mathematical, physical and chemical sciences, and geosciences.

The Agricultural Sciences has the most specialised group in South Africa serving the farm-animal industry with expertise in breeding, nutrition, and physiological manipulation. Research on irrigation and salinity, water harvesting and the optimisation of water use are some of the other focus areas.

A new Department of Agricultural Engineering will be launched in 2013 to assist in developing capacity for more efficient energy and water utilisation in agriculture to mitigate the pressure on electrical resources and the effects of global warming in the country as well as on the rest of the continent.

The Building Sciences departments are national leaders recognised for their highly relevant and innovative work and are highly rated by national and international professional bodies.

Theology
This is also a young faculty at the UFS. Its courses are recognised by many church denominations, such as the Dutch Reformed Church, the Dutch Reformed Church in Africa, the Uniting Reformed Church in Southern Africa, the Anglican Church, Pentecostal and other independent churches.

The Faculty’s training is recognised internationally as being of exceptional quality. Postgraduate students constitute a significant strength of the Faculty with representation from all over the world, including Africa, Europe, Asia and the USA. Sixty per cent of the total number of students is postgraduate students.

The mission of the Faculty is to make a unique national and international contribution to the development of the church, society and the academy by means of quality theological training and specialist research in Theology from a classical-theological perspective.
**UFS Business School**

The UFS Business School makes a major contribution towards the development and the delivery of successful business and leadership learning programmes in South Africa. In the competitive MBA market, the UFS Business School stands out among its peers nationally and internationally.

The Bachelor in Management Leadership degree (BML) is a unique undergraduate programme in the adult-learning environment creating learning and empowerment opportunities for business-orientated adult learners.

The Centre for Business Dynamics operates under the banner of the Business School. This Centre offers customised non-curricular training in assisting companies and individuals to bridge the gap between their existing skills and competencies, and by those required to ensure their future performance and competitiveness as business leaders.

**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 UFS has been awarded three research chairs by the South African Research Chair Initiative (SARCHI) in the areas of Disease Resistance in Field Crops, Solid State Luminescent and Advanced Materials and Higher Education and Human Development. Two of the research chairs are linked to the Strategic Academic Cluster initiative and will enhance the University’s research programmes towards becoming 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 semiarid regions.
- **Cluster 4:** Materials and nanosciences.
- **Cluster 5:** Advanced biomolecular systems.
- **Cluster 6:** Interdisciplinary research in the human and social sciences is under development.

At the end of May 2012, a total of 22 236 students were enrolled on the Bloemfontein Campus, 3831 at QwaQwa and 5186 on the South Campus.

**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 5 000 school children every year.

Students at the UFS thus have the enriching opportunity to engage with the community, sharing knowledge in the interest of development.

**Initiatives to be Proud Of**

The University of the Free State is proud of a variety of initiatives, research and other activities that sets it apart from other institutions of higher learning. To list some of them:

- **The International Institute for Studies in Race, Reconciliation and Social Justice** is a critical space where engaged scholarship, public discussion, community engagement and teaching are innovatively integrated towards exploring and finding solutions to the complex and challenging work of social transformation in South Africa.
- **The Leadership for Change Programme** is a study abroad experience for first-year students aimed at exposing them to diverse cultures and to learn leadership skills in order to build new campus cultures. These students become leaders during their years of study and commit to building a non-racial community beyond their years at university.
- **The UFS101** is a newly designed core-curriculum that introduces first-year students to complex social problems in South African society covering “big questions” from the fields of science, religion, history, law, economics and ethics.
- **The Unit for Children’s Rights** promotes research and training in the field of children’s rights.
- **The Human Trafficking Initiative** unit establishes cooperation with various national and international stakeholders and researchers to combat human trafficking.
- **The Jonathan Edwards Center for Africa** is affiliated with the Jonathan Edwards Center at Yale University in New Haven, USA, and serves as a research, education, and publication hub for studying the works of Edwards as a leading theologian.
- **The South African Doping Control Laboratory (SADoCoL)** is the only one of its kind in South Africa, and one of only two in Africa.
- **The South African Fryer Oil Initiative** monitors edible oils in the food industry and makes a seal of quality available to approved oil distributors.
- **Nanotechnology** research is well-established at the UFS and is responsible for regular breakthroughs in the medical and biological fields.
- **The Metagenomics Platform** enables researchers to extract DNA from microbes in their natural habitat and to investigate it further to benefit life on earth.
- **The GMO Testing Facility** provides diagnostic detection and quantification of genetically modified organisms (GMOs) in grain and processed foods for the food industry in South Africa.
- **The Disaster Risk Management and Education Centre for Africa (DIMTEC)** offers the only postgraduate qualification in Disaster Management in Africa.
**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.

**International Footprint**

The objective of our international cooperation strategy is to foster high quality and productive scholarship through partnerships, networks and coalitions with leading international organisations, universities and other groups and individuals.

Our diversity of international partners enables the University to increase its research revenues, to enrich its intercultural understandings, to extend its teaching and learning programmes, and to collaborate in scholarship across geographical and social boundaries.

Our established partnerships are to be found in the USA and Europe. In the USA, our flagship agreements include an institutional affiliation with the Jonathan Edwards Center at Yale University and a comprehensive agreement with Cornell University, both focuses on advanced research and teaching collaboration.

Institutional partnerships also exist with Stanford University, the University of California in Los Angeles, the Appalachian State University, Mississippi State University, Binghamton University, the University of Minnesota, and with Virginia Polytech, to name but a few.

In Europe, the University has partnerships in Belgium, France, The Netherlands, and Germany. The partnership with the Catholic University of Leuven in Belgium is one of our oldest. Activities under the agreement include the short-term exchange of academic staff, joint research activities, and the exchange of students from undergraduate to postdoctoral researchers. A memorandum of understanding was signed with Ghent University in 2007. The agreement with the University of Antwerp was renewed in April 2010.

In France, the collaborative agreement between Group ESC Rennes and the UFS Business School is renewed automatically every year. The agreement with the Institute of Political Sciences in Bordeaux is centred on Political Science, while the partnership between the Robert Schuman University and the UFS Business School also entails that lecturing staff visit our University to teach in the MBA Programme.

The University recently expanded its institutional partnerships worldwide to regions in Asia and other parts of Africa with institutions and scholars who share our values and vision for the future as a powerhouse for development through scholarship in Africa and beyond.

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**University of the Free State**

P.O. Box 339, Bloemfontein, 9300, 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

The UFS Business School has been voted for three Palmes by EDUNIVERSAL and belongs to the third league of the 1000 best business schools globally.
University of the Witwatersrand, Johannesburg
Celebrating 90 years of excellence

Tradition – Inspiration – Innovation
The University of the Witwatersrand, Johannesburg (Wits), a leading research university in Africa, celebrates 90 years of excellence in 2012.

Wits is one of only three universities in Africa to be placed in the top 400 universities worldwide in three separate international rankings.

Wits is:

- **Internationally recognised** for its research contribution and its accredited academic programmes.
- **An active social leader** that takes a stand on issues ranging from xenophobia to media freedom.
- **An engaged university** committed to local transformation and the advancement of the public good.
- **Recognised** for celebrating the diversity of its people, programmes, ideas, resources and discourse.
- The institution that enjoys the **highest proportion of independent financial support** in South Africa.
- The **intellectual hub of the Continent**, with over 40 major projects running throughout Africa.
- **Contributing** to the development of Science, Engineering and Technology in the country, with over half of all its enrolments in these fields.
- **A leader** in the palaeosciences and the curators of priceless faunal, floral and hominin collections including the Taung Skull, Little Foot and the Sediba fossils.
- **Proud** of the four Nobel laureates and the 91 Rhodes Scholars that have emanated from the University.
- **Renowned** for its contribution to:
  - Greatly advancing the palaeosciences and the theory of evolution.
  - Preserving invaluable historical material, and
  - Protecting one of the best African art collections in the world.

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.
Brief History and Location
The history of the University is inextricably linked with mining, academic excellence, quality research and political, social and civic activism - associations built on strong foundations, which still hold today.

