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

Study South Africa has been the global mouthpiece of the International Education Association of South Africa (IEASA) and South African Higher Education since the publication of its first edition in 1999. It grew from a publication that served as a guide to South African Higher Education to a comprehensive source of information for the international academic community and others interested in South Africa's tertiary education sector.

This annual publication requires knowledgeable contributors as well as skilful editorial and other technical support. For the past number of years the editorial team was ably supported by Loveness Kaunda from the University of Cape Town (UCT). She provided the publication with her time, energy and knowledge. However, as she retired from her UCT position, she will no longer be available to consult with on a regular basis. This edition of Study South Africa is dedicated to her as a token of gratitude for all her time and passion. Another source of knowledge and inspiration is Patrick Fish - a higher education specialist who does research on topics relevant to the South African Higher Education landscape and provides us with up-to-date information. His writing skills turn the first number of pages of this publication into a real source of information.

The knowledge about South African universities will be incomplete without the contributions of the universities themselves. A common trend this year is the focus on excellence of teaching and research as well as the relevance of South African Higher Education to local students functioning in an ever globalising world. It is also evident that most of the South African universities are aware of the need to be globally competitive, not only to attract the best international students, but also to be able to compete in a very competitive global knowledge driven environment.

Study South Africa is again proudly presented by IEASA. This edition, focusing on Internationalisation of Higher Education, with a specific focus on South Africa in a changing world, again illustrates the interconnectedness of global higher education. It is envisaged that future editions will explore and document the collaboration between IEASA and similar organisations that is promoting the Internationalisation of Higher Education as well as global trends in international higher education affecting internationalisation of higher education in emerging countries.

Dr Nico Jooste - Publications Committee Chair

IEASA Management Council

<table>
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<tr>
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A Global Dialogue on the future of Higher Education Internationalisation

The fluctuating geo-political reorganisation of the world is said to be affecting the way internationalisation is practiced. Being questioned at different forums, are the past practices of internationalisation. Required now is proactive engagement with the new challenges on a global scale in order to protect and promote those elements of internationalisation worth preserving and strengthening.

Internationalisation of Higher Education has in the past mainly been conceptualised and driven by the education systems of North America, Europe, the UK, and Australia. Higher Education systems from the emerging world have been largely excluded from serious debates. In 2012, at the Colloquium hosted by the Nelson Mandela Metropolitan University in South Africa, discussions suggested that a Global Dialogue was needed for all role-players within the realm of Higher Education Internationalisation.

As a result, from the 15th to 17th of January 2014, the Internationalisation Education Association of South Africa (IEASA) will be hosting a Global Dialogue at the Nelson Mandela Metropolitan University that will focus on the future agenda of Internationalisation of Higher Education. In announcing the Global Dialogue, the question raised was if the Internationalisation of Higher Education could focus on the emerging and developing world. The Global Dialogue will therefore focus on the following question: Is the current global debate, which originates in the developing world, about the rethinking of Internationalisation of Higher Education relevant given the uneven levels of development of Higher Education systems globally?

Further to this question, the following linked question will also be discussed:
What, if anything, should the developing world be doing differently in their practice of Higher Education Internationalisation to be relevant globally?

For any further information, please visit the following site:

South Africa’s two new tertiary institutions

In 2010, the Minister of Higher Education and Training, Blade Nzimande, appointed task teams to investigate the feasibility and possible models for the establishment of new universities in the provinces of Mpumalanga and the Northern Cape. On the 25th of July 2013, President Jacob Zuma announced that the new university to be established in the Northern Cape will be named Sol Plaatjie University and the new university to be established in Mpumalanga would be named the University of Mpumalanga.

It is believed that learners from these provinces have been disadvantaged due to the fact that historically, Mpumalanga and the Northern Cape are without institutions of higher learning.

The first intake of students to these two new institutions will be in 2014, where lectures and administration will operate from old buildings within the area until the completion of the building of the two new universities set for 2015.

The University of Mpumalanga will begin as a multi-campus institution initially operating with two campuses, located in Nelspruit and Siyabuswa. The Sol Plaatjie University will be established initially on one main campus, but is envisaged to grow into a multi-campus institution in the future. With these set targets, the 2014 intake will begin with a modest number of students of 150 at the Sol Plaatjie University and 140 at the University of Mpumalanga. – SA News (www.sanews.gov.za)
The world that we live in is changing rapidly and the pace of that change is accelerating, and so too is international education. Whereas only a decade or so ago the focus of international education and indeed the focus of our organisation was on the administrative procedures around academic mobility and supporting student and staff mobility programmes, the activities of IEASA, the international offices at our universities and international education practitioners has grown and diversified significantly. As has the definition and conceptualisation of international education.

The concept of internationalisation at home and internationalisation of the curriculum has become increasingly central to the activities of international offices. Internationalisation of the curriculum attempts to engender international dimensions into the curriculum so that all students and indeed staff benefit and are enriched by international dimensions. Study abroad activities now play a far more significant role in the internationalisation at home efforts of international offices. International students are far better integrated into the activities of the academic departments that they are resident in, so that their stay at an international university benefits not only them but also the host university’s students and staff. This enrichment of the classroom environment, academic departments and the university as a whole is significant in ensuring that international education and its benefits impact on those that are able to afford academic mobility as well as the majority that may not leave the borders of their country during their time as students.

The history of IEASA reflects this transition as an organisation that was started by a group of registrars looking at administrative procedures and protocols around study abroad and academic mobility. It has grown into an organisation that views international education far more broadly and has become a global leader in shaping international education. There is now far more involvement of academics in the work of IEASA and indeed in championing and engaging in international education. The stalwarts of our organisation were visionary in engaging with global colleagues in not only in championing the cause of internationalisation but also contributing to the shaping, conceptualisation and the defining of international education in a dynamic context. To this end IEASA will be hosting a Global Dialogue in January 2014. Leaders of international education associations and other higher education specialists from around the world will gather in South Africa to once again reflect on international education and create strategic frameworks within which to engage. In doing so it will take international education to new and exciting frontiers.

It is significant to note that internationalisation and international education no longer act as just a vehicle for the achievement of the strategic plans of universities but indeed inform such strategic plans. We look forward to the Global Dialogue being a significant event that will define new modalities of engagement. Recent advances in e-learning and related technology make internationalisation in a virtual world far more impactful and enticing. It means that the majority who are not mobile as students can benefit from international dimensions far more profoundly than in the past. Internationalisation of the curriculum has therefore become a central feature in the internationalisation drive of universities. This is the case not only in the design and content of the curriculum but also in the dynamic delivery of the curriculum. It is also not restricted to the formal curriculum but also to the informal and hidden curriculum.

**International Education… no longer just for a Mobile Minority**

By Dr Lavern Samuels, President: International Education Association of South Africa (IEASA)

Whilst academic ability of students and staff of universities is still a central activity of international education, there is no longer a narrow view that this mobile minority should be the only beneficiaries of an international experience.
At a recent function to see off a group of eager young South Africans who were on their way to Europe to study, I watched with keen interest the excitement and wonder of these future world citizens eager to experience the world. They were the few that were chosen to study in Europe under the Erasmus Mundus Scholarship Program.

The European Union Ambassador to South Africa pointed out a few pertinent things during his speech. One was that the selected students were, first of all, representing Africa; secondly, South Africa and thirdly, a generation that stands sandwiched between a period of strife and a period of peace, harmony and development. Whereas sixty years ago, countries solved their differences by the power of the barrel of a gun, today we appeal more to goodwill and the common interest to solve common problems that humanity as a whole is facing.

As the proceedings progressed, my mind wandered back to history books, biographies and philosophers that had written about how man had tried to find meaning and purpose as humanity evolved into contemporary society. The underlying message of all these writings was about different peoples trying to adapt to a continuously changing society and a physical environment that she tried to control and adapt to.

The most important strategy that was used to achieve the above was the assimilation of information and the use of this to produce knowledge that was then packaged into products and services that could better provide the tools for adaptation and survival. As the printing press was invented, information that was held in the heads of a few could be stored and disseminated. Societies that encouraged the use of this new technology managed to produce more knowledge and thus became better adapted. Information from various disciplines was brought together and shared thus fast-tracking production of knowledge. Societies that did not adopt this notion slowed down and depended on the ones that had for products and services, thus creating dependence.

With the advent of the computer and the internet, information that was only available within a particular society now became available to everyone. The phenomenon of shared computing of information into knowledge that provided an advantage for a particular society now became a global one where knowledge workers from various societies (nation states) could access information instantaneously and turn it into knowledge. Thus we have global networks of knowledge workers that collaborate with each other producing more knowledge constantly.

For any organism to survive and thrive it needs to constantly receive information from the environment and compute it and adapt itself accordingly. Man is slowly realizing that the problems that contemporary society is facing, especially the degradation of the environment need a combined, concerted and knowledge based response if humanity is to survive. What used to happen within a particular country when faced with a threat has now become global. We are finally realizing that it is better to collaborate than to compete. The computing ability brought about through our ability to travel great distances and our ability to share information and knowledge through the internet has vastly increased our computing ability to find opportunities and face threats.

The definition of internationalisation of education that was coined by one of my colleagues is apt to this setting: “Knowledge creation will occur more and more in the intersections, passages and crossroads of global human traffic, both physical and virtual. We open the passageways and encourage crossing at crossroads, facilitating the meeting of various knowledges. Thus encouraging and speeding up new knowledge creation!”

This is exactly what programmes active in the internationalisation of higher education sector are engaged in. IEASA has taken the lead role for this in South Africa. We are contributing towards knowledge creation for the betterment of humanity by encouraging, facilitating, prodding and creating the space.

We look forward to meeting you in the intersections, passages and crossroads of global human traffic both physical and virtual as we join hands in exploring new frontiers, solving global challenges, and improving and enriching the world we live in and our experiences of that world.

The clapping of hands for a 27-year-old man brought me back to the present. He had gone to Europe on scholarship, completed his Master’s degree and was requested to go back to complete his Doctorate because of his commitment. Now, that is what makes IEASA’s work worthwhile and exciting.
The South African Higher Education system has proven resilient over the years. Given its size, the system is performing relatively well in comparison with other systems of higher education in other parts of the world, particularly in the area of research.

In our Higher Education system, we have leading international researchers who are unequivocally recognised by their peers as leading international scholars in their fields for the high quality and impact of their research outputs; and internationally acclaimed researchers who enjoy considerable international recognition by their peers for the high quality of their recent research output. In addition, the total number of research outputs produced in our system has been increasing exponentially since 2009. As a result of these developments and our own globally competitive Higher Education and Science sectors, our 23 public universities have been attracting a number of international students in the undergraduate and postgraduate fields.

To demonstrate this, our Higher Education system has over 2600 rated researchers who have distinguished themselves as producers of knowledge and scholarship in a range of areas and disciplines.

Our Higher Education and Science sectors are characterised by a number of funding providers (funding sources) purchasing a range of research and development (R&D) services from a range of providers (R&D performers), including universities. Although R&D funding is dominated by the South African Government and private businesses, the provision of R&D services is almost as concentrated, with higher education and businesses themselves dominating the supply side of R&D.

In addition, the South African Research Chairs Initiative (SARCHi) remains a flagship research programme in our system, whose main aim is to strengthen and improve research and innovation capacity of public universities for producing high quality postgraduate students, research, and innovation outputs.

This makes it possible for university students to be part of the science and innovation system at an early stage of their studies, and they are thus well positioned to become leading researchers in our higher education system.
In addition, the South African Research Chairs Initiative (SARCHi) remains a flagship research programme in our system, whose main aim is to strengthen and improve research and innovation capacity of public universities for producing high quality postgraduate students, research, and innovation outputs.

Some of the objectives of SARCHi are to:

- Expand the scientific research and innovation capacity of South Africa
- Improve South Africa’s international research and innovation competitiveness while responding to social and economic challenges of the country
- Attract and retain excellent researchers and scientists
- Increase the production of Master’s and Doctoral graduates
- Create research career pathways for young and mid-career researchers, with a strong research, innovation and human capital development output trajectory
- Research Chairs will be tenable for five years, renewable for two further five-year periods, giving a total lifespan of 15 years.

The SARCHi makes an award of up to R2.5 million per annum per Research Chair in Tier 1 and up to R1.5 million per annum per Research Chair in Tier 2. This award covers salaries, post-doctoral fellowships and postgraduate student bursaries, research operating costs and equipment for the well-founded laboratory relevant to the Chair. Given their profile, these Research Chairs are encouraged to extend their funding through innovation, government, industrial, business, donor and community funding.

HESA would like to encourage aspirant international students all over the world to consider South Africa as a place to study.

These initiatives do not only make our system versatile and globally competitive, but positions it to become a truly attractive system of Higher Education able to attract and retain international students aspiring to acquire qualifications in a range of professional, vocational and formative programmes. To this end, HESA would like to encourage aspirant international students all over the world to consider South Africa as a place to study.
Higher Education in Context

International Students: Trends in South Africa

South African Higher Education Landscape

Studying in South Africa - a primer

Useful information for International Students

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

Every university in South Africa has international students.

South Africa has long been a preferred destination for students from other countries in Southern Africa, 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 chart below offers an interesting snapshot of the diversity of South Africa’s international student population. While it is obvious that we should see our neighbours strongly represented, it is surprising that there are substantial numbers from Kenya, Cameroon, the Democratic Republic of Congo (DRC) and the United States of America (USA).

In 1997, the Southern Africa Development Community (SADC) produced the Protocol on Education and Training. Although not enforceable, the protocol suggested 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 7.5% of all students studying in South Africa are from outside its borders.

The Department of Higher Education and Training (DHET) has developed an International Relations strategy that will assist the Department to:

- Develop a funding strategy aimed at addressing high level skills shortages and identify relevant institutions that could be funded to provide high level skills such as attorneys specialising in nuclear matters or the green economy.
- Mobilise assistance to historically disadvantaged higher education institutions with a view to establish and maintain relationships with world-class international universities.
- Pursue and strengthen bilateral relations with priority countries in Africa, the Middle East, South and the North as well as with multilateral agencies such as the Conference of Ministers of Education of the African Union, SADC, African Union, the Association for the Development of Education in Africa, UNESCO, International Labour Organisation, OECD and the Commonwealth (Annual Performance Plan 2013/2014).

In 2011, 13% of the South African postgraduate cohort were international students.
The strategy has been submitted to the Minister but has not been made public as yet. In addition, the DHET has committed to maintaining a database of international engagements of all public post-school institutions and to publish an annual report on international collaborations.

South African internationalisation has, in the past, been shaped by forces which have had very little to do with government or sector policy.

All these initiatives are welcomed, but it must be said that based on the early versions of this strategy it looks like the Department is formulating their strategy on existing relations rather than taking a longer view of the changing global dynamics in areas like student mobility and research. South African internationalisation has, in the past, been shaped by forces which have had very little to do with government or sector policy. In fact, apart from a few general statements in the guiding policies drafted between 1997 and 2001 there has been no clear internationalisation policy within the country. The international sub-sector has grown in relation to need and the African predominance has come about without any sector-wide strategy that specifically targeted the continent.

Disaggregating the numbers
IEASA joined the Project Atlas Global Initiative of the Institute of International Education (IIE) that publishes annually the number of international students studying in South Africa. The definition globally used to define an international student namely: “Students who undertake all or part of their higher education experience in a country other than their home country or students who travel across a national boundary to a country other than their home country to undertake all or part of their higher education experience” is applied in the reporting of the South African international student data. This required that the numbers of distance education students that was initially included in the data reporting by IEASA be separated from the data of students that comply with the definition agreed to by all participants in Project Atlas. The data of international students as a proportion of the total student numbers is then also compared with the number of students not categorized as distance education students by the South African Department of Higher Education and Training (DHET).

The number of international students has grown dramatically since, from 12 600 in 1994 to 39 101 in 2011 of a total of 545 759 contact students at South Africa’s 23 public universities – according to audited Department of Higher Education and Training figures.