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 440 hectares in Braamfontein and Parktown. Wits has 18 residences, which accommodate one fifth 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.

Wits in Numbers
- 5 Faculties - Commerce, Law and Management; Engineering and the Built Environment; Health Sciences; Humanities and Science.
- 34 Schools offering 3,000 courses.
- 6,200 staff members (of whom 2,600 are permanent and 3,900 are academic).
- 29,000 students, of which 70% are Black, 52% are female and 33% are postgraduate.
- More than 2,000 international students, who hail from more than 80 countries, speaking over 130 languages.
- 11 libraries giving students and staff access to over 1.5 million books, 400,000 journal titles and 50,000 new electronic resources.

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)

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

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

Wits is the alma mater of four Nobel Laureates and 91 Rhodes Scholars.
Humanities
This Faculty offers internationally recognised and renowned programmes. It is home to leading research centres, institutes, 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

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

www.wits.ac.za/science

Tackling 21st Century Challenges
Wits is establishing six prestigious, multidisciplinary 21st century research institutes, two of which have already been launched – the Global Change and Sustainability Research Institute and the Sydney Brenner Institute for Molecular Biosciences. The other four will be centred around Mining; Cities; Development: Population, Health and Society; and the Evolutionary Sciences.

Wits has a special research niche and a notable scientific, geographical, sociological or historical edge in each of these areas.

The Institutes will have as their primary focus the production of research of the highest quality. Based on large-scale multidisciplinary and complex questions, they will seek to influence the world through generating new knowledge, influencing policy, building strategic partnerships and leading society.

Wits:
• Is one of only two South African universities that continue to publish extensively in high-impact ISI-accredited journals.
• Accommodates seven research institutes, 20 research units and ten research groups.
• Hosts 19 prestigious South African Research Chairs and dozens of privately endowed chairs.
• Is the proud home of five Centres of Excellence focusing on Biomedical TB Research, Strong Materials, Aerospace, Advanced Drug Delivery Technology and Viral Gene Therapy.
• Is home to over 220 rated scientists of whom 16 are A-rated, international leaders in their disciplines.
• Is acknowledged as the South African institution that produced the most scientific research publications pertaining to HIV/AIDS, between 1996 and 2006.

Did you know?
In 2010, a team led by Wits’ Professor Lee Berger, a renowned palaeoanthropologist, discovered a new species of hominid.

Wits has two commercial companies, Wits Enterprise and the Wits Health Consortium, offering opportunities for contract research, short courses and tailor-made business solutions for the public and private sectors.
Help @ Hand
The Wits International Office (WIO) facilitates internationalisation efforts of the University. The WIO caters for the growing needs of degree-seeking and occasional international students. In addition to the University’s services for students, the WIO offers guidance for the application of study permits as well as advice on medical cover. It also facilitates airport transfers, orientation and excursions.

The WIO coordinates the study abroad programme as well as collaborative projects with international institutions. It also manages requests from international visitors.

For more information visit: [www.wits.ac.za](http://www.wits.ac.za) and click on International.
Cape Peninsula University of Technology
At the heart of technology education and innovation in Africa

The Cape Peninsula University of Technology (CPUT) is the only university of technology in the Western Cape, South Africa and offers over 80 world-class, career-focused courses in the faculties of Applied Sciences, Business, Education and Social Sciences, Informatics and Design, Engineering and Health and Wellness Sciences.

With more than 33 000 students, the University is the largest in the Western Cape.

Our commitment to work-integrated learning, an educational method that combines classroom learning with practical experience in the workplace, produces graduates with the skills and experience to find a place in the working world.

Admission Requirements
Undergraduate: Our minimum admission requirement is a South African National Senior Certificate or equivalent qualification.

Postgraduate: A Bachelor in Technology degree (BTech) or equivalent is required for admission to postgraduate (M Tech) study.

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

Research
The Cape Peninsula University of Technology’s research culture and history spans almost two decades with outputs in a variety of fields, including: TB/HIV/AIDS, Mathematics, Science and Technology Education, Energy Technology, Power Systems, e-Commerce, Tourism and Hospitality, Coastal Resource Management and various inter-disciplinary initiatives.

An ever-increasing amount of postgraduate degrees, both Master’s and Doctoral, are awarded each year, and collaborative research agreements with various universities in Africa, India, Europe, United States of America, Russia and China, as well as leading South African universities, are on the rise.

In addition, the University has set up two Research Chairs in the areas of Teacher Education and Small Satellite Technology to further enhance its research capabilities.

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.
In a first for South Africa, two nano-satellites, constructed by postgraduate students and lecturers at the French-South African Institute of Technology (FSATI) in CPUT’s Electrical Engineering Department, will be launched in 2012 and 2014.

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: Bachelor’s, Master’s and Doctoral degrees in Technology.

Facilities and Services
- There are some one hundred sports, social and cultural clubs and societies, covering a wide range of interests.
- Health services, including a disability unit, and counselling are available to students on all campuses.
- International students qualify for accommodation in any of the University’s 25 residences. Transport to and from residences is available.
- Libraries give access to more than four million books, Internet and DVD/audio facilities.
- All students have access to computers, as well as e-mail 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 postgraduate research and study towards Master’s and Doctoral degrees, in six faculties:

Applied Sciences
- Agricultural Management.
- Agriculture (Animal Production, Crop Production or Viticulture and Oenology).
- Analytical Chemistry.
- Biotechnology.
- Consumer Science: Food and Nutrition.
- Environmental Health.
- Environmental 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 and Beverage or Professional Cookery.
- Internal Auditing.
- Management.
- Marketing.
- Office Management and Technology.
- Printing Management.
- Public Management.
- Real Estate.
- Retail Business Management.
- Sports Management.
- Tourism Management.
Education
FET Economic and Management Sciences.
GET: Foundation Phase (Grade R-3).
GET: Intermediate and Senior Phases (Grade 4-9).

Engineering
Building, leading to Construction Management or Quantity Surveying.
Cartography (GISc).
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 and 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 and Video Technology.
Graphic Design.
Industrial Design.
Information Technology.
Interior Design.
Jewellery Design and Manufacture.
Journalism.
Multimedia Technology.
Photography.
Public Relations Management.
Surface Design.
3-D Design.
Town and Regional Planning.

Cape Peninsula University of Technology

Belville Campus
Tel: +27 (0)21 959 6911

Cape Town Campus
Tel: +27 (0)21 460 3911

Call Centre
Tel: +27 (0)21 959 6767

Enquiries: internationaloffice@cput.ac.za

Website: www.cput.ac.za
IT’S NOT JUST ABOUT EDUCATION, BUT THE Opportunity THAT EDUCATION BRINGS.

This is a place…where anything is possible. A place where imagination has no boundaries, and dreams are born. A place that gives a voice to who you dare to be. Where every new day, is an opportunity to be...the next Greatest - Fastest - Loudest - Proudest...the next First. This is a place where voices are amplified, aspirations are visualised, and future success is incubated. Behind its doors our destinies lie...in its pages, our new legacies are written; And in its diversity, our unity flourishes. This is the place where “what if” becomes “what is”; Where “if” becomes “when”; And “could” becomes “can”.

NWU is the place where your best has the platform to become better.
The spirit of the North-West University (NWU) is reflected in the way it unlocks the future for people and enables them to find their place in the world. This spirit runs across all our activities and operations, from our academic offerings to the research we conduct, to our management model, campus structure, student body, community engagement and sports achievements.

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

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.

The NWU offers full-time and part-time undergraduate and postgraduate courses, as well as correspondence courses to more than 60 000 students, including some from more than 20 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.

Faculties on the various campuses are the following:

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

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

**Vaal Triangle**
- Humanities.
- Economic Sciences and Information Technology.
The “keys” that the University uses to unlock the future for its stakeholders, include the following:

- **Outstanding achievements:** For the past five years 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 named the Department of Science and Technology’s “Most Innovative University.”

- **Leader in higher education:** The NWU’s Vice-Chancellor, Dr. Theuns Elloff, plays a leading role in higher education, not only in South Africa, but also internationally.

- **Unique programmes:** The Centre for Animal Health Studies on the Mafikeng Campus offers the only BScAgric Animal Health programme in South Africa that is recognised for registration by the South African Veterinary Council. The NWU is currently also the only university in the country with an accredited Indigenous Knowledge Systems teaching programme at both undergraduate and postgraduate level at its Mafikeng Campus.

- **Top research entities:** To speed up the NWU’s move towards becoming a balanced teaching-learning and research university where research finds its rightful place, the research and innovation strategy is carefully focused to optimise resources and ensure maximum impact of interventions. In terms of the NWU’s Research Entities Model, the University boasts two centres of excellence, namely the Centre of Excellence for Nutrition and the Centre for Space Research. Both are situated on the Potchefstroom Campus. 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 125.

- **Entrepreneurial learning:** As from 2013, academic programmes in entrepreneurship include the BCom with Business Management and a module on Entrepreneurship in the MBA. BSc Consumer Sciences and BSc IT students do a module on problem-solving for business that includes creativity.

- **Focus on internationalisation:** As globalisation is a phenomenon of the modern era, the NWU focuses on internationalisation through its new International Office. This office coordinates and facilitates the internationalisation efforts of the University, such as student and staff engagements and exchanges, and contracts with regard to academic, research, cultural and sports matters and development, both in Africa and elsewhere.

- **Royalty fees:** Patents and income from product sales generate around R3 million a year in royalties, licence income and product sales. The NWU holds nine patents in the USA.

- **Sporting excellence:** 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 and Rowing Club on the Vaal Triangle Campus. A four-star Sports Village on the Potchefstroom Campus accommodates sports teams that train at the University.

The Spanish soccer team was the first to make use of this complex when they stayed here during the FIFA World Cup in 2010. The Argentine rugby team, the Pampas, was housed here in 2011.

- **Top training venue:** In 2011, this University was the preferred training destination of close to a thousand international athletes from 33 countries. These sportsmen and women use the top-of-the-range facilities at the FNB High Performance Institute (HPI) of Sport for preparation and training.

In addition, the Davis Cup International Tennis Tournament was hosted twice in 2011, with participating teams from South Africa, The Netherlands and Croatia.

- **Centre of specialisation:** The Institute for Sport Science and Development (ISSD) renders scientific support services to among others the African Continental Cycling Centre (ACCC). The institute has been a member of the International Association of High Performance Sports Training Centres for the past ten years.

- **World-class cycling tracks:** The construction of an outdoor BMX Supercross cycling track and an indoor area with a banked wooden track for cycling racing (Velodrome) is already underway. The Velodrome will be the first and only one of its kind in Africa.

- **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.

- **Residences:** All three campuses offer accommodation in student residences that is comfortable, secure and well-maintained.

- **Admission requirements:** Admission requirements vary, depending on the programme. For more information on specific requirements, please visit our website and look under “International Students”.

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North-West University  
International Office  
Tel: +27 (0)18 299 2185  
E-mail: nicholas.allen@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 2919  
E-mail: annelishe.vanderspoel@nwu.ac.za

Vaal Triangle Campus  
Tel: +27 (0)16 910 3185  
E-mail: john.maloma@nwu.ac.za

Website: www.nwu.ac.za
University of Fort Hare
Together in Excellence

INTRODUCTION
The University of Fort Hare (UFP) is located in the Eastern Cape Province, one of the poorest and most underdeveloped provinces in South Africa. Its main campus, based in Alice, in the Nelson Mandela Metropolitan Municipality of the Amathole District, is one of the most underdeveloped in the country. Its other two campuses are located in East London and Bhisho. The three campuses are geographically separated by a distance of some 60km between each other and a total distance of 120km between Alice and East London.

With over 6700 students now registered at the Alice campus, and many of these living in the town, the University has a positive impact on the economy of the town. The remaining 5000 students are registered at the East London and Bhisho campuses, with around 4700 students in East London and 300 in Bhisho. Similarly, the University is impacting on the socio-economic conditions of East London and Bhisho.

This cosmopolitan University boasts a long-standing tradition of non-racialism which is characterised by intellectually enriching and critical debate. The Supreme Order of Boobab (Gold Class) conferred by President Thabo Mbeki on the University of Fort Hare was in recognition of its role in ‘academic training’ of legions of men and women in South Africa and Southern Africa, as well as its ‘leadership development’ contribution.

HISTORY – SMALL BEGINNINGS
From the mid-19th century, the small town of Alice in a rural district of what is now the Eastern Cape was already considered a regional centre of learning, with the establishment of the Lovedale Missionary Institution’s school and printing press. It was here that the New Testament was first translated into isiXhosa and published. By the late 19th century there were calls for the offering of tertiary-level education, culminating in the establishment of the South African Native College in 1916. The first academic building was erected in 1919, ironically on the site of a fort which was built to protect the town against attacks by the Xhosas during the Frontier Wars.

The new college became the only tertiary level institution for black students in English speaking sub-Saharan Africa, a status it retained until the mid-1950s. The institution admitted men and women of all races, attracting students from as far north as Uganda, Kenya and Nigeria, many of whom went on to become major leaders in the struggle for the liberation of the continent. During this early period, the university was largely supported by churches and the private sector and served around 200 students. Despite their small numbers, these students and some of the staff went on to have a profound impact on the course of African history, and indeed world history, in the latter half of the 20th century.

HISTORY - THE APARTHEID YEARS
With the implementation of the despised Bantu Education Act in 1959, the university was forced into a new role of training the administrative manpower needed to staff the new ‘Bantustans’. By 1960, the majority of the staff had changed and half the students had been moved to new, ethnically-specific institutions. This era saw considerable investment in construction of facilities and residences, including the current library building, and the Alice campus was eventually developed for a capacity of some 3 000 students. Student numbers in Alice recovered from a slump in the late 1990s and have now grown to well over 6,000.
University of Fort Hare
Together in Excellence

UNIVERSITY VISION, MISSION & VALUES

Vision: A vibrant, equitable and sustainable African university, committed to teaching and research excellence at the service of its students, scholars and the wider community.

Mission: To provide high quality education of international standards contributing to the advancement of knowledge that is socially and ethically relevant and applying technological and socio-economic development of our nation and the wider world.

Values: Integrity, Excellence, Innovation, Ethics

UNIVERSITY OF FORT HARE FACULTIES

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

CELEBRATION & ACHIEVEMENTS

The University of Fort Hare can celebrate the following key achievements over the past several years:
The University has responded to the need for the training of skilled professionals and for research in the fields of agriculture and agri-business, rural development, teacher training, public sector transformation, business science and commerce including accounting.

There has been a steady increase in post-graduate throughput (Honours, Master’s and PhD’s) since 2004.

The University has been generating cutting-edge curriculum innovation and knowledge production in a number of faculties. Examples of such exemplary work include, amongst others:
The Faculty of Science and Agriculture in such projects as the Nguni cattle R&D project, its Agri-Park and, more recently and significantly, the Fort Hare Dairy Farm;
The Faculty of Education in digital education and new book publications;
The Faculty of Management and Commerce in public sector skills development and education.
The Fort Hare Institute of Technology (FHIT) in renewable energy, low-cost housing and bio-fuels; and
The Nelson Mandela Institute of Education and Rural Development (NMIERD) in research and innovative development programmes addressing issues of education and rural development;

There is a significant and steady growth in research output since 2004, with the research budget having increased eleven-fold.

In 2005, the Supreme Order of Baobab (Gold Class) was conferred upon the University by the then State President, Thabo Mbeki, in recognition of its role in academic training of legions of men and women in South Africa and Southern Africa, as well as its leadership development contribution.
University of Fort Hare
Together in Excellence

THE FUTURE
The University’s commitment to teaching and learning is innovative and responsive to the societal needs at large and is geared towards improving and attaining the highest quality for students’ development. This includes ongoing curriculum review and quality assurance for a programme mix geared to enhance scholarly excellence.