The number of international students need 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 Unisa and the North-West University. The picture that emerges is far more modest in terms of actual international students studying in South Africa:

![Attendance Mode](chart.png)

Table 1 – Contact Students, 2011.

<table>
<thead>
<tr>
<th>Attendance Mode</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>39 101</td>
</tr>
<tr>
<td>National</td>
<td>517 594</td>
</tr>
<tr>
<td>Total</td>
<td>556 695</td>
</tr>
</tbody>
</table>

Table 2 – Total Enrolments, 2011.

<table>
<thead>
<tr>
<th>Attendance Mode</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact</td>
<td>556 595</td>
</tr>
<tr>
<td>Distance</td>
<td>381 606</td>
</tr>
<tr>
<td>Total</td>
<td>938 201</td>
</tr>
</tbody>
</table>

Internationalisation in context
South Africa has become the most popular place to study in Africa, and is ranked 12th - up 4.2% from 2009 - as a preferred study destination for US students (Open Doors Report, 2012). The same report also notes that US students are trending towards more diverse destinations with countries like Costa Rica, Brazil, South Korea and Denmark 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 3.6 million in 2011. 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.

South Africa profits from many of these factors because it is close geographically to most sub-Saharan African countries, uses English as the primary language of instruction, charges lower fees than many developed nations and has a lower cost of living. It also

Sub-Saharan students are the most mobile in the world and according to UNESCO 48% of this cohort is studying in South Africa.
boasts a large higher education sector that is accessible and offers internationally recognised qualifications. Sub-Saharan students are the most mobile in the world and according to UNESCO 48% of this cohort is studying in South Africa.

Eighty-eight per cent (88%) of international students are from African countries. The continuing political uncertainty in Zimbabwe means that this country is the major ‘source’ country, sending 38% of all African students - up from 27% in 2006. The next biggest sending countries are Namibia, with 6821 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, China and India. The table below shows the average growth rate of total international student enrolments from SADC countries between 2007 - 2011.

<table>
<thead>
<tr>
<th>Country Name</th>
<th>Average Growth Rate</th>
</tr>
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<tbody>
<tr>
<td>Angola</td>
<td>2.73%</td>
</tr>
<tr>
<td>Botswana</td>
<td>-7.18%</td>
</tr>
<tr>
<td>Democratic Republic of Congo</td>
<td>25.16%</td>
</tr>
<tr>
<td>Lesotho</td>
<td>2.39%</td>
</tr>
<tr>
<td>Malawi</td>
<td>7.91%</td>
</tr>
<tr>
<td>Mauritius</td>
<td>-9.08%</td>
</tr>
<tr>
<td>Madagascar</td>
<td>67.77%</td>
</tr>
<tr>
<td>Mozambique</td>
<td>-6.74%</td>
</tr>
<tr>
<td>Namibia</td>
<td>-4.27%</td>
</tr>
<tr>
<td>Seychelles</td>
<td>18.07%</td>
</tr>
<tr>
<td>Swaziland</td>
<td>8.28%</td>
</tr>
<tr>
<td>United Republic of Tanzania</td>
<td>-7.50%</td>
</tr>
<tr>
<td>Zambia</td>
<td>4.52%</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>14.19%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Table 3 – international student enrolments from SADC countries between 2007 - 2011.

According to the latest OECD Education at a Glance (2013), South Africa also ranks 10th in the world (up from 14th in 2012 figures) 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.

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.

According to the latest OECD Education at a Glance (2013), South Africa also ranks 10th in the world (up from 14th in 2012 figures) as a preferred destination for international students and is the only African country that features. 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 on-going brain drain. Unlike study destinations outside of Africa, African graduates are more likely to return home after studying in South Africa.

According to the latest OECD Education at a Glance (2013), South Africa also ranks 10th in the world (up from 14th in 2012 figures) as a preferred destination for international students and is the only African country that features. 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). Increasingly local universities are charging home-level fees to students from the rest of Africa and if this trend continues it will see a greater influx of students from the continent. By providing quality training to African students, South Africa believes that it contributes to the continent’s human resource development, and that African students who choose South Africa as a study destination are more likely to remain on the continent than if they studied abroad.

In a potentially game-changing move, the SADC Education Ministers approved a SADC Regional Qualifications Framework (RQF) in September 2011. 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 this year, it would probably take some time before any binding agreement is achieved between the countries and for the RQF to become functional.

Since 2007, the average growth rate of international students has been 4.4% per annum compared to the national average of 5.47%.
Statistics show that 17.2% of Master’s students and 29.7% of Doctoral students (2007-2011) are international students. Especially at PhD level, the percentage is climbing, which indicates that increasing numbers of international PhDs are choosing to study at South African institutions.

During 2011, South Africa produced 160,630 graduates of which 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 exception of Zimbabwe - are returning to their country of origin on completion of their studies. Sixty per cent (60%) of graduates are female.

Between 2007 and 2011, our institutions had conferred 58,344 degrees to international 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 that have more than 300 postgraduate students, the following picture emerges.

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.
South African Higher Education Landscape

There have always been two opposed ways of thinking about the university. The first is to understand it romantically, as a site where magic (also known as innovation) happens, where ideas collide and minds are forged through debate and learning. This was von Humboldt’s idea of the university and with it, an argument for autonomy from state interference (but not state funding). Leave us alone, fund us and let us imagine the future. The second imagining of the university is far more utilitarian. With roots that extend back to Napoleon’s establishment of universities to educate civil servants, this university is a ‘high skill factory’ that produces sophisticated labour applied towards economic betterment.

As is usually the case with simplistic dualities, the truth lies somewhere in between.

Most universities today have components of both these models. There is, internally, a concern about undergraduate and postgraduate ‘churn’; to get graduates in and out of the system in as short a time as possible. But there are also pockets of arcane knowledge that are fiercely protected by the university and which allow research and teaching to continue even though there are no direct or immediate benefits to society.

Where the Napoleonic model is in ascendency lies not in how the university sees itself, but in how governments, globally, see higher education. In South Africa - as in many countries across the globe - the university is seen as a provider of skills and innovation. It is no longer the sacrosanct lyceum where magic happens.

It is this utilitarian ideology that has seen construction work beginning on two new universities in Mpumalanga and the Northern Cape. After the mergers that took place in 2004-2005 and which reduced the number of higher education institutions from 36 to 23, the country is now seeing an expansion of institutions to increase student participation and to deliver more graduates to the economy.

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 during the merger of higher education institutions. However, since 2008 the system has, on average, been accommodating an additional 34 000 students per year.

Since the creation of the Department of Higher Education and Training (DHET) in 2009, one of the mandates of the department has been to achieve increased access for students. Judging by the 2008-2011 figures, this appears to be happening. The two new universities will be situated in rural areas and will service those provinces that haven’t had their own university. It is anticipated that these new universities will be able to hold about 20 000 students when fully operational.

South Africa’s Higher Education sector is the strongest and most diverse in Africa. According to audited figures from the DHET there are 938 201 students enrolled in public universities, and nearly one in five young South Africans enter higher education. An interesting, but overlooked figure is that women comprise 58% of the student body, up from 55% in 2004. There are 39 101 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 is 7.5% of the total cohort.

Within the 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. In the areas of environment/ecology, space science, clinical medicine and computer science, South Africa’s research impact is above the world average.
Apartheid legacy

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.

In 2011, the DHET 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.

Late last year, the South African government amended the Higher Education and Training Act to introduce several new components that may have an adverse effect on the autonomy of the sector.

There is a fourth group 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. Section 38A of the recently amended Act also allows the Minister to establish additional institutes “with a specific scope or application”, thus allowing the Minister to decide on what is taught at these institutes.

As mentioned above, the Minister has sanctioned the building of two new universities 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 has

forms of post-secondary education are governed in one central location. The Bill also seeks to establish Community Education and Training Colleges.

![Figure 1 - Participation Rates 2007 - 2011.](image-url)
begun a demerger process and in a statement made in February 2013 announced that it was establishing a new comprehensive University of Health Sciences on the Medunsa Campus, which is currently being demerged from the University of Limpopo. This will be more than just a demerger as the new university will be an expanded institution, which will include not only the training of medical doctors, but also other health professionals such as dentists, veterinarians, nurses, physiotherapists, medical technologists, and radiographers.

In 2013, the DHET released a draft policy on student housing. Chief among its recommendations is to increase student housing across the sector, both for private and university providers of accommodation. Given that in 2010 only 5.3% of new first year contact students were accommodated in university residences, all universities must develop strategies for increasing the percentage of residence places available for new first year students to at least 20% of the total residence capacity by 2018 and thereafter 100% within ten years thereafter.

The new higher education landscape concentrates almost half of enrolments in the six comprehensive universities, which together enrol more than 450 000 students. However, this picture is distorted because the prominent enrolment of distance learners at Unisa. Unisa has the largest number of students - just over 328 000 - while Rhodes University in Grahamstown has the smallest number, with just over 7000 students. Mergers of two or more institutions created some large multi-campus universities. The largest ‘contact’ university is the University of Pretoria, which has over 58 000 students, followed by the University of Johannesburg and the Tshwane University of Technology with over 50 000 at each institution. Although North-West University has over 56 000 students, a substantial part of this number is made up by distance learning students. These are followed by the University of KwaZulu-Natal with over 41 000 students.

**Students**

In 2006, 2.8 million youth (18–24) were unemployed. By 2013, this figure has risen to 3.5 million. In effect this means that over half of this crucial population, needed for economic growth, are unemployed. The National Development Plan: 2030, finalised in 2012, puts forward a vision of the kinds of learners, teachers, students, graduates, and learning systems the nation needs in the long-term.

<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>25 301</td>
</tr>
<tr>
<td></td>
<td>Rhodes University</td>
<td>7 278</td>
</tr>
<tr>
<td>3 Universities</td>
<td>University of Pretoria</td>
<td>58 128</td>
</tr>
<tr>
<td></td>
<td>University of the Free State</td>
<td>31 586</td>
</tr>
<tr>
<td>5 Universities</td>
<td>University of Fort Hare</td>
<td>11 144</td>
</tr>
<tr>
<td></td>
<td>North-West University</td>
<td>56 641</td>
</tr>
<tr>
<td></td>
<td>University of KwaZulu-Natal</td>
<td>41 762</td>
</tr>
<tr>
<td>8 Universities</td>
<td>University of Limpopo</td>
<td>20 504</td>
</tr>
<tr>
<td>9 Universities</td>
<td>University of the Western Cape</td>
<td>18 764</td>
</tr>
<tr>
<td>10 Universities</td>
<td>Stellenbosch University</td>
<td>27 266</td>
</tr>
<tr>
<td>11 Universities</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>32 506</td>
</tr>
<tr>
<td>13 Universities</td>
<td>Central University of Technology</td>
<td>12 644</td>
</tr>
<tr>
<td>14 Universities</td>
<td>Durban University of Technology</td>
<td>24 840</td>
</tr>
<tr>
<td>15 Universities</td>
<td>Tshwane University of Technology</td>
<td>50 075</td>
</tr>
<tr>
<td>16 Universities</td>
<td>Mangosuthu University of Technology</td>
<td>10 286</td>
</tr>
<tr>
<td>17 Universities</td>
<td>Vaal University of Technology</td>
<td>21 861</td>
</tr>
<tr>
<td>18 Comprehensives</td>
<td>Nelson Mandela Metropolitan University</td>
<td>26 256</td>
</tr>
<tr>
<td>19 Universities</td>
<td>UNISA</td>
<td>328 864</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>10 342</td>
</tr>
<tr>
<td>22 Universities</td>
<td>University of Zululand</td>
<td>15 592</td>
</tr>
<tr>
<td>23 Universities</td>
<td>Walter Sisulu University</td>
<td>27 029</td>
</tr>
<tr>
<td>24 National Institutes</td>
<td>Mpumalanga Institute for Higher Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Northern Cape Institute for Higher Education</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>938 201</strong></td>
</tr>
</tbody>
</table>

Table 1 - Higher education landscape in South Africa.

The new higher education landscape concentrates almost half of enrolments in the six comprehensive universities, which together enrol more than 450 000 students. However, this picture is distorted...
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 this unemployed cadre. By the Treasury’s own admission, post-secondary education is a crucial component of employability. Statistics show that 95.4% of graduates in South Africa are employed.

The government-funded National Student Financial Aid Scheme (NSFAS) was formed in 1999 and has played a critical role in enabling financially disadvantaged students to access higher education. In 2013, an amount of R575 million has been allocated to all universities for teaching development grants to assist in improving student’s chances to successfully complete their degrees.

An important element of this strategy is to target potential students long before they enter higher education. Targeted campaigns will seek to alert Grade 9 learners to NSFAS funding opportunities. From centralising the means test - the test that estimates the student’s eligibility for funding - to developing partnerships to link financial aid to work experience, skills development and employment, NSFAS aims to become a visible partner in the student’s progress from entry to job placement. The reason for this change in operating model is to increase the fund’s efficiency but also to align it with the DHET’s Central Application Process (CAP). In 2013, the DHET piloted a Central Applications Clearing House (CACH) system, which aimed to help students with referrals should they not gain admission to their institution of first choice, as well as offer career guidance for those still at school.

Success rates
Higher education in South Africa has a disturbing 45% dropout rate among students, undermining the access gains that have been made. 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. 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 is exploring a range of options, including four-year degrees, as a possible way of increasing student’s chances to successfully complete their degrees.

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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.

In 2013, an amount of R575 million has been allocated to all universities for teaching development grants to assist in improving graduate outputs and R205 million for foundation programmes to improve the success rates of students from disadvantaged backgrounds.
educational backgrounds. These funds aim to reach over 14,000 students during this year.

The number of graduates produced annually by South African universities has been steadily growing, from 74,000 in 1994 to more than 160,626 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. Over 160,000 students graduated with degrees or received diplomas/certificates from public universities 2011. The majority of graduates and diplomas (students who received diplomas or certificates) were in the fields of Science, Engineering and Technology (SET) and Business. Close to 38,000 students completed their degrees/diplomas/certificate programmes in the field of education in 2011. Research Master’s graduates increased by 26% to 9,691 and Doctoral graduates increased by 15% from 1,373 in 2009 to 1,576 in 2011.

The fields of Science, Engineering and Technology, now enrol more than a quarter of all students.

The University of Pretoria produced the highest number of Doctoral students in 2011 (at 206), followed by the University of the Witwatersrand (169) and the University of Cape Town (163). In 2011, the majority of Master’s graduates came from the University of Pretoria (1,342) and Stellenbosch University (1,296).

The Grade 12 national school exit qualification is written by all provinces with the same curricula and assessments. The examination requires that all learners are exposed to some compulsory mathematical elements up to Grade 12 exit level as well as some exposure to Life Orientation, which assists with the development of useful life skills. Even given these changes, it is a worrying reality that less than five out of every 100 South Africans who begin Grade 1 will successfully obtain a degree or diploma.

Although there are many reasons why students don’t succeed, the final responsibility is on universities to ensure that as many students as possible make the grade. Whether it be access to foundation courses in critical subjects or offering career advice for those 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>16,935</td>
<td>25,205</td>
<td>4,964</td>
</tr>
<tr>
<td>% Black Staff</td>
<td>45</td>
<td>67</td>
<td>97</td>
</tr>
<tr>
<td>% Women</td>
<td>45</td>
<td>63</td>
<td>41</td>
</tr>
</tbody>
</table>

Table 2 - Department of Higher Education and Training (2013).

There were 47,104 full-time staff in South Africa’s 23 public universities, including 16,935 academics, according to the Department of Education audited figures for 2011; 33,025 staff are employed part-time (2011). Most staff are white, closely followed by African staff, but while whites dominate the academic and professional personnel categories, black people are in the majority in administration or service jobs.

Efforts to transform the demographic profile of academic and professional university staff have been slower than among students, but there has been a gradual increase in the proportion of black people and women. In 2011, 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.