Research - The research mission of the University of Fort Hare is to facilitate and develop a research culture of excellence in the African context at individual, group, faculty and research centre/institute level defined and enhanced by conceptual and operational support that ensures the integration of teaching, learning and community engagement, in order to deliver an research that facilitates the development of new generation of researchers, educators and innovators.

The University aims to qualitatively and quantitatively grow its research output in niche areas that will ensure it differentiates itself from other institutions.

Community Engagement - The University of Fort Hare regards the community engagement relationship as a two-way relationship to the benefit and acknowledgment of all involved. It goes beyond the geographical concept and is inclusive of a community of practice, bringing together people who share an interest, expertise and pool of wisdom. The engagement process includes greater dialogue and the understanding that teaching, learning and research cannot be removed from indigenous knowledge systems.

The Multi-Campus Model/e-technology - In the short to medium term, the University of Fort Hare will be transformed into an e-campus. The technology layout for a high speed connectivity between the three campuses of the University and the outside world have begun. There is an conscious effort to making residential experience a continuation of academic experience and encourage facilitation of dialog within and amongst student communities. Open dialog using IT technology e.g. Facebook, blogs etc.

Environmental Practice - The University of Fort Hare is already embarking on a number of ground breaking research initiatives in many areas that seek to address some of these challenges, for example: Research is underway on alternative energy sources not dependent on fossil fuel including: Solar power both for residences (hot water) and for food production in Agri-park projects; and Advances are already underway in establishing bio-gas production to fuel some farming operations as a pilot project.

A greening project is underway which promotes planting indigenous trees while systematically removing invasive alien flora. This will go a long way in addressing biodiversity, and in tandem saving water as natural trees tend to use less water than alien trees, whilst promoting carbon recycling.

Service Culture - The University must promote a responsive cadre of employees sensitive to service excellence, recognition of the Bafo Pule Principles, promotion of respect of different cultural and ethnic backgrounds, sensitive to racism, xenophobia, gender (including sexual orientation) and disability. The University actively promotes both a humanising pedagogy and a humanising administration and further promotes the eradication of racism, sexism, xenophobia and all forms of prejudices and stereotypes that face humanity and we actively encourages good governance, ethical behaviour and accountability within the institution.

Human Resources Development - The University promotes human resource development as an ongoing strategy to train and equip both its academic and non-academic personnel. The UFH SP2009-2016 Strategic Plan redefines human resources as an enabler in a pursuit to redefine the parameters that promote service culture, excellence and professionalism. Therefore, the human resource development strategy has been aligned and developed to significantly improve the management capacity and capability at the support level. Academics are also expected to foster a culture of life-long inquiry and research, and continually promote innovative teaching and learning methodologies that will spawn a new generation of thinkers who are ready to meet the ever changing challenges of the developed world.
University of Pretoria

Recognised for its quality, relevance and impact

The University of Pretoria (UP) aims to be a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also for developing people, creating knowledge and making a difference locally and globally.

UP is one of the largest and most diverse universities in Southern Africa. As over 200 000 alumni can attest, the University of Pretoria is a place to set a firm foundation for career success. The different University campuses are well-equipped, modern, yet steeped in history.

Academic Offerings and Programmes

The University has nine faculties, including the Veterinary Science Faculty on the Onderstepoort Campus, the only one of its kind in South Africa that is responsible for groundbreaking research and clinical work. The University also has a business school, the Gordon Institute of Business Science (GIBS). The University of Pretoria offers 1669 programmes, which lead to 230 different qualifications. Furthermore, the University has established institutes, centres and units to enhance the research output. It offers academic service learning programmes that benefit students, staff and a number of communities. In 2011, a total of 13 650 degrees, diplomas and certificates were awarded at UP, including 5884 postgraduate degrees (Honours, Master’s, Doctoral).

GIBS was ranked the ‘Best Business School in Africa’ and one of the best globally by the prestigious UK Financial Times in 2012. It is still the only African business school to be placed in the top 50 business schools worldwide for executive education programmes. This is the eighth year running that GIBS has achieved this accolade.

A fundamental value of the University of Pretoria is to promote intellectual and social justice, so as to ensure racial, ethnic and gender equality in all spheres of its institutional life. The Institute for International and Comparative Law in Africa (ICLA) was launched in 2011. The Institute is a continental focal point where leading researchers from the region and the world engage in cutting-edge research on legal issues of relevance to Africa today. ICLA engages in academic as well as applied research. It is a first port of call for those who want to know what the law is, strengthen the way it works, or want to investigate the possibilities of reform. The Institute does research for intergovernmental organisations and their agencies and governments, and conducts general academic research.

Research Excellence

The University of Pretoria is one of South Africa’s leading research universities and has also 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.
Having identified its unique strengths, the University has developed strong multidisciplinary research groups clustered around the identified strengths. These resulted in the development of institutional research themes and faculty research themes designed to recognise and foster excellence in research and led by acknowledged international leaders in their specific disciplines.

Institutional Research Themes:
• Biotechnology and the management of animal and zoonotic diseases.
• Food nutrition and wellbeing.
• Genomics.
• Energy.

Faculty Research Themes:
• UP Centre for Sustainable Malaria Control.
• Institute for International and Comparative Law.
• Institute for Cellular and Molecular Medicine.

Language Policy and Medium of Instruction
In conducting its business, the University uses two official languages: English and Afrikaans; in addition to these, Sepedi for general communication. In formal education, the medium of instruction is either English or Afrikaans, or both of these languages; provided that there is a demand and that it is academically and economically justifiable. However, it remains the 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, students have the right to choose whether the University should communicate with them in English or Afrikaans.

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 six 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, Built Environment and Information Technology.
• Humanities.
• Law.
• Natural and Agricultural Sciences.
• Theology.

The Onderstepoort Campus houses the only Faculty of Veterinary Science in South Africa and has its own residences.

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 offers selected four-year BSc-programmes of the Faculty of Natural and Agricultural Sciences and the four-year BCom-programme of the Faculty of Economic and Management Sciences.

The LC de Villiers Sports Campus houses the High Performance Centre (hpc) 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 31 sporting disciplines. TuksSport provides world-class sport facilities, the High Performance Centre and the hpc Hotel for visiting sportsmen and women. For more information consult: www.up.ac.za/tukssport 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 visit: www.gibs.co.za.

Application for Admission
Applications for admission open on 1 March of the year preceding the year of study. Owing to the large number of applications received every year, prospective students are encouraged to apply as soon as possible after 1 March.

The application form provides for a first and second choice of study programme. It is not advisable to apply for two selection programmes as your first and second choice. Selection programmes are degree programmes with early closing dates and limited space and must preferably be indicated as first choice on your application form. It is particularly important to note that applications for admission to any programmes in the Faculty of Health Sciences and to the BSc(Arch)(Architecture) or BSc(Int) (Interior Architecture) selection programmes in the Faculty of Engineering, Built Environment and Information Technology will only be considered if the relevant programme is indicated as a first choice on the application form.

If you or your parents have a credit card, we recommend that you apply online at www.up.ac.za/apply. Once your application form has been processed, you will receive a student number (EMPLID). You are also welcome to download an application form from the web. You may follow the progress of your application online via the UP Student Portal > Student Centre.

However, if you do not have access to the Internet, you are welcome to submit an application on paper. Just make sure that you do not use the previous year’s application form for this purpose. Application forms are distributed to schools or may be requested by calling: +27 (0)12 420 3111.

The following documentation must accompany your application:
• A certified copy of your final Grade 11 examination report indicating your promotion mark.
• A certified copy of your ID or your birth certificate.
UNIVERSITY PROFILES

Your completed application form, together with the prescribed, non-refundable application levy of R220 (cheque/postal order), must reach the CSC before the closing date. Post it to: The Client Service Centre, University of Pretoria, Private Bag X20, Hatfield, 0028.

In the case of online applications, these documents should be faxed to: +27 (0)12 420 4114 within one week of receipt of your student number (EMPLID). Always state your student number (EMPLID) in all correspondence.

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.

Closing Dates
Applications for admission to undergraduate academic programmes for both South African and non-South African students close on the dates specified below for admission in 2013.

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<thead>
<tr>
<th>Faculty</th>
<th>South African citizens</th>
<th>Non-South African citizens</th>
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<tr>
<td>Economic and Management Sciences</td>
<td>30 June</td>
<td>31 July</td>
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<tr>
<td>Education</td>
<td>30 September</td>
<td>31 August</td>
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<tr>
<td>Engineering, Built Environment and Information Technology</td>
<td>30 June</td>
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<td>Health Sciences</td>
<td>31 May</td>
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<td>Humanities</td>
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<td>Law</td>
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<td>Theology</td>
<td>30 September</td>
<td>31 August</td>
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<tr>
<td>Veterinary Science</td>
<td>31 May</td>
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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. Falling under the Director of Student Affairs, the Department of Student Affairs incorporates the following divisions:

- **Student Development Division**, which oversees the Student Representative Council; student culture; student societies and faculty houses; 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 Division**, which offers the following services: Student health, academic development, career counselling, study methods, reading courses, stress management, psychometric testing, career planning, conflict management, communication skills, relationship counselling, 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 lenkmelodienk 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 in respect of the following:
- General enquiries regarding the University.
- Residences.
- Applications.
- Payments.
- Study financing.
- Student and personnel cards.
- Parking discs.
- Non-South African citizen support.
- Career guidance.
- Course consultations.

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

Postal Address:
University of Pretoria, Private Bag X20
Hatfield, 0028, South Africa

Tel: +27 (0)12 420 3111
E-mail: csc@up.ac.za
Parents’ page: www.up.ac.za/parents

Website: www.up.ac.za
University of South Africa
Towards the African university
in the service of humanity

As South Africa’s most productive university, Unisa accounts for 12.8% of all degrees conferred by a total of 23 public universities and universities of technology. Every academic year, close to 34,000 students obtain degrees and diplomas.

Around 40,000 of all Unisa students are enrolled for postgraduate qualifications. Students from beyond South Africa’s borders make up 8% of enrolments.

Concerning race and gender, African students (69.50%) and females (60.74%) make up the bulk of the institution’s student population. Most students (more than 90%) study part-time.

To date, Unisa has produced 503,000 alumni.

Strategically Situated
Unisa’s scenic main campus overlooks Tshwane, and is supplemented by a student campus (also in the city), a science and technology hub near Johannesburg, seven regional offices (including one in Ethiopia) and 28 learning centres countrywide.

Colleges
Unisa has seven colleges, comprising of the following:

College of Agriculture and Environmental Sciences
The College of Agriculture and Environmental Sciences specialises in education and training in food production and the sustainable use and management of Africa’s natural resources.

Schools
• School of Agriculture and Life Sciences.
• School of Environmental Sciences.

College of Economic and Management Sciences
The College of Economic and Management Sciences is the largest provider of business education in Africa and one of the largest in the world.

Schools
• School of Accounting Sciences.
• School of Economic Sciences.
• School of Management Sciences.
• Graduate School of Business Leadership (SBL) - the School is an autonomous academic department within the college and its flagship programme is the Master of Business Leadership course.

College of Education
The College of Education is responsible for the professional education and training of close to 50% of all teachers in South Africa.
The Things that Define Us

- Close to 140 years old, Unisa is the oldest university in South Africa and truly a national institution.
- It is the largest African university, and its resources and reach place it in an ideal position to increase access to higher education among marginalised communities and to support high-level capacity development on the continent.
- Unisa is the only dedicated open distance learning (ODL) education provider in the country. The ODL model makes it possible to accommodate students residing in any country in the world.
- The University has a rich tapestry of study disciplines that includes the Humanities, Business and Management, Law and Criminal Justice, Agriculture and Environmental Sciences, and Science, Engineering and Technology.
- Courtesy of its comprehensive nature Unisa offers an unparalleled range of study choices, ranging from short courses and certificate programmes to three- and four-year degrees and diplomas, and doctorates.
- As South Africa’s most productive University, Unisa accounts for 12.8% of all degrees conferred by institutions in the country.
- With a headcount of more than 350,000, Unisa is one of the world’s mega-universities attracting students from 130 countries globally.

Education Relevant to the Digital Age

Unisa employs an open distance learning (ODL) model of tuition, which represents an approach that is learner-centred, fosters lifelong learning and promotes flexible learning by means of interactive study materials. ODL has benefitted much from evolving technology. For Unisa students the campus is just a click away and they can register, download study material and submit assignments online.

Technology has also created numerous opportunities for innovation in the delivery of learning materials. Drawing from the latest technologies, the University is geared to provide education relevant to the digital age.
Unisa ensures that students have digital support across the full spectrum of needs – from the more obvious academic, tutorial and administrative support to financial aid, and career guidance and counselling.

Unisa’s information and communications technology (ICT) initiatives include the following:
• myUnisa, the University’s online campus, provides students with electronic access to administrative and academic services.
• Short message service technology is used to communicate with students on a wide array of topics.
• Tutorial support is extended to students via video-conferencing and satellite broadcasts, as well as a number of other multimedia.

Unisa Library
The Unisa Library is one of the largest academic libraries in Africa. The library subscribes to 441 databases, which contain 84 247 e-journal titles. Unisa has 53 000 e-book titles and 1.7 million items in its collections. The Unisa Library is also the first academic library to offer mobile library services (library buses) to the remote students and was the first on the continent to offer services and resources to clients on mobile devices. The library introduced a comprehensive self-help service for clients using radio-frequency identification (RFID) technologies. The library maintains an extended book and periodical article request service for remote learners in various formats.

Research and Innovation for the Benefit of all
Unisa’s Research and Innovation Portfolio spearheads its activities in this regard, with the aim of advancing excellent research and innovation solutions that address important national and global questions, and contribute to the economic, social, cultural and environmental wellbeing of South Africa and the continent.

Currently, the University boasts 128 researchers rated by the National Research Foundation (NRF) and the number is growing steadily. Similarly, the University’s research outputs are showing a year-on-year growth and in 2011 Unisa researchers were responsible for close to 750 contributions in accredited publications.

The institution’s newly established College of Graduate Studies provides a virtual research platform for postgraduate students in all colleges, thus promoting both interdisciplinarity and research excellence.

Focus Areas
Through its research activities the University contributes to the knowledge and information society, advances development, nurtures a critical citizenry and ensures sustainability. Unisa focuses its expertise and resources in research on the following areas:
• Knowledge production and capacity building in response to the needs of South Africa and the African continent.
• The promotion of democracy, human rights and responsible citizenship.
• Innovation in science and technology.
• Economic and environmental sustainability.
• Open distance learning.

Hands Across Borders
Unisa’s strategic initiatives at national, international and inter-institutional level enable the institution to contribute to the education landscape on a global level.

Amongst these initiatives are the following:
• Management of Democratic Elections in Africa, a strategic partnership project between Unisa and the Independent Electoral Commission of South Africa, which entails a capacity building programme aimed at training commissioners and elections officials from the African continent on managing democratic elections.
• The United Nations Global Compact. Unisa was the first South African university to become a signatory to the compact and has integrated the compact’s principles of human rights, labour, anti-corruption and environment into its curriculum and research focus areas.
• The African Council for Distance Education, comprising African universities and other institutions of higher learning, pursues the objective of promoting research and innovation, and ensuring quality open distance education in Africa.

Illustrious Alumni
Unisa prides itself on providing access to education for all sectors of society, but equally takes pride in the large number of high-profile personalities who form part of its illustrious alumni. Our association with people of such high stature bears testimony to the respect and credibility afforded to the education that we offer. Some of the great names who have completed their studies through Unisa are:
• Nelson Mandela (Nobel Laureate and first President of a democratic South Africa).
• Archbishop Emeritus Desmond Tutu (Nobel Laureate).
• Gill Marcus (Governor of the South African Reserve Bank).
• Professor Brenda Gourley (former Vice-Chancellor of the Open University).
• Dr Mamphela Ramphela (one of the four former managing directors of the World Bank, businesswoman and academic).