During 2012, Higher Education South Africa (HESA) published A Generation of Growth, which examined proposals to increase the next generation pipeline. This is an important project, especially seeing that with the “current retirement age of 65, in less than a decade over 3000 or approximately one fifth of permanent instruction staff will retire and need to be replaced. Of these, 32% (975) are professors and 17% are associate professors, which means the country is soon to lose almost half of its most experienced and highly qualified academics.” The impact on future research is increased when one considers that researchers over 50 produce half of the country’s scientific papers.

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 feelings of marginalisation within the institutional culture, 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, South Africa’s produced nearly 47,000 papers during 1999-2008, compared to the southern region’s next most prolific nation, Tanzania, which fielded just over 3000. Egypt, during the same period, produced 30,000 papers and Nigeria 10,000 papers. By 2010, South Africa was 33rd in the world on the publication list.

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. Over the past few years there have been breakthroughs in biomedical stem cell technology, a world-first structural fingerprint classifier able to correctly classify fingerprints with only partial information.
and an HIV/AIDS vaccine, where researchers discovered an antibody capable of killing a wide range of HIV strains.

According to the latest HSRC National Survey of Research and Experimental Development (2013), South Africa spends 0.87% 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 survey reveals a third consecutive year of decline with gross investment in research and development of almost R21 billion. This places the country fractionally above India (based on 2008 figures) and below Russia and Spain.

According to the HSRC Survey, universities conduct 24.3% (up from 19.9% in 2009) of all research; the government sector, including the science councils, conducts about 21.6%, while the business sector undertakes 53.2%.

In its ten year plan for Science and Technology, the Department of Science and Technology (DST) calculated that to build a knowledge-based economy positioned between developed and developing countries, South Africa would need to increase its PhD production rate by a factor of about five over the next 10 to 20 years. Presently South Africa produces nearly 1400 PhDs or 26 PhDs per million of the population. This compares unfavourably with countries like Brazil’s 52, Korea’s 187 or Sweden’s 427. There has been a rise in postgraduate enrolments since 1995, from 70 000 to 147 893 in 2011. Of these, 43 067 graduated in the same year.

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 work with postgraduate students and greater funding for research. In 2005, South Africa produced nearly 1400 PhDs or 26 PhDs per million of the population. This compares unfavourably with countries like Brazil’s 52, Korea’s 187 or Sweden’s 427. There has been a rise in postgraduate enrolments since 1995, from 70 000 to 147 893 in 2011. Of these, 43 067 graduated in the same year.

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.

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

Presently South Africa produces nearly 1400 PhDs or 26 PhDs per million of the population.

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 92 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, 2013). Of these, 87 are directly affiliated with universities. There are 2636 rated researchers in six categories that cover internationally acclaimed, experienced, young and “disadvantaged” academics. Researchers apply for ratings to the NRF, and panels of experts in 22 subject fields assess the standing of researchers among their peers, based on work produced during the previous seven years. Ratings, the NRF contends, are thus “assigned on the basis of objective statements contained in reviewers’ reports.”

Researchers receive financial support at varying levels based on their rating, from an incentive funding programme. This ‘glue’ money is to keep their research programmes going. Academics can use the money at their discretion, with limited conditions attached. Among the 89 A-rated scientists based at universities, 32 work at the University of Cape Town, 16 at the University of the Witwatersrand and 11 at Stellenbosch University. There are nine at the University of Pretoria, six at the University of Johannesburg, five at the University of KwaZulu-Natal, two at North-West, Rhodes and the Nelson Mandela Metropolitan University. Unisa, 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. The Ministerial Committee on university funding has submitted its final report to the Minister and after considering its recommendation, a revised funding framework will commence. 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 have 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.

Over the coming years and based on studies into accommodation and general infrastructure, the Department is investing heavily in laboratories, student accommodation and building new lecture halls to keep up with present and anticipated demand. In 2012 and 2013, there has been substantial infrastructural funding as the Department attempts 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. This translates into Departmental budgets of R2.5 billion for FET infrastructure, R8 billion for various university infrastructure projects - of which R2 billion will be co-funded by universities themselves - and R2.1 billion for the new universities.

As is the case with virtually every public university in the world, universities are under increasing pressure from government to limit tuition fees. That means that 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 and the DHET’s funding realignment towards the colleges, universities are going to have to conceive of more innovative ways of generating revenue internally.

As is the case with virtually every public university in the world, universities are under increasing pressure from government to limit tuition fees.

**Governance**

Over the past year there has been an increasing tension between universities and government. Historically, 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. During 2012, the Minister has called universities to book and has, for a variety of reasons, placed certain institutions under administration. At the end of last year, the amended Higher Education and Training Act was passed. It is still not clear whether the clauses outlined in the Act - especially those relating to the increased powers of the Minister to intervene in the functioning of the university - are constitutionally legal.

Over the past year a clearer picture is emerging of what Government is after within Higher Education. The DHET is attempting to fashion a diverse and differentiated Higher Education system that can cater to educational needs that range from adult literacy through to blue sky research. This requires a strategic balancing act. At the lower skill bands, there is a distinct centralised steering in force. FET colleges, for example, were finally ‘relocated’ in 2013 and now report directly to the DHET, rather than provincially, as was the case in the past. The amended Act allows the Minister to prescribe the specific scope (what it can teach) of a National Institute. Within the university context, this becomes a more difficult proposition because the DHET does not want to kill the goose that lays the golden (research innovation) egg, but wants greater efficiency and differentiation in skills production.

It is anticipated 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 Qualifications 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. 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 first round of audits is now complete and the HEQC has begun work on a second cycle of quality assurance (2012–2017) that will build on the experiences and refine the methodology of the first audit process. A substantial difference in the second cycle of quality assurance is the focus on student success. The HEQC’s view is that by enhancing student learning the system will be able to produce an increased number of graduates with attributes that are personally, professionally and socially valuable. This, in turn, entails a specific focus on:

- Teaching
- Curriculum
- Assessment
- Learning resources
- Student enrolment management
- Academic student support and development
- Non-academic student support and development

The HEQC also accredits courses and does national reviews, quality promotion and capacity development.

The Higher Education Qualifications Framework is a policy that 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 further 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 10 notional study hours. Credits can straddle different levels of the NQF - levels five to seven cover undergraduate and eight to 10 postgraduate qualifications depending on what is appropriate for the qualification. From 2009, all new higher education programmes must comply with the framework, be registered on it and accredited by the Department of Higher Education and Training.
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. One-hundred and fifty-two (152) technical colleges have been reduced to 50 on 264 campuses across the country. As was the case with the university sector, there is currently talk – at DHET level – for the need of an additional 12 colleges that may need to be constructed in the coming years. 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.

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. To their credit, the target was exceeded by 2012 with its enrolment of over 656 000 students in the system. During the past 18 months, colleges have been actively marketed as destinations of choice rather than institutions of last recourse. The colleges are now centralised and fall under the Department of Higher Education and Training and it is expected that their future offerings will be more closely aligned with the universities, especially the universities of technology. There is also a relocation of the Sector Education Training Authorities (SETAs) to regional FET colleges in order to create a greater cooperation between the provision of education and job placement and training.

The 54% increase in FET enrolment between 2011 and 2012 is surely the big story in higher education over the past year. It has been made possible through targeted media campaigns and a greater contribution from NSFAS. The Minister is also keen to change the name to Technical and Vocational Education and Training (TVET) Colleges as part of the rebranding of the college as a preferred study destination.

Private higher education

There are 83 registered and 32 provisionally registered private higher education institutions operating legally in South Africa, according to the register of institutions published by the DHET (June 2013). Although there are far more private than public higher education institutions, the private sector is dwarfed by public universities in terms of student numbers. Estimates as to the size of the private sector are difficult to obtain (especially when considering the SAP and Microsoft courses where accreditation takes place online). A conservative estimate places the number of students in the private sector at over 35 000 students at the university level. Most private colleges offer advanced certificates and diplomas such as Lyceum College, Damelin and Midrand Graduate Institute, as well as major providers of advanced certificates and diplomas such as St Augustine College, Monash South Africa and the Independent Institute of Education, 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.

Numbers are more impressive at the FET college level, where there are some 449 private colleges with 1.2 million students (according to the Association of Private Providers of Education, Training and Development) in 2011.

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 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 2013 Register of Private Higher Education Institutions most offer advanced certificates and diplomas in fields such as theology, information technology and computing, commerce and management, media, and alternative therapies.

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

Getting right who goes where

It is an interesting time for universities in South Africa. The massive growth in FET college enrolments signals a fundamental shift in the higher education landscape. Whether it can be sustained over the long-term remains to be seen, but with sufficient funding it may herald a mind-shift in South Africans that have, until recently, believed that a university education is all that matters. A university education has, over the past 20 years, been an aspirational objective for prospective students irrespective of their ability or interest. That meant that the university became a catchment area for students of widely divergent abilities who had successfully progressed through the schooling system. The 45% dropout rate is testimony to the mismatch between aptitude and academic success, with huge cost implications for both the government and the universities.

Minister Nzimande has called 2013 “the year of the artisan” and the growth in FET sector signals this coming to pass. Neither has this meant a decline in university numbers, which have grown in line with historical increments. What these changing enrolment patterns seem to show is that more students are accessing one or other form of higher education and, more importantly, at different levels of the NQF.

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 new targets set by Government call for a participation rate of 30% by 2030, a move from 28 to 100 PhDs per million by 2030, to become the driver for a national system of innovation and to take the lead in shaping a “green economy”.

These goals propose a more focussed and elitist understanding of what universities can realistically achieve.
Studying in South Africa - a primer

South Africa ranks third out of 45 countries in the “Big Mac Index 2013”. The price of a Big Mac is 53% less in South Africa than in the USA. According to the Open Budget Index 2012, South Africa has the second most transparent budget in the world. In 2010, South Africa was ranked first. WorldAudit.org ranks South Africa as the fifty-third least corrupt nation out of 150 nations surveyed in 2012, ahead of Italy, Greece and all the other BRICS nations.

South Africa is ranked among the top five countries in the world in respect of tourism growth; and Table Mountain ‘became’ a new natural wonder of the world in 2012.

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. The country is already gearing up for the next general election in 2014.

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 re-joined 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.

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 African was invited to this forum is that the BRIC countries see South Africa as an important stepping-stone to the rest of Africa.

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 building capacity where required.

The Department of Higher Education and Training also has a dedicated branch (International Relations) that deals with international affairs. It is expected that this branch 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.

**Spirit of the nation**

For a country with so many languages, cultures and colours one would be hard pressed to define the overall spirit of the country. Perhaps it is best summed up in the concept of Ubuntu: only people make other people human. 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 Soccer World Cup (2010). It typifies one’s experience of South Africa. People are not strangers who happen to share a common country. People make you who you are.

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 besides it.

The weather is wonderful, the scenery is breath-taking and this middle-income country is very user-friendly - it offers opulent comforts at affordable cost in a vibrant setting. South Africa has hosted an extremely successful Soccer World Cup that was the culmination of cricket and rugby World Cups. The county is also increasingly seen as a popular international conference venue.

The tourism industry is thriving and recorded a total of more than 13.8 million foreign arrivals in 2012. Of this number, a total of 9 188 368 tourists came to South Africa in 2012, which shows an increase of 10.2% from the 8 339 354 tourists recorded in 2011. South Africa’s tourist growth rate in 2012 was more than double the rate of average global tourist growth, which the United Nations World Tourism Organisation estimated at about 4%. 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 tourists were mainly from the UK, USA, Germany and China.

According to The Economist, the Johannesburg Stock Exchange has one of the 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 16th best tourist destination in the world in the 2013 Trip Advisor awards. Johannesburg has been rated at 154 in the Worldwide Cost of Living survey (2012), regarded as the world’s most comprehensive study of this type. Out of 214 cities on five continents, Johannesburg was found to be almost three times cheaper than the most expensive city, Tokyo. Other big cities are Durban - which is home to the busiest port in Africa - Pretoria, Port Elizabeth and Bloemfontein. South Africa is ranked 64th out of 139 in the World Economic Forums Travel and Tourism Competitiveness Report 2010/11.

Country and Climate
South Africa is a scenically beautiful country. It has the third highest level of biodiversity in the world, is internationally renowned for conservation and boasts eight World Heritage sites, four of them natural wonders:

- The Fossil Hominid Sites of Sterkfontein, Swartkrans and Kromdraai. Known as The Cradle of Humankind, it comprises a strip of a dozen dolomitic limestone caves containing the fossilised remains of ancient forms of animals, plants and most importantly, hominids.
- Mapungubwe Cultural Landscape offers a portrait of the social and political structures of a society that traded with China and India in the 11th Century and was regarded as the most complex society in Southern Africa and the first society since the San to settle in South Africa.
- Robben Island, which imprisoned Nelson Mandela and other freedom fighters during apartheid.
- The Richtersveld Cultural and Botanical Landscape in the north-west of the country is a mountainous desert area with rich biodiversity.
- The mountainous UKhahlamba–Drakensberg Park is home to a high level of endemic and globally threatened species, especially birds and plants. This natural site also contains many caves and rock-shelters with the largest and most concentrated group of rock paintings in Africa south of the Sahara, made by the San people over a period of 4000 years.
- The Cape Floral Region Protected Areas represents less than 0.5% of the area of Africa but is home to nearly 20% of the continent’s flora.
- The Greater St. Lucia Wetland Park has one of the largest estuary systems in Africa and the continent’s southernmost coral reefs.
- The Vredefort Dome is the largest verified impact crater on Earth at between 250 and 300 kilometre 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
The country is home to more mammal species than Europe and Asia combined. There are also 858 species of birds.

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

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.

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 2013 was 52.98 million, according to Statistics South Africa. The two most populace regions, with just over 12.7 million people are Gauteng (a small province that includes the cities of Johannesburg and Pretoria) and the east coast province of KwaZulu-Natal with 10.5 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 and statistics indicate that 29.2% 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 (79.8%) and the rest are white (8.7%), coloured (9%) or Indian (2.5%). Just over half of all people (51%) are women.

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

**Languages**

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

**Politics**

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.

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, (53) and Test Kitchen (61) are both in the World’s 100 Best Restaurants for 2012/2013.

There are also plenty of international restaurants, along with fast food joints. South African wines, brandies and dessert wines 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.

Almost 80% of South Africa’s population follows the Christian faith. Other major religious groups are Hindus, Muslims, Jews and Buddhists.

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. It is the 26th largest country by both population and GDP. The country has a strong economic infrastructure, rich mineral and metal resources, strong manufacturing and service sectors and a rapidly growing tourism market. According to the Boston Consulting Group, out of the top 40 companies operating in Africa in 2010, South Africa had by far and away the most (18) with successful operations across the continent, followed by Egypt (7) and Morocco (6). According to the International Finance Corporation (2013), South Africa is ranked 39 (among 185 countries) on the ease of doing business.

South Africa has a large, diverse and growing economy that generates 24% of Africa’s entire Gross Domestic Product.

In President Jacob Zuma’s State of the Nation Address, he stated five priorities for 2013 – education, health, the fight against crime, creating decent work, as well as rural development and land reform. This is supported by the strategy in the National Development Plan: 2030, which also focuses on boosting economic growth and investment in order to generate jobs and reduce income inequalities. The long–term objective of the 2030 Plan is that all will have water, electricity, sanitation, jobs, housing, public transport, adequate nutrition, education, social protection, quality healthcare, recreation, and a clean environment by 2030.

The 2009 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 3.2% in the second 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 2013 was 4.6 million.

South Africa’s Rand currency weakened during 2012 and 2013 and remains volatile. Consumer inflation was at 5.6% in May 2013, a figure that is close to the “inflation target” limit of 6% set by government.