University of South Africa
International Relations and Partnerships Directorate
Tel: +27 (0) 12 441 5306
Fax: +27 (0) 86 5239482
E-mail: irpd@unisa.ac.za
Website: www.unisa.ac.za
Our university, a member of the International Association of Universities, is a multi-campus university of technology at the cutting edge of higher education, technological training and research. The university aspires to be a “preferred university for developing leadership in technology and productive citizenship”, and to “making knowledge useful”. Our university boasts a world-class reputation and has longstanding partnerships with leading universities around the globe.

Our internationally recognized undergraduate and postgraduate qualifications have consistently produced award-winning students for over a century. This commitment to academic excellence and innovation within the technological, research 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 the beautiful cities of Durban and Pietermaritzburg; house six faculties; the Faculties of Accounting and Informatics; Applied Sciences; Arts & Design; Engineering and the Built Environment; Health Sciences and Management Sciences. These faculties collectively deliver 65 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 professionals and the associated technologies aligned with the local and global industries that we prepare them for.

DUT prides itself in its partnerships with industry, which facilitates the experiential work placements of our students. In addition, the university hosts various in-house experiential learning facilities such as: Homeopathic Day Clinic, Chiropractic and Somatology Day Clinic, Architecture and Graphic Design Work Integrated Units and a Business Studies Unit that offers extended learning for professionals.

The Metropolitan city of Durban is located in the Province of KwaZulu-Natal, one of the country’s foremost tourist destinations, with its magnificent coastline that stretches from Durban’s ‘golden mile’ of tourist beaches northwards to remote estuaries and the world heritage site of St. Lucia and to the rugged coves of the Wild Coast. Its game reserves offer a chance to see the ‘big 5’ in their natural habitat and the imposing Drakensberg mountains offer wonderful hiking, unforgettable golfing and trout fishing opportunities.

Durban is famous for its beaches and the all year-round sunshine. It is home to the Moses Mabida Stadium and the Ushaka Marine World. It is a centre of world class sport and hosts major international events. It is a shopper’s paradise with sophisticated malls, craft markets and street bazaars. It is also a bustling commercial and manufacturing
centre connected to the business capitals of the world and is built around one of the busiest ports in Africa. The people in Durban reflect a rich cultural diversity that includes African, Eastern and Western influences. It is this blend of culture, art and environment that makes Durban so unique.

**CAMPUS LIFE**

Accommodation is available to all eligible students at our various residences. The DUT hosts and provides for a wide range of recreational, sporting and educational facilities and clubs and strives to promote a healthy and holistic student lifestyle. The Directorate of International Education and Partnerships (IEP) encourages internalization by highlighting activities in our departments to international and potential partners viz. leading overseas universities, Embassies, Industry, Government Departments and international Agencies, and through this process continues to attract foreign students to our university, the leading University of Technology in Africa.

**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.

**QUALIFICATIONS AND PROGRAM OFFERINGS**

DUT offers undergraduate and postgraduate studies from six different faculties, namely: the Faculties of Accounting and Informatics; Applied Sciences; Arts & Design; Engineering and the Built Environment; Health Sciences and Management Sciences. DUT offers qualifications at National Diploma and Bachelor of Technology level, Masters and Doctoral Degrees. The Postgraduate Development and Support Directorate is a one-stop office that provides support for registered postgraduate students (including staff) to complete their qualifications within the minimum stipulated time.

**UNIVERSITY CONTACT DETAILS:**

**Call Centre 0860 10 31 94**

Email: info@dut.ac.za

Website: www.dut.ac.za

**The Directorate:**

**International Education and Partnerships**

Tel: +27 (0)31 373-5422
Fax: +27 (0)31 373-5116
Email: international@dut.ac.za

Please consult our website for further details.
With more than 50 active global research partnerships and over 40 international exchange programmes, Rhodes University is an internationally respected educational centre of excellence. Rhodes academics played a key role in helping convince the world that South Africa is the perfect place for the scientific world to invest billions in the Square Kilometre Array (SKA) project. The appointment of acclaimed European radio astronomer, Professor Oleg Smirnov, is a pertinent illustration of Rhodes University’s keen commitment to forging key strategic global partnerships.

Founded in May 31 1904, Rhodes University is the smallest and one of the oldest Universities in South Africa, situated in the historic city of Grahamstown, Eastern Cape. The University owes its distinctive character 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.

Rhodes University has 6 Faculties and 45 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 best courses best suited to their interests. The language of instruction is English.

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. Nominated by a network of 1000 members of the international scientific community and selected by a jury of 17 eminent world scientists headed by Professor Ahmed Zewail, the Nobel laureate for Chemistry in 1999, Rhodes University’s Professor Tebello Nyokong, won the Africa-Arab State 2009 L’Oréal-Unesco Award for Women in Science for her pioneering research into photodynamic therapy which looks at harnessing light for cancer therapy and environmental clean-up.

Rhodes University is often referred to as the ‘Scholarly University.’ Building on the solid foundation of outstanding pass and graduation rates, amongst the highest per capita research output and percentage of staff with doctorates of South African universities, with an increasingly diverse and cosmopolitan student body, it regularly retains its place amongst the top three most productive universities in terms of its research publications.

The South Africa Research Chairs Initiative (SARCHI), a national knowledge and human development intervention, led by the Department of Science and Technology, recently allocated five of the 60 research chairs awarded in 2012 to Rhodes University. The five new chairs were awarded in ‘Intellectualisation of African Languages, Multilingualism and Education’; ‘Insects in Sustainable Agricultural Ecosystems’; ‘Interdisciplinary Science in Land and Natural Resource Use for Sustainable Livelihoods’; ‘Critical Studies in Sexuality and Reproduction: Human and Social Dynamics’ and ‘Marine Natural Products Research.’ These new
Rhodes University participates in several International Higher Education partnerships, which support international academic and student mobility between academic institutions. A recently agreed bi-lateral partnership is with the University of York (UK) which was recently recognised as one of the world’s leading Universities under 50 years old. The European Union’s Erasmus Mundus Programme, which supports South Africans studying in European Universities, is a very successful partnership, with ten students from Rhodes having recently studied abroad in various European institutions, courtesy of the SAPIENT project. SANORD, a consortium of Scandinavian and Southern African Higher education institutions is another active partnership, with programmes, including the co-creation of curriculum in ‘futures’ studies.

Our student exchange programmes include partner institutions in Australia, Botswana, China, Canada, Finland, France, Germany, Italy, Poland, Romania, Spain, Switzerland, Sweden, Netherlands, United Kingdom and the United States of America.

Cognisant of the dynamic and changing world we live in, there is a regular flow between 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. Rhodes also engages with India, through direct departmental initiatives in Pharmacy, and China, through the Confucius Centre. Professor Amitav Acharya, the Nelson Mandela Visiting Professor of International Relations at Rhodes University and the UNESCO chair in Transnational Challenges and Governance at American University, Washington, DC is currently teaching at Rhodes University.

Rhodes University has one of the most favourable academic staff to student ratios, with an average of one lecturer to 15 students. It also enjoys the distinction of having the best undergraduate pass rates and graduation rates in South Africa and outstanding postgraduate success rates. A distinctive feature which evolved early in Rhodes’ history was the tutorial system, adapted from the Oxbridge model.

Rhodes University students are guaranteed a truly international experience in a welcoming environment. The University boasts one of the best residential systems in South Africa. This is a key factor contributing to the tradition of friendship and kinship among current and former students. While the majority of our degree-seeking international students are from Southern African Developing Countries (SADC), international students, which form 20% of the student body, are from around 50 different countries at any given time.

Our “Internationalisation at Home” programme enhances both South African and International student exposure to a range of international academic, social and cultural activities. Internationalisation at home at Rhodes is interactive and, at its best, leads to new and meaningful insights. Our “One week, one world” programme, included a series of events to celebrate our diversity, highlight our international partnerships and say no to xenophobia. Students were asked to work collaboratively with students from different countries to represent aspects of each country’s heritage and culture. As South African students explore other cultures from home, the opportunities for community engagement, alongside a world-class academic education, can inspire international scholar and humanist alike, offering life-changing experiences to international students.

Recently, the demographics of the University population have shifted to 59% women and over 50% black students further diversifying and enriching our environment. 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. Our institutional motto “Where leaders learn” aspires to continuing that trajectory and ensuring that Rhodes University contributes to the next generation of leaders in Southern African and other parts of the world.
University of the Western Cape
An Engaged University

The University of the Western Cape (UWC) was established in 1959 in terms of the extension of Higher Education Act of 1956 as a University College for “non-whites other than Bantu”. In the 1970s and 1980s it rejected the ideological foundations on which it was established, became a home of the left, adopted an open admissions policy, and encouraged all applicants to enrol.

With the advent of democracy in 1994 a large part of the leadership of the new South Africa came from UWC. The University also had a body of relevant research to inform policy development. Since then it has continued to be at the forefront of the intellectual debate and transition during the country’s transformation.

Intellectual Contribution
As a testament to UWC’s intellectual contribution to the nation, 2009 saw four UWC Alumni at the helm of national universities – Prof. Brian O’Connell (Vice-Chancellor and Rector of UWC), Prof. Russel Botman (Rector of Stellenbosch University), Prof. Jonathan Jansen (Rector of University of the Free State) and Prof. Derrick Swartz (Vice-Chancellor and CEO of Nelson Mandela Metropolitan University).

Location
The University’s 106 hectare Main Campus lies like an oasis in the centre of the Cape Town Metropolitan area. It is just 27km from central Cape Town and the V & A Waterfront and a mere 7km from the airport.

The 30 hectare Cape Flats Nature Reserve (a Provincial Heritage site) - one of the last representative patches of Cape Flats fynbos - forms part of the modern, leafy campus. The University has two other campuses: One for Dentistry at Tygerberg Hospital Complex and an Oral Health Centre in the large township of Mitchell’s Plain.

Engaging with Change
UWC sees itself as an engaged University, facing the future in a way that transcends the past, and embracing the complex reality of transformation and global technological advances. It is committed to excellence in teaching, learning and research, to nurturing the cultural diversity of South Africa, and to responding in critical and creative ways to the needs of a society in transition.

Drawing on its proud experience in the liberation struggle, the University is committed to a distinctive academic role in helping to build an equitable and dynamic society.
Academic Excellence
The University’s academic excellence is reflected in its courses and faculties. It has the following faculties:

- Natural Sciences
- Arts
- Law
- Community Health Sciences
- Dentistry
- Education
- Economic & Management Science

UWC has achieved excellence in a number of research areas:
Of South Africa’s 23 universities, a recent National Research Foundation (NRF) survey found that UWC is:
• Ranked sixth in the proportion of NRF-rated researchers on the full-time academic staff.
• Ranked fifth in the proportion of academic staff with PhD’s.
• Seventh in percentage of income from research contracts and other forms of third stream income.

Eleven Department of Science and Technology (DST) / National Research Foundation Research Chairs (NRF) have been awarded to UWC in:
• Bioinformatics and Human Health.
• Poverty and Agrarian Studies.
• Astronomy and Space Science.
• Nano-Electrochemistry and Sensor Technology.
• Microbial Genomics.
• Earth Observation Applications for Water Resources.
• Multi-level Government, Law and Development.
• Nuclear Science.
• Health Systems.
• Cosmology and Multi-Wavelength Data.
• Maths Education.

Examples of strong, active partnerships across the Globe:
Africa: Namibia, Uganda, Mozambique, Tanzania, Kenya and others.
Australia.
Belgium.
Canada.
China.
Finland.
France.
Germany.
Norway.
Sweden.
The Netherlands.
USA.

Pride in Excellence
• UWC has two WHO Collaborating Centres, the largest number at any institution in Africa, in Oral Health and Public Health. As one of five dental schools in the country, UWC produces 47% of all the country’s new dentists.
• UWC hosts a National Centre of Competence, namely the Competence Centre in Systems Integration, Analysis and Technology Validation, a national research flagship project to develop hydrogen technology.
• A National Centre of Excellence, namely the DST/MinTek Nanotechnology Innovation Centre: Biolabels Unit is located at UWC as well as a DST/CSIR BioSensors Unit.
• In 2003, UWC acquired the first protein X-ray crystallography facility in South Africa, funded by the Carnegie Corporation, which was a major boost to research capacity development in Biotechnology.
• UWC is the continental leader in Bioinformatics and has an NRF/DST Research Chair in Bioinformatics and Human Health.
• The School of Public Health is a WHO Collaborating Centre for Research and Training in Human Resources for Health and builds research capacity of African Ministries of Health through training courses at UWC.
• The Institute for Water Research is headed by a UNESCO Chair in Hydrogeology. It is a major advisor to the African Council of Ministers and trains water scientists in the SADC region.
• UWC is the hub of a National Nanoscience Postgraduate Teaching Platform to offer an MSc Degree in Nanoscience, with the UFS, UJ and NMMU.
• UWC has established the Centre for Humanities Research (CHR). The CHR promotes cross-disciplinary research in the Human and Social Sciences and its international standing is growing exponentially.
• UWC is the only institution nationally offering a postgraduate programme in Museum and Heritage Studies.
• UWC’s Community Law Centre played a key role in drafting the South African Children’s Act and the 2008 Child Justice Bill and currently enjoys observer status with the African Commission on Human and People’s Rights.
• UWC is recognised as having the most advanced research-based RPL programme and is internationally renowned for research into the philosophy and practice of Lifelong Learning and Adult Learning.
• The South African Institute for Advanced Materials Chemistry (SAIAMC) has been designated by DST as a (HySA) Competence Centre in Systems Analysis, Integration and Technology Validation for Hydrogen and Fuel Cell Technologies.
Central University of Technology, Free State

Thinking Beyond

The Central University of Technology, Free State (CUT) is the foremost higher education institution in the heartland of South Africa, dedicated to quality education and training in Science, Engineering and Technology.

Over the past 31 years the CUT has developed into a leading institution able to take its place in the national as well as international higher education landscape.

This year the University boasts more than 12 500 students who have decided to make CUT their academic partner in earning a qualification and gaining appropriate experiential training. CUT offers more than 50 programmes at its institution’s two campuses.

Bloemfontein Campus

CUT’s Bloemfontein Campus is the main campus of the institution and located in the centre of the city, just a heartbeat away from the historic Town Hall, Court of Appeal and the South African Literary Museum.

The Campus has four faculties, namely: Engineering and Information Technology, Health and Environmental Sciences, Humanities and Management Sciences.

Welkom Campus

CUT’s Welkom Campus is situated 160 km northeast of Bloemfontein, and is in the hub of the Free State gold fields with several gold mines operational in this part of South Africa.

Research

CUT has a number of special research areas and centres of excellence:

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<tr>
<th>Research Clusters</th>
<th>Research Programmes</th>
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<tr>
<td>Industrial Design, Communication</td>
<td>• New product development and design.</td>
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<tr>
<td>and Development</td>
<td>• Automated material handling and radio frequency identification.</td>
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<td>• Hydro-informatics.</td>
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<td>• Information and communication technology.</td>
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<tr>
<td>Quality of Health and Living</td>
<td>• Applied food safety and biotechnology.</td>
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<td>• Bio-environmental studies.</td>
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<td>• Applied health technology.</td>
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<tr>
<td>Peoples and Skills Development</td>
<td>• Socio-economic development studies.</td>
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<td>• Education (Sub-themes: Medical education, general education, services, learning,</td>
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<td>technical and technological education).</td>
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<td>• Research education.</td>
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Facilities

CUT facilities for students include: A library and information services, student cafeteria, 24-hour computer laboratory, equipped laboratories for programmes offered, a wellness centre supports staff and students with psychological matters, counselling, supplement studies, social services, and a wide range of sport facilities.

Various student organisations, cultural activities as well as health services are available to advance access to quality education and to support students during their university years.