Since 1994
Poverty is proving to be an on-going challenge for government. The 2010 Development Indicators report revealed a reduction in poverty since 2000, with the proportion of the population living below

Since 1994, the government has made significant strides in improving the lives of millions of poor people.
R388 a month decreasing from 51% in 1994 to 39% in 2008. As of 2013, just over 16 million people received social grants. For more than 22% of households in the country, social grants are the main source of income. The majority of grant recipients are the 11 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 2010/2011 Yearbook and the 2013 State of the Nation Address:

- Between 1994 and June 2011, government built over three million homes for South Africans, giving shelter to more than 13 million people.
- 94% of households have access to water of reasonable standard compared with 61% in 1994. By January 2013, 315,000 solar geysers had been provided to poor communities.
- 9.2 million households have access to sanitation, against 5 million in 1994.
- 85% 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 $93 billion in 2012.

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 98.8% by 2011. By 2010, no-fee schools made up 81% of the country’s public schooling system, benefiting 118 million learners. 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 57.7 years for men and 61.4 years for women (Statistics South Africa, 2013). The estimated overall HIV prevalence rate is approximately 10%. The total number of people living with HIV is estimated at approximately 5.26 million in 2013. For adults aged 15–49 years, an estimated 15.9% of the population is HIV positive. However, 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:

- 1.9 million South Africans living with HIV are now receiving free antiretroviral (ARV) treatment.
- During 2011/2012 an additional 8.7 million were tested for HIV.
- 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 2012.

The country’s achievements have been remarkable in the years since 1994. But much remains to be done to uplift the lives of millions of people still mired in poverty, to further reduce levels of HIV/AIDS and crime, to deliver basic services to all South Africans, and to improve the health system and education in schools and colleges.

The National Plan 2030 has been endorsed by Government and offers a realistic set of objectives and strategies to achieve these goals. The plan presents a frank admission of state failure and identifies blockages that are impeding growth in all the areas mentioned above. It is hoped that significant progress in addressing poverty will be made as the plan unfolds into the implementation phase.
Useful information for International Students

South Africa’s public universities are located across the length and breadth of the country and offer hundreds of courses in all study fields leading to national certificates, diplomas, undergraduate or postgraduate degrees. Public universities, universities of technology and comprehensive universities have multicultural campuses that are well-resourced and alive with academic and research opportunities, as well as extra-curricula activities ranging from sports and societies to pubs, clubs and student events.

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

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

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

Qualifications

South African university qualifications are internationally recognised. The most basic qualification at traditional universities is the Bachelor’s degree, followed by Honours, Master’s and Doctoral degrees, although some courses offer certificates and diplomas. 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.

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

1. A passport valid for not less than 30 days after intended studies.
2. Administrative fee of R1092 (as at December 2009).
3. Confirmation and proof of payment of a South African Medical Aid Cover with a medical scheme registered with the South African Medical Schemes Council. Cover must remain valid for the duration of the calendar year.
4. Letter of Offer from the University stating the duration of degree, confirming that the student is not taking the place of a local student and undertaking to inform the Department of Home Affairs when the student deregisters.
5. Medical and Radiological reports (less than six months old).
6. Yellow Fever vaccination certificate, if relevant.
7. Relevant certificates if married, widowed, divorced or separated.
8. Details regarding arranged accommodation while in South Africa.
9. Proof of sufficient funds to cover tuition fees and maintenance.
10. A police clearance certificate for the past 12 months or longer since the age of 18.
11. A cash deposit or a return ticket to country of origin.

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
6. Proof of a South African-based Medical Aid Cover
7. Proof of Repatriation Deposit paid
8. Proof of Guardianship for Minor if applicable
9. Passport (Original)
10. Apply 30 days before Permit Expires

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

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.
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. 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.

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.

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.

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
Medical Aid provision for International Students

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

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

The type of medical cover is also prescribed by the same legislation: it must be a South African product that is acceptable to the Registrar/Council of Medical Schemes.

Over the years IEASA has steadily worked to establish which are the most suitable medical scheme products and has provided valued advice to institutions on the products 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.
The No.1 medical aid for more than 20 000 students

From only *R333 per month, Momentum Health offers:

— Unlimited GP visits at more than 1 200 doctors
— Access to any private hospital up to *R950 000 per year
— Medication, dentistry and optometry benefits included
— Emergency and specialist benefits also covered
— Free access to GoHealth Student Rewards Programme
— Unlimited emergency transport via Netcare 911

* Ingwe Option 2013 contribution and benefits

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Who wants to be healthy, happy and successful?

Comprehensive medical cover from only R328* per month

Covering Major Medical Expenses as well as great additional ‘out-of-hospital’ benefits such as

- Unlimited GP visits
- Acute and chronic medication
- Radiology, pathology and specialist consultations are all covered
- Optometry and dentistry is also part of the deal

AMAZING BENEFITS

- Professional sports injuries – covered!!
- Free membership of the Universal loyalty programme
- Emergency room treatment for accident/trauma
- Cover for repatriation through the Universal loyalty programme

CompCare Wellness NetworX. We’re all about you, and your future

Want to know more?
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Email: student@universal.co.za - Website: www.studentplan.co.za
or visit www.ieasa.studysa.org

*2013 rates
Features

The 2012 IEASA-Golden Key Award for Excellence in Internationalisation

Towards a Comprehensive Internationalisation Practice

Developing a Comprehensive Internationalisation Strategy
Good practice in Comprehensive Internationalisation - The 2012 IEASA-Golden Key Award for Excellence in Internationalisation

The long and proud history of IEASA as an organisation has always been driven by a group of voluntary practitioners, academics and management who are unified in the belief that internationalisation is a fundamental part of what a university does. This focus on this specific practice suggests that internationalisation is not yet nationally understood as a core function of South African universities, but rather as an annex.

When analysing the various strategic plans of South Africa’s universities, it reveals a wide range of different understandings regarding internationalisation within a specific university plan.

For some, it is simply a matter of building partnerships across countries, for others it is the provision of contact or distance education to students from neighbouring countries and, in some cases, it is a conscious drive towards employing international academics.

For this reason, the 2012 IEASA - Golden Key Award for Excellence in Internationalisation, sought to acknowledge those institutions where internationalisation was built into the very identity of the university and those institutions where the internationalisation effort was in a developmental stage, being extrapolated from an existing strategy.

The judging panel and the process
An impressive external judging panel was elected to adjudicate the 2012 IEASA – Golden Key Award for Excellence in Internationalisation. The panel was chaired by Hans de Wit, Professor of Internationalisation of Higher Education at the Amsterdam University of Applied Sciences, The Netherlands, and Director of the Centre for Higher Education Internationalisation (CHEI) at the Università Cattolica Sacro Cuore in Milan, Italy. The two other members of the panel were Francisco Marmolejo, Executive Director of CONAHEC, University of Arizona, United States of America; and Betty Leask, Associate Professor in Internationalisation of Higher Education at the University of South Australia, Adelaide, Australia, and member of the Board of the International Education Association of Australia.

This award sought to acknowledge those institutions where internationalisation was built into the very identity of the university and those institutions where the internationalisation effort was in a developmental stage.

The jury was tasked with evaluating a number of submissions from South African universities for two awards. The first award would go to the institution with Good Practice in Comprehensive Internationalisation, where the application should not only demonstrate where internationalisation has been implemented successfully, but also provide evidence of an institutional commitment to comprehensively internationalise the institution. The second award would be given to an institution in a Developmental Stage of Comprehensive Internationalisation.

There were four components to the 2012 judging process: Institutional Commitment to Comprehensive Internationalisation, Internationalisation of the Teaching and Learning Mission of the Institution, Internationalisation of Research, and Internationalisation of non-Academic Processes and Activities.

The 2012 results
Nelson Mandela Metropolitan University received the first award for Good Practice in Comprehensive Internationalisation and Rhodes University received the award for the Institution in a Developmental Stage of Comprehensive Internationalisation.
Receiving the first award for Good Practice in Comprehensive Internationalisation in 2012 was not the end of the road in becoming a comprehensively internationalised university, but it did mark an important moment in the ‘life’ of Nelson Mandela Metropolitan University. The merger between the University of Port Elizabeth and the Port Elizabeth Technikon as well as the incorporation of the Port Elizabeth Campus of Vista University in 2005, which resulted in the Nelson Mandela Metropolitan University as it is today, provided a ‘new’ university and the opportunity to build afresh. It not only looked to the institutions that were part of its creation but was also able to look at the best practices in international higher education to develop a strategy that allowed internationalisation to become one of its defining characteristics.

Leadership
The success of Nelson Mandela Metropolitan University’s internationalisation endeavours is largely the result of visionary leadership. Vice-Chancellors have not only provided the necessary leadership but also created an essential focus on internationalisation that has supplied the institutional impetus for it to remain one of the focal areas that characterises the university.

The continuous growth and improvement of the internationalisation of the university can, therefore, be largely ascribed to the support and strategic visioning of its Vice-Chancellors over time. From the creation of the Office for International Education (OIE) by Prof Jan Kirsten to the embracing of internationalisation as a strategic priority of the newly created Nelson Mandela Metropolitan University in 2005, and then its inclusion as one of the strategic drivers within the Vision 2020 strategic plan by Prof Derrick Swartz, internationalisation has continually been integrated at all levels of the university. This strategic leadership of internationalisation has therefore proven to be one of the most critical success factors in allowing for comprehensive internationalisation to become part of the normal functioning of the university.

The above is illustrated in the paper delivered during the first International Colloquium, hosted by Nelson Mandela Metropolitan University, after the merger in August 2005, by the then Vice-Chancellor, Dr Rolf Stumpf. He commented that internationalisation requires a very particular management strategy. It needs to be managed as a process and not as a collection of individual events and it further requires the frequent attention of the Vice-Chancellor and the other senior line functionary, in the NMMU’s case the Deputy Vice-Chancellor: Research and Engagement. Through this leadership arrangement the institution and the broader community, locally and globally, receives a message that internationalisation is a strategic priority and that senior management is willing and dedicated to give time and strategic visioning effort to it.¹ The level of knowledge and engagement of senior leaders with the concept of internationalisation was further illustrated by comments made by Prof Derrick Swartz during the
International Colloquium of 2010 when he provided his views on the future of higher education internationalisation. His advice to the global higher education community was that: “Internationalisation is in its early adolescence. The notion of internationalisation as it mutates and evolves into the future demands that we seek for meaning and create concepts to give us a better understanding of how to better package this world that is very bewildering. As this social movement is taking its course and its effect we want to give meaning to it and give labels, concepts, to describe it, and to give analytical tools to help us to understand our current practices better.”

The Nelson Mandela Metropolitan University was and still is in the very privileged position to have visionary leaders steering internationalisation at all levels from within the university.

**Planning and governance**

As much as the overall support for internationalisation is of critical importance, Nelson Mandela Metropolitan University has also developed a management structure that is steering its internationalisation endeavours in a formal way. The Internationalisation Committee (IC), which is both a Senate and a University Management Committee, chaired by the Deputy Vice-Chancellor: Research and Engagement, includes all senior managers of the university. The role of the faculty Deans in the internationalisation process is clearly illustrated through this structure as they play a fundamental role in steering and advising.

The role and level of integration of internationalisation is further illustrated by the membership of the Senior Director International Education in most of the senior academic and other committees of the university. This includes the University Senate and its Executive Committee, the Teaching and Learning Committee, the Research Technology and Innovation Committee as well as the Institutional Engagement Committee. The membership of these senior committees ensures that internationalisation is refracted through teaching, research and outreach.

In developing its vision for the future – Vision 2020, under the leadership of the Vice-Chancellor Prof Derrick Swartz, the OIE was intimately involved in the process and ensured that international strategic goals were closely aligned to the university’s strategic purpose and vision. These include:

- To facilitate the internationalisation of NMMU curricula at all levels
- To support and enhance the research function of the NMMU in its identified focus areas in internationalisation
- Develop, maintain and continuously evaluate international networks and partnerships
- To bring the benefits of internationalisation to the broader community
- To take a leadership role in enhancing the understanding of cultural diversity
- To secure the financial sustainability of the Office to support all internationalisation activities of the NMMU.

**Internal capacity and structure**

Maintaining a comprehensive delivery of internationalisation - both as part of the university’s culture and as a practical dissemination of information - requires a well-staffed and resourced office. The Office for International Education at NMMU has been built up over the past decade and all non–academic services to international students are conducted and centralised through this office. The Office is strategically managed by a Senior Director who is ably assisted by the Senior Manager: International Student Administration and Study Abroad Exchange and who represents the Office on matters relating to admissions, registration, and other student matters. This department further has nine staff members that provide further support to students and staff within NMMU.

For the over 200 semester exchange students, the Office has two advisors who see to all the administrative and other needs of these students. In addition, orientation sessions (academic, wellness and social programmes) and peer helpers are on hand to assist international students during their stay.

It is recognised that international mobility of students is very important and as such a dedicated service is rendered to South African students participating in exchange and other academic mobility programmes.

The university, in its strategic visioning of internationalisation, clearly placed the academic project of the university at the centre of its internationalisation activities. To enhance the academic focus of internationalisation, the emphasis of student mobility shifted to an Internationalisation @ Home strategy and as such the Manager: Internationalisation @ Home and Research works in close cooperation with all the strategic faculties on campus to develop a truly international campus.
The philosophy guiding the Internationalisation @ Home strategy of the NMMU is that this should enhance the internationalisation of the curriculum and as such its teaching and learning practices.

Conscious of the nature of Internationalisation as an ever-evolving process, NMMU also offers a number of mid-year and other summer short programmes to international students and partner institutions. The Office for International Education uses this opportunity to support local community projects by providing international students with an academic module allowing them to work with disadvantaged communities. From assisting learners with homework, meals to kindergarten teaching, international students become part of the greater Port Elizabeth community. A dedicated staff member is responsible for the planning and delivering of these programmes.

**Institutional partnerships**

The NMMU practices internationalisation with a clear understanding that the University of the 21st Century is a networked institution and that the power of institutional global reach lies in the power of its networks. It further develops its institutional partnerships with a clear understanding that the knowledge society and its development assume the mobility of all knowledge workers and as such there is an increase in mobility through networks. The NMMU enters into partnerships with a clear view that these will enhance its global reach and have a real strategic impact on the academic activities of the university. The most important element of institutional partnership is, however, that it should be transformational. All those that participate should change through the collaboration. As such the NMMU’s institutional partnerships are involved in joint projects where new innovative products emerge over time, resources are combined, the relationship is as important as the product, expansive and ever-growing.

Although NMMU retains a strong set of relations with its traditional partners in Europe and the USA, it has made a commitment to building new partnerships specifically within Africa and among the BRICS countries. As part of this process and to encourage greater internationalisation of the curriculum, the university annually funds 25 staff members for a four-week research and teaching visit with its partners. Professional staff members are also funded by the university to visit partner institutions with the intention of learning from partners and being able to benchmark their own practices.

Institutional partnerships are managed and maintained by the Manager: International Partnerships. To manage and maintain these partnerships the university developed a philosophy based on the theory that all international partnerships form part of a global network that should provide much more than just individual benefits through each memorandum of understanding. The philosophy of partners connecting to each other through the network of individual partnerships is practiced through the bi-annual partnership week, also known as the “NMMU Family Week”. All partners are invited to Port Elizabeth for a week-long celebration of internationalisation. The highlight of the week is the Colloquium that debates internationalisation and its challenges amongst the partners. The publication of the deliberations of the Colloquium is used widely in higher education internationalisation debates.

![Image](image.png)

**Figure 1 - Growth in postgraduates graduating from NMMU.**

Between 2011 and 2012, NMMU sent 23 staff and students on different research mobility programmes through the Erasmus Mundus project.
The NMMU currently partners with 52 higher education institutions globally. True to its mission it has a number of longstanding and active partnerships in Africa but also collaborate with numerous institutions from Europe and North America.

**Internationalisation and research**

The internationalisation of research is a sine qua non for the university and has resulted in projects like the establishment (through DAAD and Volkswagen) of an international Chair in Automotive Engineering for a period of ten years.

Between 2011 and 2012, NMMU has sent 23 staff and students on different research mobility programmes, through the Erasmus Mundus project. Strong international links also assisted the establishment of the High Resolution Transmission Electron Microscopy. With financial support from the Departments of Science and Technology, Higher Education and Training and Sasol, this is the only facility of its kind in Africa.

The growth in postgraduate student numbers from other parts of the world not only demonstrates the popularity and quality of Nelson Mandela Metropolitan University’s research facilities but also enhanced its research capacity tremendously. The growth in postgraduates graduating from the university is clear evidence to this.

**Conclusion**

In accepting the award the university recognised that to be comprehensively internationalised requires a team effort. As such, the process of internationalisation at the NMMU is driven by various stakeholders. Leading the team that is closely involved with the day-to-day strategic leadership, Prof Thoko Mayekiso, Deputy Vice-Chancellor: Research and Engagement, provides stability in leadership but also clear vision. The Deans of all faculties focus on their own specific needs in operationalizing the process internally and the Office for International Education provides the professional and strategic support to the entire university in its endeavours to develop a global campus in Port Elizabeth.

It was repeatedly pointed out during its submission for the award that, “internationalisation is a journey and not a destination” and as such will be an ever-evolving process where change will be the only certainty.

Footnotes:

Developing a Comprehensive Internationalisation Strategy

Internationalisation at Rhodes University is: “the conscious, proactive and consistent effort to create an institutional learning environment inclusive of international, intercultural and global dimensions at every level of thinking and practice within the institution”.

Our ambition is to provide an environment and culture that facilitates academic staff development and practice that, in turn, fosters the development of graduates who are aware of the wider world and who have a sense of responsibility and commitment to making constructive contributions at the local, national, continental and global level in their chosen fields.” (Rhodes University Internationalisation Policy 2011).

Rhodes University’s (RU) three core pillars are: Research, Teaching and Learning, and Community Engagement.

Internationalisation of research
The most productive research areas coincide with the most internationalised areas of the university. A notable example is Prof Tebello Nyokong, the NRF South African Research Chairs Initiative Professor of Medicinal Chemistry and Nanotechnology. He is also the Director: DST-Mintek Nanotechnology Innovation Centre, who has undertaken formal international collaborations with counterparts in France, Russia, China, the United Kingdom, Belgium, Japan, Germany, Chile, and was awarded a prestigious Adjunct Professorship by the University of Tromso in Norway. Another notable example is Prof Christopher McQuaid, the NRF South African Research Chairs Initiative Professor of Marine Ecosystems, who attracts a large number of foreign collaborators (Scotland, Chile, Italy, and several others), and is an honorary Visiting Research Professor of the University of Hong Kong. Good use has been made of NRF KIC funds for international mobility, research partnerships through the NRF/DST bilaterals with Algeria, Kenya, China, Germany, Japan, and Angola. The SANPAD programme has seen extensive partnerships with Dutch researchers in The Netherlands. Other current research partnerships include partners from Belgium, India, Brazil and neighbouring Southern Africa Development Community (SADC) countries.

The Carnegie RISE Southern Africa Water Resource Network, led by the Institute for Water Research at Rhodes University, collaborates with: Eduardo Mondlane University, Mozambique; the Harry Oppenheimer Okavango Research Centre (HOORC), University of Botswana; the University of Zimbabwe; and Makerere University, Uganda and is an example of an education capacity building programme, whose academic staff are postgraduate students at Rhodes University.

Academics at RU view incoming international staff and students as enriching Rhodes’ academic endeavours. Regular collaborators are frequently formally recognised as research associates, which enables them to compete for internal research and travel funds. Visiting scholar funding is available to attract international and
high profile local scholars to the campus for collaboration and mentoring purposes.

**Internationalisation of the curriculum**
In 2012, academics from several departments attended a seminar with Prof Betty Leask, organised by the International Office on the Internationalisation of curriculum. It was the beginning of a dialogue to interrogate what it means to internationalise the curriculum at Rhodes University. Curriculum development at the university is guided by a policy on the development and review of curricula, which requires all curricula to be reviewed and updated on a regular basis. The Centre Higher Education, Research, Teaching and Learning (CHERTL) works extensively with academic staff to develop their capacities as professional educators in higher education. Completion of formal qualifications in teaching in higher education is linked to procedures for tenure and personal promotion. Several departments have heavily internationalised curricula; others are grappling with what this means in their discipline.

Rhodes University has successfully diversified the demographics of its student body: 60% are black; 59% are women; 21% are international, and approximately 25% are postgraduate.

While the majority of our degree-seeking international students are from SADC, international students, which form 21% of the student body, currently represent over 60 different countries. Adding post-doctoral researchers and staff, 66 different countries of origin are represented on campus. Rhodes University has successfully diversified the demographics of its student body: 60% are black; 59% are women; 21% are international, and approximately 25% are postgraduate.

**International Office support**
All students participate in a full week’s orientation on student services and societies, organised by the Dean of Students’ Office. The second semester exchange students participate in a comprehensive orientation, organised by the International Office. Students are advised about the town, its surrounding area and on where to go when they need help. Wardens, residing in the residences, are often a first port of call. For students facing particular difficulties, there are in-house counselling services.

The International Office offers support for visa application and extension processes to all internationals. It also employs the services of Medical Aid Consultants, as registration with a South African Medical Aid is compulsory for international students.

International exchange agreements give students a financially viable opportunity to go on exchange for one or two semesters. The programme is open to students from all academic fields, from second year to final year as well as Master’s level who have faculty approval.

The countries and number of exchange partnerships available to incoming and outgoing students are: Australia (1); Botswana (1); Canada (2); China (1); Finland (1); France (6); Italy (2); Poland (1); Romania (1); Spain (1); Sweden (1); Switzerland (3); The Netherlands (3); UK (4); and USA (16). There are three types of mobility agreements for incoming students to Rhodes University. Full exchange students from partner institutes are exempt from tuition, international surcharge, and Rhodes residence fees, as these are paid to their home institutes as per usual. Tuition exchange students from partner institutes are exempt from tuition and international surcharge, but are required to pay Rhodes University residence fees. In addition to this, study abroad students from partner institutes or independent students study for a semester, paying full Rhodes University fees.

**Internationalisation at Home**
Rhodes University’s “Internationalisation at Home” programme enhances all students exposure to a range of international academic, social and cultural activities. The International Office facilitates and actively encourages interaction with people from different backgrounds through a variety of seminars and events. For example, it organises multi-disciplinary events around global themes such as “social justice” or “xenophobia” encouraging participation from students, academics and the local community. The annual “One Week One World” programme includes events to celebrate our diversity, highlight our international partnerships and to reject xenophobia. Events range from the intellectually challenging to the creation of new spaces for multicultural social interaction and increasing the visibility of the international community, within the university.

The first national Students Representative Council (SRC) Colloquium on Internationalisation was hosted at Rhodes. We also organised our first African Ball on the eve of Africa Day. Staff and students were encouraged to dress in their specific cultural finery, and to co-create a new multicultural space, where everyone presently living in this university’s community, on this part of the African continent, could celebrate our diversity. The result was a cross-cultural kaleidoscope of eclectic finery, including black tie and ball gowns; dazzling saris and dhotis; Dashikis; boubous; kanzus; Basotho blankets and Xhosa beads. Our third International Parade in 2013 brought students, staff and the local community together in a celebratory space rejecting xenophobia.

International students may deepen their experience in South Africa by participating in on-going community engagement and service learning. This opportunity can inspire international scholars, offering life changing experiences and fanning the desire for long-term commitment to Rhodes University, the Grahamstown community and local NGOs.

The Director of the International Office is currently Chair of the IEASA Director’s Forum and hosted internationalisation representatives from 21 South African universities at Rhodes in February 2013.
University Profiles

The following contains the profiles of all 23 public universities in South Africa. The profiles are of varying length, and have been submitted by the universities themselves. It provides you, the reader, with basic information about the institutions, as well as further contact details if you would like to contact a specific institution or visit their website for further information.
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<td>University of Venda</td>
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Other:

24 - Sol Plaatjie University
25 - University of Mpumalanga
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 51 universities in 21 countries on 7 continents.

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

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

Experience a unique African study address at the Nelson Mandela Metropolitan University.

OFFICE FOR INTERNATIONAL EDUCATION
PO Box 77000, Nelson Mandela Metropolitan University, Port Elizabeth, 6031, SOUTH AFRICA

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Nelson Mandela Metropolitan University
Cutting-edge knowledge for your tomorrow

Nelson Mandela Metropolitan University (NMMU) is the largest higher education institution in the Eastern and Southern Cape, and currently has 21,967 undergraduate and 3,561 postgraduate students enrolled on six different campuses. The international portion of the student body is drawn from diverse backgrounds outside of South Africa including countries such as Angola, Botswana, Cameroon, China, countries in Europe, United States of America, Korea, Congo, Egypt, Ethiopia, Ghana, India, Iran, Ireland, Ivory Coast, Kenya, Uganda, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, Somalia, Sudan, Swaziland, to name a few!

The NMMU further has academic agreements with 51 universities in 21 countries on seven continents, which contribute even more to its vast international connectedness across the world.

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, developed environment.
The NMMU boasts a whole range of new programmes in the following fields:

- **The Diploma in Chemical Process Technology** is currently the only one of its kind in South Africa. The curriculum has been designed around a comprehensive competency profile for a chemical process technician that provides for training in and across seven competency fields including personal effectiveness, academic knowledge, professional skills, regulatory knowledge, technical skills, organisational skills and management competencies.

- **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.

- **The Programmes in Development Studies** are a suite of postgraduate programmes that are offered within the fields of Development Studies. First the BA Honours Degree in Development Studies, leading to the MA in Development Studies offered both by coursework or research and the DPhil in Development Studies.

- **The MPhil in Development Finance** provides a broad unique platform for postgraduate research and training in the fields of development finance in developing and transitional economies. It is especially designed to equip government employees at central, provincial and municipal levels as well as parastatal, NGO and private sector employees in development finance institutions with the knowledge, competencies and ethical value systems required in the field of development finance.

- **The new four-year Bachelor of Nursing Degree** to replace the traditional BCom Degree.

- **The new Bachelor of Emergency Medical Care** (EMC: Emergency Medical Care Practitioner), which is a four-year degree. The programme aims to train the learner to be a qualified paramedic worker.

- **New BSc Dietetics** degree will equip learners to work in private practice and therapeutic settings, industry, community or in food management.

To be a student at 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
- Business School

**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**
- School of Behavioural Sciences
- School of Clinical Care Sciences
- School of Lifestyle Sciences
- School of Medicinal Sciences

**Faculty of Law**

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

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

**Research**

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

Our modern research facilities provide our students access to world-class facilities at the NMMU. Postgraduate science students, for example, are privy to a Kilo-Laboratory; engineering students are able to emulate real working conditions in their state-of-the-art mechatronics laboratory and our sports students train in facilities used for national and international sports meetings.
The NMMU has 13 institutional research themes, which are multidisciplinary and not faculty specific:

- Science, Mathematics and Technology Education for Society (SMTE)
- Sustainable local economic development
- Cyber Citizenship
- Manufacturing Technology and Engineering
- Nanoscale characterization and development of strategic materials
- Strategic energy technologies
- Sustainable human settlements
- Coastal Marine and Shallow Water Ecosystems
- Humanizing Pedagogies
- Democratization, Conflict and Poverty
- Biodiversity Conservation and Restoration
- Health and Wellbeing
- Earth Stewardship Science

NMMU has clear strengths within these focus areas and, in some of these fields, has established itself as one of the leading institutions in South Africa:

- The environment and ecology (including environmental law)
- Marine and estuarine studies
- Optic fibres and electron microscopy
- Mathematics and science education
- Nursing and community health
- Architecture and the built environment
- Engineering technology (including friction stir welding)
- Art and design (NMMU is home to the oldest art school in the country, dating back to 1881)
- Chemical technology
- IT programming and IT systems support
- Academic development

The Nelson Mandela Metropolitan University has the following Research Chairs:

- Chair in Nanophotonics
- FirstRand Foundation South African Mathematics Education Chair
- Chair in HIV/AIDS Education
- General Motors South Africa Chair of Mechatronics
- Volkswagen South Africa – DAAD Chair in Automotive Engineering

The NMMU was also recently awarded the following Research Chairs (SARChi) by DST / NRF:

- Shallow Water Ecosystems
- Microfluidic bio/chemical processing
- Law of the Sea and Development in Africa
- Earth Systems Science

The NMMU boasts the National Electric Vehicle Technology Centre. The university has been chosen nationally to lead South Africa’s charge towards the use of electric vehicles. eNtsa, the NMMU’s award-winning technology station, was selected by TIA to facilitate the establishment of a centre, which will develop infrastructure, research, technology and competencies needed for the future new generation vehicles.

NMMU 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.

NMMU’s physics’ research profile has further been raised thanks to the acquisition of a key instrument for material analysis, valued at R5.3 million. The Fourier Transform Infrared (FTIR) and Raman Spectrometer 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.

Infrastructure development

NMMU is currently busy with the largest and most sustained capital expansion programme since the construction of the original university some 40 years ago.

This new funding will enable the construction of a new Teacher Education building on the Missionvale Campus, a Science Block, another Engineering complex next to its newly built Mechatronics complex and a R20 million upgrading of the student residences. The funding has been made possible by a new government grant of R195 million, in addition to NMMU’s own investment of R86 million. These new developments have already begun and will be complete by 2015.
NMMU’s International Graduates in 2013

At the graduation ceremonies in April 2013, NMMU saw 440 international students completing undergraduate and postgraduate diplomas and degrees. Among the international graduates were 23 students who received PhDs.

The graduates includes students from a diverse range of countries such as Angola, Botswana, Bulgaria, Burundi, Bosnia and Herzegovina, Cameroon, China, Cuba, Democratic Republic of Congo, Eritrea, Ethiopia, France, Germany, Ghana, Iran, Ivory Coast, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, The Netherlands, Nigeria, Norway, Philippines, Rwanda, Senegal, Seychelles, Somalia, Sudan, Swaziland, Sweden, Tanzania, Turkey, Uganda, United Kingdom, USA, Zambia, and Zimbabwe.

The majority of the international graduates came from Zimbabwe (144), Botswana (71), Uganda (25), Malawi (22), Namibia (19), Kenya (19), and Cameroon (15).

2013 International Students - Undergraduate Qualifications

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 conducts and co-ordinates research in areas of topical importance and relevance to the field of international education, such as internationalisation at home and internationalisation of the curriculum. Other research projects include tracking the academic performance of international students and relating this to the performance of the university’s admissions test battery in order to inform revisions to entry criteria.

Global partnerships and linkages at the NMMU

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

NMMU not only uses these partnerships to enhance student mobility, but also to promote the internationalisation of our curriculum as well as international research partnerships.
NMMU wins the “IEASA-Golden Key Award for Comprehensive Internationalisation”

At the recent 2012 IEASA Conference Nelson Mandela Metropolitan University was bestowed the honour of being the first recipient of the IEASA-Golden Key Award for Comprehensive Internationalisation.

The International Education Association of South Africa (IEASA) and the Golden Key International Honour Society South Africa (Golden Key SA) introduced this new award in the Internationalisation of Higher Education in South Africa. The first of its kind, the IEASA-Golden Key Award for Excellence in Internationalisation recognises both the differences, as well as the stages of development, of institutions. The desired outcome of this exercise is an attempt to provide South African Higher Education, as well as its broader audience, with a view on the advanced levels of the Internationalisation of South African higher education institutions, as well as continuous recognition of the importance of internationalisation and as such the desire to be comprehensively internationalised.

Application criteria for the award included: Institutional Commitment to Comprehensive Internationalisation, in terms of Governance, Strategic Planning, General Information, Funding and Institutional Partnerships; Internationalisation of the Teaching and Learning Mission of the Institution; Internationalisation of Research and Internationalisation of Non-Academic Processes and Activities with regard to International Student Engagement with the local community and Engagement with International Alumni.

Internationalisation of the NMMU started 12 years ago and culminated in the establishment of the Office for International Education. From the outset the goal set was to implement comprehensive internationalisation, thus to internationalise the university at all levels. The goal of comprehensive internationalisation is to graduate students that are globally ready.