International Applicants

CUT has an office, Academic Exchange, which is dedicated to the welfare of international students. The specific needs of international students are addressed through orientation programmes, liaison with other support units and faculties on behalf of the students, liaison with Embassies and Consulates, liaison with Health Care Consultants and assistance with visas and study permits. The wellbeing of our international students is one of our priorities.
University of Venda
Creating Future Leaders

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.

Transformation at UNIVEN
As part of the ongoing dynamic transformation process, UNIVEN is redeveloping its infrastructure following a comprehensive Infrastructure Master Plan. In May 2012, the Honourable Kgalema Motlanthe, the Chancellor of the University, officially inaugurated a number of new multimillion rand buildings, the centrepiece of which is the new Life Sciences Building, which is primed to acquire cutting-edge research instrumentation. UNIVEN’s research output is rapidly growing; in the five years from 2006 to 2010 it has dramatically increased. The University has thirteen National Research Foundation-rated researchers. In 2011, the pass rate was 81% and the graduation rate was 21%, which constitutes a significant improvement.

What makes UNIVEN Unique?
Today, UNIVEN’s academic community is constituted by approximately 10 500 students and more than 400 academic staff members who hail from the entire African region as well as from other continents. Its institutional culture is based on the core values of quality and excellence, accountability, transparency, integrity, respect, diversity and social responsibility. Having entrenched internationalisation in all aspects of its core business of teaching and learning, research and community engagement, UNIVEN in 2011 established a Directorate of International Relations, which coordinates international activities.

The Strengths and Qualities of UNIVEN
UNIVEN provides academic leadership in various fields such as Biotechnology, Ecology, Indigenous Knowledge Systems and African Linguistics. It plays an active and leading role in the field of Community Engagement. The Vuwani Science Resource Centre brings Science, Mathematics and Technology closer to rural communities. UNIVEN is proud of the community-based research of the Centre for Rural Development and Poverty Alleviation. International partnerships in community engagement is a specific strength of the University, for example, a ceramic water filter factory has been established in a rural pottery by students from UNIVEN and the University of Virginia (USA) under the guidance of academics from both universities.

UNIVEN is geographically ideally 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 destination for international researchers who want to engage with the rural African context.

Student Life
UNIVEN’s students engage in a variety of extramural, sporting, cultural and social activities. The University provides for the needs of its physically challenged students through its dedicated Disability Unit.

UNIVEN’s position in a vibrant African town, Thohoyandou, allows students access to urban life. Its scenic setting, the proximity of the Kruger National Park (65km from UNIVEN’s gate) and the proximity of heritage sites and nature reserves provide unique and diverse recreational opportunities.
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 Bachelor 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.

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.
University of Limpopo
Finding Solutions for Africa

The University of Limpopo (UL) – for human and environmental wellness in a rural context: Finding solutions in Africa.

The University 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.”

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 resources needs of the private and public sectors.

University of Zululand
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.

Reconfiguration and mergers in South African higher education resulted in UniZulu being designated as one of six comprehensive universities, with a new vision and mission.

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.
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.
**USEFUL CONTACTS**

**Study South Africa Associates**
International Education Association of South Africa (IEASA)
P.O. Box 27394, Sunnyside
Pretoria, 0132, Republic of South Africa
Tel: +27 (0)12 481 2908
Fax: +27 (0)86 649 1247
E-mail: admin@ieasa.studyusa.org
Website: www.ieasa.studyusa.org

**Higher Education South Africa (HESA)**
P.O. Box 27392, Sunnyside
Pretoria, 0132, Republic of South Africa
Tel: +27 (0)12 481 2842
Fax: +27 (0)12 481 2843 or 2850
E-mail: admin@hesa.org.za
Website: www.hesa.org.za

**Government**
South African Government
Website: www.gov.za

**Government Communication and Information Service**
Private Bag X745
Pretoria, 0001, Republic of South Africa
Tel: +27 (0)12 314 2911
Fax: +27 (0)12 323 3831
Website: www.gcis.gov.za

**Department of Higher Education and Training**
123 Schoeman Street
Pretoria, 0001, Republic of South Africa
Tel: +27 (0) 80 087 2222
Fax: +27 (0)12 321 6770
Website: www.dhet.gov.za

**Department of International Relations and Cooperation**
Private Bag X152
Pretoria, 0001, Republic of South Africa
Tel: +27 (0)12 351 1000
Fax: +27 (0)12 329 1000
Website: www.dirco.gov.za

**Department of Science and Technology**
Private Bag X894
Pretoria, 0001, Republic of South Africa
Tel: +27 (0)12 843 6300
Website: www.dst.gov.za

**Education**
Council on Higher Education
1 Quintin Brand Street
Perseverqur Technopark
Brummeria, Pretoria, 0020
Republic of South Africa
Tel: +27 (0)12 349 3840
E-mail: admin@che.ac.za
Website: www.che.ac.za

**South African Qualifications Authority**
Postnet Suite 248, Private Bag X06
Waterkloof, 0145, Pretoria
Republic of South Africa
Helpdesk: +27 (0)86 010 3188
Tel: +27 (0)12 431 5000
Fax: +27 (0)12 431 5039
E-mail: saqainfo@saqa.org.za
Website: www.saqa.org.za

SARUA (Southern African Regional Universities Association)
1 Trematon Place
WITS Management Campus
No. 2 St Davids Place, Parktown
Johannesburg, 2050
Republic of South Africa
Tel: +27 (0)11 717 3952
E-mail: info@sarua.org
Website: www.sarua.org

MACE (Marketing, Advancement and Communication in Education)
E-mail: info@mace.org.za
Website: http://blogs.sun.ac.za/mace

**Research**
National Research Foundation
P.O. Box 2600
Pretoria, 0001, Republic of South Africa
Tel: +27 (0)12 481 4000
Fax: +27 (0)12 349 1179
E-mail: info@nrf.ac.za
Website: www.nrf.ac.za

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**Council for Geoscience**
Website: www.geoscience.org.za

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Website: www.mintek.co.za

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Website: www.csir.co.za

**Hartebeeshoek Radio Astronomy Observatory**
Website: www.hartrao.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.saao.ac.za

**South African Bureau of Standards**
Website: www.sabs.co.za

**South African Institute for Aquatic Biodiversity**
Website: www.sabiab.ac.za

**South African Space Portal**
Website: www.space.gov.za

**Square Kilometre Array**
Website: www.ska.ac.za

**Useful websites for students and travellers**
South Africa General Information
Website: www.safrica.info
Website: www.statssa.gov.za
Website: www.safrica.info

South Africa in the News
Mail and Guardian: www.mg.co.za
The Times: www.thetimes.co.za
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News24: www.news24.com
Business Day: www.businessday.co.za
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E-mail: ieasa2013@cut.ac.za
Website: www.cut.ac.za/ieasa2013
Study South Africa is the only comprehensive, up-to-date guide to South Africa's rapidly evolving higher education system. The Guide is published by the International Education Association of South Africa (IEASA) in association with Higher Education South Africa (HESA).

South Africa's university sector has undergone major transformation and restructuring processes geared to meet the higher education demands of the 21st century. The country is becoming Africa's leader in the provision of quality higher education relevant to the demands of a rapidly globalising, competitive and information-driven world with 23 public higher education institutions.

Since the end of apartheid and the birth of democracy in the 1990s, South Africa has attracted growing numbers of international students from across Africa and around the world – in 2010 the country recorded 38,727 full-time students registered with the 23 contact higher education institutions, as well as 27,349 distance education students registered as distance education students.

South Africa is an exciting place to study. It is a country at the cutting-edge of change where high-tech solutions, based on in-depth research, are being developed in response to some of the world’s most pressing problems and challenges.

This new edition of Study South Africa has been revised and updated to provide accurate information on each of the country’s 23 public higher education institutions.

Study South Africa offers an excellent introduction to the stimulating world of higher education in South Africa, and an authoritative overview of important developments in this sector. This edition of the Guide introduces the topic of partnerships and global scholarship.