International Short Programmes
Mid-Year Experience (May-July)
This is a four to five week, 6 credit programme (US-Credits). Dates of commencement and adjournment may vary slightly from year-to-year depending on the NMMU academic calendar. It is a comprehensive programme that offers a splendid introduction to South Africa’s extraordinary diversity. It explores South Africa’s history forged by the multiple culture and language groups. It is possible to choose one of three modules: Environmental Studies, Community Service Learning or Conflicts and Human Rights, Peace and Justice in South Africa.

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

English as a Foreign Language Programme
The English as a Foreign Language Programme is designed for international students whose primary language is not English, and who do not meet the minimum language entrance requirements of NMMU. The university offers a semester-based intensive English skills programme, geared to improving proficiency levels, so that students are able to cope with English as a medium of instruction.

The 16-week programme is presented bi-annually, from February to June and July to November. It consists of formal contact sessions, reading and writing assignments, and computer-based interactive and reinforcement exercises. Students are encouraged to sit in on academic lectures. The programme has achieved great results in terms of intercultural interaction and conversational English. Field trips and regular cultural excursions make up the rest of the programme.

A complete list of the NMMU’s Higher Education Partners is available on our website at www.nmmu.ac.za/international under Global Linkages.
The University of Johannesburg (UJ), one of the largest, multi-campus, residential universities in South Africa, seeks to achieve the highest distinction in scholarship and research within the higher education context. Born from the 2005 merger between the former Rand Afrikaans University (RAU), the Technikon Witwatersrand (TWR) and the Soweto and East Rand campuses of Vista University, the University of Johannesburg’s unique academic architecture reflects a comprehensive range of learning programmes, leading to a variety of qualifications, from vocational and traditional academic to professional and postgraduate, across the four campuses – Auckland Park Kingsway, Auckland Park Bunting Road, Doornfontein and Soweto. The campuses vary in size and each campus has its own character and culture, contributing to the institution’s rich diversity.

“UJ is now firmly established as a research-focused university.”

UJ has benefited from a large pool of researchers bringing together various fields of expertise and research focus areas. The university provides the ideal ground for interdisciplinary research and currently has more than 99 rated researchers. Five of these researchers are A-rated and are recognised as world leaders in their field. UJ is also home to 22 research centres.

The university fosters ideas that are rooted in African epistemology, but also addresses the needs of South African society and the African continent as it is committed to contribute to substantial growth and development. We continue to build a culture of inclusion, embracing South Africa’s rich histories, cultures, languages, religions, genders, races, and social and economic classes. Additionally, the university encourages a culture of service as part of the university student experience and it proudly pursues a four-language policy of English, Sesotho sa Leboa, Afrikaans and IsiZulu.

The UJ offers international students the opportunity to experience an academic and social encounter of outstanding cultural, political and historical significance.

Our staff and students come from over 50 countries in Africa and around the world. The university has also built links, partnerships and exchange agreements with leading African and other international institutions that further enrich the academic, social and cultural diversity of our campuses. It is also the recipient of the highest levels of external financial support from donors and partners all over the world. This demonstrates the high esteem in which we are held internationally.
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. It also involves internationalisation of the academic curriculum, including dialogue with the international community about issues of national-global importance. It further includes the development of international partnerships and the implementation of international collaborations involving research, student and staff mobility, and leading towards 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. Road access by car and bus is ample and the main metropolitan motorways pass almost all the campuses of the university.

Accessible campuses and flexible academic programmes

UJ comprises four campuses spread across the heart of the economic and industrial hub of Africa. These campuses are:

- Auckland Park Kingsway Campus at the corner of Kingsway and University Road (APK)
- Auckland Park Bunting Road Campus, Bunting Road, Cottesloe (APB)
- Doornfontein Campus at the corner of Siemert and Beit streets (DFC)
- Soweto Campus at Old Potch Road, Soweto (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 transfer from one stream of study to another without blurring the distinction between academic and technological education, but by extending the range of possibilities.

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

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. 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!
Jo'burg – an extraordinary city – born just over 120 years ago with the discovery of gold. It is a city of commerce, prospects and possibilities.

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) offers under- and postgraduate programmes in Architecture, Fashion Design and Fashion Production, Graphic (Communication) Design, Industrial Design, Interior Design, Jewellery Design and Manufacture, Multimedia Design, and Visual (Fine) Art. The faculty focuses on expanding these fields beyond their traditional boundaries through internal and external collaborations. It has a strong focus on sustainability and relevance, and engages actively with the dynamism, creativity and diversity of Johannesburg in imagining new approaches to art and design education. Equipped with state-of-the-art, custom-built facilities, the faculty is staffed by highly regarded academics, artists and designers.

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

Faculty of Economic and Financial Sciences
www.uj.ac.za/ecofin
Located in the financial heartland of South Africa, the Faculty of Economic and Financial Sciences has a distinctive financial focus. Pre- and postgraduate offerings, from diplomas to degrees comprise a unique blend of vocational and academic programmes that cater for a specific range of skills needed in the fields of accountancy, financial economics and econometrics, and financial decision making.

Faculty of Education
www.uj.ac.za/education
In the Faculty of Education we believe that education has the power to transform human lives. The faculty consists of a community of scholars enthusiastically working towards serving and building education in the greater Johannesburg area and in this country through teaching, research and community engagement.

We offer Initial Professional Education of Teachers Programmes, Continuous Professional Development of Teachers Programmes, Honours, as well as Master’s and PhD/Doctoral Programmes in the Faculty.

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

Faculty of Engineering and the Built Environment
www.uj.ac.za/engineering
Engineering is a career path that will help you pave the way for modern society. The Faculty of Engineering and the Built Environment at the UJ is now one of the largest and best equipped 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 University of Johannesburg's 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: porchiab@uj.ac.za.
For more information on all other programmes, e-mail: ttshikovha@uj.ac.za.

Faculty of Humanities
www.uj.ac.za/humanities
The Faculty of Humanities comprises 19 academic departments, including modern and ancient languages, social sciences, human sciences and the humanities. The faculty offers more than 30 undergraduate degree programmes, catering for a wide range of study and career opportunities. Moreover, there is ample choice in each programme, allowing students to tailor the contents of their programmes to suit their interests and needs. The modules in each programme contain information, analyses and theories that are relevant, up to date and of the highest academic standard. Academic departments offer postgraduate programmes up to doctoral level.

For information on undergraduate programmes, e-mail: dbotman@uj.ac.za and lvandenberg@uj.ac.za. For information on Honours programmes, e-mail: makhubele@uj.ac.za. For information on postgraduate programmes, e-mail: karindp@uj.ac.za.

Faculty of Law
www.uj.ac.za/law
For the past 40 years the Faculty of Law at the University of Johannesburg has produced law graduates of distinction who are sought after in various fields of the 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 or dissertation in various specialised 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 Tax Law, Corporate Law, Criminal Justice and Forensic Investigation, Compliance, Board Governance, Insolvency, Legislative Drafting, Drafting of Contracts, Pension Law, Competition Law, Money Laundering, Environmental Law, Labour Law and Paralegal Studies.

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

**Faculty of Management**
www.uj.ac.za/management

The Faculty of Management develops new generation organisational leaders who create 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.

For general information on all programmes, e-mail: zeenatj@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: suek@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 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 boast state-of-the-art research facilities, outstanding service and support to our students, and internationally accredited undergraduate and postgraduate programmes which are presented via innovative teaching methods that are focused on the learning needs of our students. Our unique contribution to science requires enduring innovation and academic excellence. We are constantly aware of our duty to challenge the existing knowledge about our physical world, to accelerate the creation of new science, to advance the boundaries of our thoughts about what is possible, to create the environment in which students and staff could imagine and explore the impossible. We produce exceptional research results that are also to the benefit of society. We innovatively create new knowledge and leading scientists.

For more information on Kingsway Campus programmes, e-mail: cburger@uj.ac.za.
For more information on Doornfontein Campus programmes, e-mail: smitshane@uj.ac.za.

During the past five years, our research strategy has focused on developing nationally and internationally competitive and sustainable research focusing on our people and infrastructure. One result is that UJ now ranks among the top six residential universities in terms of accredited research output.

UJ’s research strategy continues to grow in strength and purpose.

In 2006, UJ gave itself 10 years to achieve its goal of 600 accredited research output units. UJ achieved this in five years.

This was demonstrated by the growing number of researchers; an increase in the number of publications in international journals recognised by the Institute for Scientific Information; the steady increase in the number of post-doctoral fellows and researchers rated by the National Research Foundation (NRF); growth in staff participation in the NRF’s Thuthuka Programme; and the final approval of five SARChI chairs bringing the number of research chairs to seven.

**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 post-doctoral researchers** undertake research for varying periods up to one year in a specific academic department.
- **International students may enrol for non-formal, extra-curricular or short courses (if they qualify). Such applicants would also have to apply for a study permit.**
- **International post-doctoral 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 home pages of specific faculties) for admission requirements.

Close to 200 undergraduate study programmes and a range of qualifications – from certificate and diplomas to Doctoral level – are offered.

Closing date for applications

The closing date for international applications for undergraduate (diplomas and degrees) seeking students is on the last Friday of August 2013.

Postgraduate degree seeking students should consult with their faculty about the closing date for applications.

The university offers post-doctoral fellowship opportunities. Please contact the Postgraduate Centre at: http://www.uj.ac.za/EN/AboutUJ/Pages/UJFastFacts.aspx

English language proficiency

Good English reading and writing skills, as well as an above-average understanding of the English language, are required of international students. Therefore, 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 English language test - IELTS and TOEFL. 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

When an international student is accepted for study at the UJ, the full amount for the entire year is payable 10 working days before registration. This includes the registration and tuition fees as well as the international levy. All students (local and international) who register at the University of Johannesburg are required to pay a non-refundable registration fee and international levy.

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.

Facilities and Services

The University of Johannesburg supports the academic and informal student life by providing a range of facilities for student use. The various campuses have modern facilities that enable students to use the latest technology in education, training and research.

- All our residences have furnished rooms. Kitchens are equipped with stoves and some have microwaves and hydro-boilers.
- Most residences have TV rooms that are open 24 hours a day and have DSTV.
- Most residences have laundry facilities available on their premises or this facility is available nearby.
- Braai areas and recreation centres are available to encourage social interaction among our students.
- All our residences are secured; we also have security personnel that patrol our campuses.
- To keep our residences at an acceptable hygienic standard, we have cleaning staff in all residences.

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

University of Johannesburg
Division for Internationalisation
Postal Address
Division for Internationalisation
Kingsway Campus
The University of Johannesburg
P.O. Box 524
Auckland Park, 2006
Johannesburg, South Africa

Enquiries
E-mail: internationalisation@uj.ac.za
Telefax: +27 (0)11 559 4592

Website, the UJ: www.uj.ac.za
Website, Division for Internationalisation: www.uj.ac.za/international
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.

And 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**

**Undergraduate**
- BSc Engineering
- Bachelor of Agriculture
- Bachelor of Agricultural Management
- Bachelor of Science in Agriculture
- Bachelor of Science in Dietetics
- Bachelor of Science in Human Nutrition
- Bachelor of Science (BSc)

**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**

**Postgraduate Diplomas**
- Postgraduate Diploma in Community Nutrition
- Postgraduate Diploma in Dietetics
- Postgraduate Diploma in Food Security
- Postgraduate Diploma in Rural Resource Management

**Postgraduate**
- Bachelor of Science Honours
- Bachelor of Agriculture Honours
- Bachelor of Agricultural Management Honours

Master of Science by coursework
- Master of Science by research
- Master of Environmental Management
- Master of Marine and Coastal Management
- Master of Science in Agriculture by coursework
- Master of Science in Agriculture by research
- Master of Environmental Management
- Master of Marine and Coastal Management
- Master of Science in Agriculture by coursework
- Master of Science in Agriculture by research
- Master of Agricultural Management
- Master of Agriculture
- Master of Science in Dietetics
- Master of Science in Human Nutrition
- Doctor of Philosophy
- Doctor of Science
- Doctor of Science in Agriculture

**College of Health Sciences**

**Undergraduate**
- Bachelor of Pharmacy
- Bachelor of Optometry
- Bachelor of Physiotherapy
- Bachelor of Medical Sciences (Anatomy or Physiology)
- Bachelor of Occupational Therapy
- Speech and Language Pathology
- Audiology
- Bachelor of Nursing
- Bachelor of Dental Therapy
- Bachelor of Sport Science
- Diploma in Oral Health
- Bachelor of Medicine
- Bachelor of Surgery (MBChB)

**Postgraduate**
- Bachelor of Medical Science (Honours)-Anatomy, Human Physiology, Medical Biochemistry.
- Honours Degree – (BMedSc Hons): 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
Professor Andrew Chirwa
                  Department of Neurology
                  Regional Hospital Complex
                  Post Box 2000
                  Blantyre
                  Malawi

                  Telephone: +265 416 320
                  Fax: +265 416 320
                  Email: profile@ghs.mw

                  www.ghs.mw

UNIVERSITY PROFILES

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Master's in Medicine (MMed) (Specialist training):
Anaesthesics, 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 Optometry
Master’s Degree in Pharmacy (Pharmacy Practice or Pharmacoeconomics)
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 Law and Management Studies

Undergraduate
Bachelor of Laws (LLB)
Bachelor of Business Science
Bachelor of Commerce (Accounting)
Bachelor of Commerce
Bachelor of Administration
Bachelor of Business Administration

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

Postgraduate Degrees
Master’s programmes

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

Management Studies

Postgraduate
Postgraduate Diplomas
Postgraduate Diploma in Accountancy
Postgraduate Diploma in Business Management
Postgraduate Diploma in Management
Postgraduate Diploma in Maritime Studies
Postgraduate Diploma in Leadership Studies
Management Development Diploma
Postgraduate Diploma in Marketing
Postgraduate Diploma in Finance, Banking and Investments
Honours Programmes
Bachelor of Administration Honours
Bachelor of Commerce Honours

Master’s Programmes by research
Master of Accountancy
Master of Accountancy (Taxation)
Master of Administration in Human Resources Development
Master of Administration in Human Resources Management
Master of Administration in Industrial Relations/ Employment Relations
Master of Administration in Public Administration
Master of Business Administration
Master of Commerce in Economics
Master of Commerce in Human Resources Development
Master of Commerce in Human Resources Management
A Research-led university

As one of South Africa’s pre-eminent research institutions, UKZN provides a dynamic environment for all facets of the research and innovation spectrum. The research activities span the natural, biomedical and social sciences and the humanities.

A substantial number of researchers at UKZN have been rated by the National Research Foundation (NRF), which provides a benchmark for research standing. Seven 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.

Within the overall framework of the development of sustainable rural livelihoods, which is a strategic research initiative at UKZN, two other major centres – the Africa Centre for Crop Improvement and the Africa Centre for Food Security – continue to rise to the challenge of meeting Africa’s food security needs.

In the wider humanities and social sciences, a number of centres have also established themselves as important generators of knowledge. They include the Centre for African Literary Studies, the Centre for Civil Society, the Sinomlando Centre for Oral History and Memory Work and the Centre for Critical Research on Race and Identity.

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,
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 (UKZNSAP)**

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](http://www.ukzn.ac.za/handooks). International students can contact their local international office or the Study Abroad Coordinator (UKZNSAP) on: +27 (0) 31 2602870/2230 or ukznsap@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 are governed by reciprocal tuition and/or accommodation and/or meal waivers.

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

Students obtain credit for courses taken at the host institution towards their degree at the home institution. The courses that some international students find most appealing are 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](http://www.ukzn.ac.za/handooks). International students are advised to contact their local international office or the Student Exchange Programme (UKZNSEP) on: +27 (0) 31 2602870/2230 or ukznsep@ukzn.ac.za.

**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).
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 32 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.

CUT: the idyllic Isle of Innovation
CUT has a number of special research areas and centres of excellence. The Centre for Rapid Prototyping and Manufacturing and the Product Development Technology Station are multi-purpose centres specialising in academic support of students in Engineering and providing support to the South African manufacturing industry including statutory research bodies in the production of prototypes, final products and production moulds using additive manufacturing technologies. These technologies make it possible to go directly from Computer-Aided Design (CAD) to a physical prototype or model.

The centres are also involved in product design, prototyping and short run production. They make use of first-class engineering expertise from Central University of Technology (CUT), as well as specialised prototyping equipment to assist SMMEs in becoming globally competitive. This is done by providing them with the technological support needed to design and manufacture innovative new products, improve existing products or to construct models for medical doctors so that they can carry out pre-operative planning and simulate an operation.

The new state-of-art facility for these centres was unveiled in 2012 to provide research opportunities to the majority of postgraduate students in various fields of engineering, as well as support to external academics and research bodies to conduct applied research in a more conducive environment. The centre is also able to equip students with the necessary skills to meet the demands of the job market.

Today, these centres are widely recognised as the commercial and research wings of the university. They also serve as an integrated product research and development niche area for CUT. CUT is the only university of technology accepted to be a full member of the newly established National Medical Device Innovation Platform (MDIP).
CUT at a glance

The university is a leader in many technology fields ranging from learning programmes in Science, Technology, Engineering and Mathematics (STEM) a broad field in which CUT has about 45% of its enrolments, much higher than many other South African universities. Further, CUT’s research and innovation leadership in many areas, more especially in rapid prototyping and additive manufacturing is world-class. The latter has been honoured by both the Medical Research Council (MRC) as part of its National Medical Device Platform and the National Research Foundation (NRF), with the latter having granted CUT a Chair in this area.

The 21st Century curriculum

Through our STEPS Programme, (Strategic Transformation of Educational Programmes and Structures), we have revolutionised our curriculum to ensure that it offers our graduates the best possible foundation, equipping them with knowledge, education and practical know-how, so that they may confidently and successfully enter the workplace. Since the restructuring started, CUT’s Engineering diplomas and BTech degrees have achieved accreditation from the Engineering Council of South Africa, one of the most respected accreditation bodies in South Africa.

As another example of STEPS in action, in 2014 and 2015 respectively, the university will be introducing two new courses; namely, a higher Certificate in Renewable Energy Technologies and a Diploma in Sustainable Energy. Both these courses were designed to help develop more fully-equipped and skilled Renewable Energy Technicians and Energy Advisor/Auditors in South Africa. The most notable outcome of our focus on renewable energy is the new Solar Flower project that has made CUT a household name within the South African media.
Research
CUT has a number of special research areas and centres of excellence:

<table>
<thead>
<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></td>
<td>• Hydro-informatics</td>
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<td></td>
<td>• Information and communication technology</td>
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<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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<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></td>
<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, counseling, 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.

CUT is the only university of technology accepted as a full member of the newly established National Medical Device Innovation Platform (MDIP).

Internationalisation
Every year, CUT sends students to and accepts students from international destinations such as Belgium, Germany, France, Rwanda and many more - through partnership agreements.
with universities the world over. We have an active collaboration agreement with Aalen University of Applied Science, regularly exchanging students, as well as various teaching, learning, and research projects. This provides many opportunities - for students from these countries to study at CUT; for staff members from the institutions to engage in research and teaching, and for the mutual recognition of qualifications awarded by the institutions.

International students
Part of our internationalisation agenda is to expose both CUT and international students to the globalised world and incorporate intercultural perspectives in our curriculum. Our partnerships with various universities have offered CUT many opportunities in areas of collaborative research, academic exchange programmes for CUT and international students.

The university now has an Academic Exchange Office dedicated to 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 Healthcare Consultants and assistance with visas and study permits, international placement options, accommodation options, social programmes to ensure they become productive part of our student body, etc.

CUT applications for 2014 are now open and close on 31 October 2013.
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.

We aim to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice. UCT will promote diversity and transformation within our institution and beyond, including growing the next generation of academics.

Distinguished history
UCT is very similar to the city of Cape Town: it has a vibrant, cosmopolitan community. It is a cultural melting pot where everyone contributes their unique blend of knowledge and thinking. Our staff and students come from over 100 countries in Africa and the rest of the world.

UCT has a proud tradition of academic excellence and effecting social change and development through its pioneering scholarship, faculty and students. One of the university’s strategic goals is to expand and enhance UCT’s contribution to South Africa’s development challenges.

The university is also renowned for its striking setting, with its campus located at the foot of Table Mountain’s Devil’s Peak, with panoramic views of much of Cape Town.

UCT is very similar to the city of Cape Town: it has a vibrant, cosmopolitan community.

The University of Cape Town is the oldest teaching university in South Africa and was founded in 1829 as the South African College. UCT was formally established as a university in 1918 and moved to its spectacular Groote Schuur Campus in 1928.
UCT’s rankings

- 113th in the Times Higher Education (THE) World University Rankings for 2012 and thus listed amongst the top 200 universities worldwide.
- Listed among the Top 50 clinical, pre-clinical and health universities around the world.

Unique culture

International student body

UCT welcomes nearly 5000 international students every year from 112 countries. Thirty-seven (37) of these countries are from the African continent, with nearly half of the international population represented by Southern African Development Community (SADC) countries. One of UCT’s key strategic goals is to place emphasis on “internationalising UCT with an Afropolitan Niche”.

Student societies and organisations

With more than 100 student societies and organisations to choose from, UCT supports a wide range of interests: including academic, religious, cultural, social, and political activities. The societies allow students to enjoy activities at the university that are not normally part of the academic curricula, as well as become part of a campus community that is stimulating and opens up new challenges and opportunities.

Social responsiveness

SHAWCO, the Students’ Health and Welfare Centres Organisation - is a student-run youth development and health NGO affiliated to UCT. Students from UCT and abroad volunteer their services for projects ranging from arts and community histories to mobile health clinics in communities in and around Cape Town.

UCT RAG (Remember and Give) is the student fundraising sector of SHAWCO. RAG volunteers organise a number of student and corporate fundraising events throughout the year, with all the proceeds going to SHAWCO.

Ubunye is a student run development agency operating on campus as an SRC-recognised body, providing a range of opportunities for student social engagement.

One of UCT’s key strategic goals is to place emphasis on “internationalising UCT with an Afropolitan Niche”.

Sports clubs

UCT provides diverse and unique opportunities for students to participate in sports or physical recreation. The university boasts over 40 sports clubs with a total membership of over 9000 students and staff.

The more traditional team sports are well catered for, but students also have the opportunity of pursuing exciting - individual sports such as archery, hiking and mountaineering, paragliding, skydiving, and water-skiing.

UCT libraries

UCT’s main library, the Chancellor Oppenheimer Library, and its nine branch libraries, offer a rich and diverse array of study and research materials, as well as expert assistance in finding information and carrying out research. The libraries’ collections include over 1.2 million volumes and more than 91 000 journal titles, of which over 76 000 are e-journals.

Faculties

UCT has six faculties comprised of:
- Commerce
- Engineering and the Built Environment
- Health Sciences
- Humanities
- Law
- Science
  - plus Centre for Higher Education Development (CHED)
  - plus Graduate School of Business (GSB)

The faculties’ work is supported by CHED, which incorporates UCT’s Academic Development Programme.

To obtain an overview of UCT’s six faculties and the various degrees on offer, go to: http://www.uct.ac.za/apply/degrees
International students

The International Academic Programmes Office (IAPO) is the hub for internationalisation at UCT.

IAPO’s key services include:
- Welcoming nearly 5000 international students to UCT every year
- Organising exchange and scholarship programmes for students to study abroad
- Running orientation programmes for new international students
- Assisting students with finding short and long-term accommodation
- Helping students with study permit renewals
- Providing certain financial services

Research

UCT has an impressive research record. Below follows a few key highlights:
- UCT is home to 34 A-rated researchers - considered to be world leaders in their respective fields by the National Research Foundation (NRF).
- UCT holds 33 of the 157 national chairs awarded under the South African Research Chairs Initiative (SARChI), established by the Department of Science and Technology (DST) and managed by the NRF, to build scientific research and innovation capacity in the country.
- Of the university’s 69 specialist research groups, nine research groups are funded by the Medical Research Council.
- UCT is home to two national Centres of Excellence: the DST-NRF Centre of Excellence in Catalysis (or c*change), and the DST-NRF Centre of Excellence in Birds as Keys to Biodiversity at the Percy Fitzpatrick Institute for African Ornithology.
- UCT has strong links to two other sources, the Applied Centre for Climate and Earth Systems, hosted at the Council for Scientific and Industrial Research, and the Centre for Biomedical TB Research at Stellenbosch University, of which UCT co-hosts a node. In addition, the Department of Chemical Engineering is home to national Hydrogen Catalysis Competence Centre at UCT (HySA/Catalysis), which is co-managed by Mintek.
- UCT has created a number of programmes to support and grow the next generation of academics and develop innovative scholarship. These include - the Emerging Researcher Development Programme and the Programme for the Enhancement of Research Capacity.
- During 2012, UCT generated a total research income of R894 million, of which research-contract income and government grants contributed to R833 million.

Staff

UCT employs over 5000 staff members across six faculties - including the Centre for Higher Education (CHED) and the Graduate School of Business (GSB). There is also several hundred clinical joint staff in the Faculty of Health Sciences. The university currently also has five P-rated researchers. Pratings are awarded by the National Research Foundation to promising young scholar, usually under the age of 35, who have demonstrated exceptional potential to become future leaders in their field.

Entrance requirements

In order to be admitted to UCT one needs to:
- Have met the statutory minimum requirements for admission
- Be proficient in English
- Have met the minimum requirements in your school performance
- Have met the minimum subject requirements for admission
- Have written the applicable National Benchmark Tests (NBTs) by no later than 13 October 2013.

To view 2014’s Undergraduate Prospectus see: http://www.uct.ac.za/apply/student/undergradpros/
Facilities
Jammie Shuttle
UCT students have access to a university shuttle service provider that operates between all residences and university campuses. The shuttle stops are at reachable distances from most of residences. Jammie Shuttle website may be consulted for more information, a time table and route maps.

Computing facilities
UCT provides an extensive network of computer workstations for use by students. All students are allocated a personal e-mail address, and have access to the university’s computer network as soon as they register. Software applications available on campus range from basic word-processing to advanced statistical and design packages. UCT offers an extensive network of computers to all students in the Library, Student Learning Centres and faculty computer laboratories. Several departments have their own facilities with specialised software to support teaching and learning in their degree programmes.

Internet: ResNet and Wifi
The residence network (ResNet) consists of network points in student residence rooms and is separated from the rest of the UCT network. The purpose of ResNet is to provide students in residence with access to Internet services. Wireless coverage extends to all campuses and can be accessed through mobile, PDA’s and other handheld devices.

Student wellness
The Student Wellness Service offers a comprehensive outpatient health service. Here medical practitioners and nurses are dedicated to helping students remain healthy, and to encourage them to make good choices while pursuing their academic goals.

Counselling services
A UCT student counselling service offers predominantly short-term counselling. The aim of UCT’s counselling service is to provide personal, emotional and psychological support for problems and in doing so, assist in minimising the impact on academic studies; and thus provide the student with an optimal capacity for achievement.

For more information on the IAPO, please refer to:
http://www.uct.ac.za/about/iapo/overview/welcome/
Facebook: IAPO@UCT
Twitter: @IAPOatUCT

Accommodation
Student accommodation is broken down into Tier One, Two and Three.

Tier One
First-tier residences provide accommodation for undergraduate male and female students, who are usually under the age of 21. These residences provide students with up to three meals a day in a dining hall. Some buildings have double rooms.

Tier Two
Second-tier residences provide accommodation for senior undergraduate and postgraduate students.

The second-tier residences have in place various structures and programmes that seek to introduce the student to independent senior student life while giving opportunities to share communal space with their counterparts.

Tier Three
Third-tier residences provide accommodation for senior postgraduate students.

Third-tier accommodation is run on a “landlord-tenant” basis. There is no student governance, unless a residents’ association is formed, and no warden. A coordinator handles all maintenance and personal queries.

University of Cape Town
Admissions Office
Tel: +27 (0)21 650 2128
E-mail: admissions@uct.ac.za

Online Applications:
http://applyonline.uct.ac.za
(The closing date for undergraduate applications is 30 September)

International Academic Programmes Office (IAPO)
Tel: +27 (0)21 650 2822/3740
E-mail: int-iapo@uct.ac.za
Website: http://www.uct.ac.za/about/iapo/overview/welcome/

General Enquiries:
Tel: +27 (0)21 650 9111

Online Information:
www.uct.ac.za
Stellenbosch University
Branching out and bridging divides

In its continuous response to the challenges facing our world, Stellenbosch University (SU) understands and reifies its place in the South African, African and international contexts.

As one of the foremost research institutions in Africa, it is a knowledge partner of choice for international universities and students.

A university and town rich in history
The town of Stellenbosch is nestled among rolling mountains and magnificent vineyards. It is close enough to Cape Town and the nearest beaches, yet far enough to retain the peacefulness of a small town locality. Being the second-oldest town in South Africa, Stellenbosch is steeped in world history: from the Dutch governors and the town’s beautifully historic buildings, its evolution through political dispensations to its French heritage and the surrounding vineyards, which form the hub of the South African wine industry. The town is living testimony to growing with the times, an ideal location to understand the many dimensions of historical and contemporary South Africa.

Stellenbosch University (SU) similarly has transformed over the years: in 1918 a fully-fledged university came into being, following many years of change from the inspiration drawn from a Theological Seminary of the Dutch Reformed Church in 1859 to the Victoria College in 1887 preceding the transformation into a University. Stellenbosch University has evolved from a traditional white Afrikaans university to a multilingual melting pot of cultures. Today, close to 28 000 students representing more than 110 nationalities attend Stellenbosch University.

Twenty years of international networks and mobility
In 1993, Stellenbosch University formalised its existing international relations office into the Office for International Relations. Our first and still active partnerships were with the KU Leuven in Belgium and Eberhard Karls Universität Tübingen in Germany. These two partnerships lay the foundation for the bilateral and multilateral relationships that ensued.

Two decades later the transformed Postgraduate and International Office still serves as a beacon for student and staff mobility and the overall Strategy for Internationalisation at SU, proving a commitment to nurturing relationships beyond national and continental borders. Importantly, this office has also taken on the task of thoroughly supporting postgraduate student success at the institution.

Research and scholarship
The university’s vision is to build and strengthen research and scholarship through staff and student success. It has set out to increase the diversity of its research corps, of its student populace, and to improve the throughput rate of its graduates. SU is investing in key initiatives to promote relevant and excellent research and to replenish its pools of talent to retain its position as a highly productive research institution.
Support Services
A comprehensive array of administrative and support services underpin the academic and student activity. Bursary funds, a First-year Academy, Counselling and Career Advice Centres, 24-hour campus security and residences geared towards leadership-building are just a few of the measures SU undertakes to ensure a successful student life.

Faculties and Campuses
International students can enrol for Bachelors programmes through to PhD level in any of the faculties (with the exception of Military Science) across the university’s campuses:

- Stellenbosch Central Campus
- Bellville Park Business School
- Tygerberg Medicine and Health Sciences
- Worcester Ukwanda Rural Clinical School
- Saldanha Military Science

Arts and Social Sciences
- African Languages
- Afrikaans and Dutch
- Ancient Studies
- Drama
- English
- General Linguistics
- Geography and Environmental Studies
- History
- Information Science
- Journalism
- Modern Foreign Languages
- Music
- Philosophy
- Political Science
- Psychology
- Social Work
- Sociology and Social Anthropology
- Visual Arts

Agrisciences
- Agricultural Economics
- Agronomy
- Animal Sciences
- Conservation Ecology and Entomology
- Food Science
- Forest and Wood Science
- Genetics
- Horticultural Science
- Plant Pathology
- Soil Science
- Viticulture and oenology

Science
- Biochemistry
- Botany and Zoology
- Chemistry and Polymer Science
- Earth Sciences
- Mathematical Sciences:
  Applied Mathematics, Computer Science, Mathematics
- Microbiology
- Physics
- Physiological Sciences

Education
- Curriculum Studies
- Education Policy Studies
- Educational Psychology
- Sport Science

Law
- Mercantile Law
- Private Law
- Public Law

Theology
- Old and New Testament
- Practical Theology and Missiology
- Systematic Theology and Ecclesiology

Engineering
- Civil Engineering
- Electric and Electronic Engineering
- Industrial Engineering
- Mechanical and Mechatronic Engineering
- Process Engineering

Medicine and Health Sciences
- Anaesthesiology and Critical Care
- Biomedical Sciences
- Surgical Sciences
- Medicine
- Interdisciplinary Health Sciences
- Medical Imaging and Clinical Oncology
- Paediatrics and Child Health
- Pathology
- Psychiatry
- Obstetrics and Gynaecology

Economic and Management Sciences
- Accounting
- Business Management
- Economics
- Graduate School of Business
- Industrial Psychology
- Logistics
- School of Public Leadership
- Statistics and Actuarial Science

Academic excellence and relevance are complemented by an array of interests and activities; all catered for by more than 40 student organisations and leadership structures active on campus. The main campus has a busy social calendar, which includes national arts festivals, a variety of classical and contemporary music and theatre performances. Within a 3 – 5km radius, ‘Maties’,
as Stellenbosch students are affectionately called, have access to the best their university town has to offer. The vibrancy of student life is enhanced by quick access to the surrounding wine farms (ubiquitous in Stellenbosch, Franschoek and Paarl), the nearest beaches (20 minute drive) and Cape Town (30 - 45 minute drive).

**Nurturing relationships beyond borders**
SU has an established multi-layered international network, encapsulated in our formal agreements and membership of over 15 international consortia. Through consortia we engage with Francophone Africa, Nordic and Commonwealth countries. Through our agreements, local and international students, staff and postdoctoral researchers are granted a myriad of study and development opportunities all over the world.

Within a 3 – 5km radius, ‘Maties’, as Stellenbosch students are affectionately called, have access to the best their university town has to offer.

**Promoting global citizenship**
For incoming international students who wish to undertake non-degree studies in South Africa, SU offers a range of options. Enrol as an exchange student (from a partner institution), a free-mover (from a non-partner institution) or through our summer schools. For both non-degree and degree-seeking students, SU’s Postgraduate and International Office (PGIO) is the service hub: from the first enquiry to application, admission and assistance with visas, arrival in SA, registration, orientation and during their stay on campus. In addition, the International Students Organisation of Stellenbosch (ISOS) is dedicated to creating a platform for international student engagement in campus life.

For our local students, our formal agreements, international networks and consortia also offer the opportunity to be immersed in international academic development. At SU, students can also apply for the Global Citizenship course, tailored to educate students on the importance of a world understanding, with subject-matter like International Relations, Economics, Communication and Modern Foreign Languages.

**African relevance.** SU is engaged in several African consortia through which important themed research fields, relevant to the African development context, are dealt with. PeriPeri U, AIMS, PANGEA, TRECCAfrica and NEPAD initiatives list among the most prominent and active. Their core research fields range from Disaster Risk Reduction to Sustainable Development.

**BRICS.** SU is actively building relationships with institutions in BRICS countries. Networks and agreements with Chinese institutions continue to grow and those with Indian institutions are being developed. In Brazil we have concluded agreements with:
- University of São Paulo
- Federal University of Ouro Preto

**Asia-Africa.** Through institutional and subject-related relationships, SU is connected to several institutions in China, Taiwan and Singapore. We will also host the 2014 AC21 gathering. AC21 is an international academic consortium through which SU engages institutions in Thailand, Laos, Japan and Indonesia. SU hosts the Centre for Chinese Studies, an independent Centre with the aim of advancing research on Asia-Africa relations. The Confucius Institute at SU (CISU), which is supported by China, promotes understanding of Chinese language and culture through specialised curricula. Since 2013, SU also teaches Mandarin as a postgraduate subject.

Double and joint degrees
Stellenbosch University enrolls students for joint and double degrees at Master’s or Doctoral level with selected partner universities abroad. Although the idea of Joint and Double degrees is not a novel one in a global context, it is certainly pioneering work for an African institution.

Through its joint and double degree offering, SU enables local and international students to strengthen their research experience through the expertise of Stellenbosch University and exposure to one of its international partner universities abroad.

**Research prestige**
Our research stature is reflected in the national and international indicators below:
- 306 NRF-rated researchers
- 915 Academics
- 61% of academic staff have Doctoral degrees in 2012
- 6 Centres of Excellence hosted at SU
- 178 Post-doctoral fellows at SU during 2012
- 70+ Joint projects with our national science councils
- 40+ European Union Projects

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 21 Research Chairs.

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

**Excellent facilities**
SU campuses are well-resourced teaching, learning and research environments:
- Thriving community of academics, researchers, and post-doctoral fellows.
- Second largest number of NRF-rated researchers (306) in South Africa, indicating research strength.
- Large research equipment enhancing advanced research.
- One of the highest proportions of postgraduate students in the country (17% of which are international students).
From 2014 a broader academic offering at undergraduate level will be available to students in English.

Non-degree seeking (exchange / freemovers / summer school) 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 make individual arrangements. Information for non-degree seeking students: www.sun.ac.za/international.

Entrance Requirements
From 2014 a broader academic offering at undergraduate level will be available to students in English. At the postgraduate level English is predominantly used. 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. Undergraduate study requirements can be found at: 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. Postgraduate study requirements can be found at: www.sun.ac.za/pgstudies.

• Dedicated support and skills development programme enables successful postgraduate study.
• Extensive subterranean library with learning and research commons, e-learning classrooms and volumes 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 services.
• Career counselling, psychological and 24-hour crisis service, as well as healthcare at Medical Council guideline tariffs.
• Writing and editorial assistance, instruction and support in language and text skills offered by Language Centre.
• Accredited TEFL courses at the Language Centre.

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Postgraduate & International Office

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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.

Vision:
A university recognised across the world for excellence in academic achievement and in human reconciliation.

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.
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:
The Faculty of 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 healthcare 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 the World Anti-Doping Agency.

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.

Strategic Academic Clusters
- **Cluster 1:** Water management in water-scarce areas
- **Cluster 2:** New frontiers in poverty reduction and sustainable development
- **Cluster 3:** Technologies for sustainable crop industries in semi-arid regions
- **Cluster 4:** Materials and nanosciences
- **Cluster 5:** Advanced biomolecular systems

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 5000 school children every year.

The university also supports the Mangaung String Programme that has to date provided more than 500 township children with quality training in classical music.

Students at the UFS thus have the enriching opportunity to engage with the community, sharing knowledge in the 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 also 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 **GM0 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 on 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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Postgraduate credentials are becoming increasingly important. Today’s employers have shifted priorities and suggest that the master’s degree is the new bachelor’s. The international job market is also more competitive than ever before and Wits University qualifications give you the edge over other candidates. Wits University offers you that opportunity to become globally competitive while ensuring local relevance together with the recognition of having graduated from one of SA’s leading universities. A university that’s renowned for its high calibre graduates, academic standing and research capabilities. Wits challenges you to strive towards new knowledge boundaries and develop original thinking, which we regard as the cornerstone of intellectual growth.

Did you know?

- Wits is one of the top two universities in Africa ranked in international rankings as part of leading world universities.
- Nearly one third of our students are postgraduates.
- Wits is home to fifteen A-rated scientists, all international leaders in their disciplines.

Wits is based in Johannesburg, the intellectual and economic hub of South Africa and Africa and has much to offer its postgraduate students.

Our five faculties offer programmes and degrees at the Honours, Masters and PhD level:
- Health Sciences
- Science
- Commerce, Law and Management
- Humanities, and
- Engineering and the Built Environment

Our growth areas for postgraduate study in Masters and PhD are:
- Energy, materials, ICT, water conservation, biological sciences, statistics, mining, restoration, geology, chemistry, computational and applied mathematics, mathematics, physics, astronomy and astrophysics, speech pathology and audiology, social work, psychology, economics, information systems, finance, commercial and business law, corporate law, environmental law, international law, finance and investments, strategic marketing, innovation studies, governance leadership, monitoring and evaluation in governance, social security, defence and security, public policy, property development and management, project management in construction, chemical and metallurgical engineering.

The University is renowned for its strong multi-disciplinary research approach in the following areas:
- Biodiversity
- HIV/AIDS
- Evolution of the Species and National Heritage
- Cities
- Materials Science and Engineering
- Mineral Resources, Exploration and Mining
- South Africa/India
- Diseases of the Lifestyle: an emerging African problem
- Molecular Biosciences
- Aerospace
- Advance Drug Delivery Technology
- Viral Gene Therapy

To find out more or to apply online go to our website www.wits.ac.za/prospective/postgraduate
Enquiries: Postgrad.senc@wits.ac.za
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University of the Witwatersrand, Johannesburg
Offering students a platform to engage in real-life research

About University of the Witwatersrand (Wits)
Wits is a leading research and postgraduate university in the commercial heart of Africa. It is one of the only three universities in Africa to be placed in the top 400 universities worldwide in three separate international rankings.

Wits offers postgraduate students a platform to engage in real-life research issues that affect not only the surrounding communities, but the country, the continent and the world.

Wits is:
• internationally recognised for its academic and research excellence
• an active social leader that takes a stand on social issues affecting communities, the country and globe
• an engaged university committed to local transformation and the advancement of the public good
• the intellectual hub of the continent, with over 40 major projects running throughout Africa
• 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, and
• proud of the four Nobel Laureates and the 91 Rhodes Scholars that have emanated from the university.

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. 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. Its vast campuses are spread over 440 hectares in Braamfontein and Parktown. Wits has 18 residences, which accommodate about one fifth of the student population. A new world-class residence, which caters largely for postgraduate and post-doctoral students, the Wits Junction, was opened recently.

Wits in Numbers
- 5 Faculties: Commerce, Law and Management, Engineering and the Built Environment, Health Sciences, Humanities, and Science
- 34 Schools offering 3000 courses
- 6200 staff members (of whom 2600 are permanent and 3900 are academic)
- 29 000 students, of which 70% are black, 52% are female and 33% are postgraduate
- 2500 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
- 100 student clubs and societies
- 14 museums including the Planetarium, the Origins Centre, the Wits Art Museum, the Wits Theatre Complex and the Life Sciences Museum
- 50% of all enrolments in the Science, Engineering and Technology fields
- 130 000 graduates developed over 91 years. More than 90% of Wits graduates obtain permanent employment within 12 months of graduation.

The Faculties and Schools are:

**Commerce, Law and Management**
- Accountancy
- Economic and Business Sciences
- Law
- Graduate School of Business Administration
- Graduate School of Public and Development Management
  - [www.wits.ac.za/clm](http://www.wits.ac.za/clm)

**Engineering and the Built Environment**
- Architecture and Planning
- Chemical and Metallurgical Engineering
- Construction Economics and Management
- Civil and Environmental Engineering
- Electrical and Information Engineering
- Mechanical, Industrial and Aeronautical Engineering
- Mining Engineering
  - [www.wits.ac.za/ebe](http://www.wits.ac.za/ebe)

**Health Sciences**
- Anatomical Sciences
- Clinical Medicine
- Pathology
- Physiology
- Public Health
- Therapeutic Sciences
  - [www.wits.ac.za/health](http://www.wits.ac.za/health)

**Humanities**
- Arts
- Education
- Human and Community Development
- Literature, Language and Media
- Social Sciences
  - [www.wits.ac.za/humanities](http://www.wits.ac.za/humanities)

**Science**
- Animal, Plant and Environmental Sciences
- Chemistry
- Computational and Applied Mathematics
- Computer Science
- Geography, Archaeology and Environmental Studies
- Geosciences
- Mathematics
- Molecular and Cell Biology
- Physics
- Statistics and Actuarial Science
  - [www.wits.ac.za/science](http://www.wits.ac.za/science)
Research @ Wits

Wits:
- is one of only two South African universities that continues to publish extensively in high-impact ISI-accredited journals
- accommodates seven research institutes, 20 research units and 10 research groups
- hosts 20 prestigious South African Research Chairs and dozens of privately endowed chairs
- is the proud home of six Centres of Excellence focusing on Biomedical TB Research, Strong Materials, Aerospace, the Palaeosciences, Advanced Drug Delivery Technology and Viral Gene Therapy
- is home to over 220 rated scientists of which 16 are A-rated, international leaders in their disciplines, and
- is acknowledged as the South African institution that produced the most scientific research publications pertaining to HIV/AIDS, between 1996 and 2006.

Help @ Hand

The Wits International Office (WIO) is strategically positioned to lead and facilitate all internationalisation efforts of the university. This Office caters for the growing needs of degree-seeking international students. The WIO facilitates agreements for exchange programmes like Study Abroad and promotes African initiatives. It also manages requests from international visitors - a portfolio that is aligned to the university’s Internationalisation Policy.

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

For more information visit: [www.wits.ac.za and click on International.](/)

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More than 90% of Wits graduates obtain permanent employment within 12 months of graduation.
CREATING FUTURES

As a leader in innovation and technology education, CPUT is committed to producing the country’s next generation of qualified professionals, promoting research and innovation and addressing skills shortages in Africa.

We believe in preparing students for industry by balancing theoretical knowledge and practical experience, and this is exactly why our six cutting-edge faculties have put thousands of graduates on the path to professional success.

Applied Sciences
Business
Education & Social Sciences
Engineering
Health & Wellness
Informatics & Design

www.cput.ac.za | 021 959 6767
Cape Peninsula University of Technology
Addressing skills shortages in South Africa

With more than 33,000 students on five (5) main campuses in the Cape Peninsula and the Cape Winelands, the Cape Peninsula University of Technology (CPUT) is the largest university in the Western Cape Province, and the only university of technology in the Province. Our commitment to work-integrated learning, which combines classroom learning with practical experience in the workplace, produces young professionals with the skills and knowledge to transition successfully to the working world.

Offering over 80 career-focused courses across six faculties and with an emerging postgraduate component, the CPUT is fast becoming a leader in the national higher education research arena.

As we approach 2014’s milestone of ten years of research excellence, we are delighted that our latest research output figures are the highest in our university’s history. This is due to our commitment to strengthen applied research and develop new technologies. The past decade has also seen the CPUT establish a strong inter-disciplinary research culture, and strengthen collaborative initiatives with government, business, leading South African universities and top universities throughout the world. We are committed to and have achieved excellent results in transferring our research and innovation outputs into commercially viable and socially relevant products and services.

Coupled with a rise in postgraduate degrees, both Master’s and Doctoral, and rapidly increasing research outputs, the university is set to build on its strengths in the following focus areas:

- Bio-economy and Biotechnology
- Space Science and Technology
- Energy
- Climate-change and Environment
- Human and Social Dynamics
- Economic Growth and International Competitiveness
- Design for Sustainability

We are committed to and have achieved excellent results in transferring our research and innovation outputs into commercially viable and socially relevant products and services. One of the major highlights is the breakthrough research development in a health boosting supplement.

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

Postgraduate: A Bachelor in Technology or Science degree (BTech/BEd/BSc) or equivalent four year qualification is required for admission to postgraduate (MTech) study. A wide range of Doctoral degrees (DTech and DEd) are also offered.

For further information, please consult our website www.cput.ac.za.

Applicants who do not have a South African qualification are required to send their results/qualifications to the South African Qualifications Authority (SAQA) in order to have them evaluated and equated to a South African qualification.

For further information, please consult: www.saqa.org.za.
Undergraduate Programmes

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
Fisheries Resource Management
Food Technology
Horticulture
Landscape Technology
Mathematical Technology
Nature Conservation
Oceanography

Health and Wellness Sciences
Dental Technology
Emergency Medical Care
Medical Laboratory Science
Nursing
Optical Dispensing
Radiography (Diagnostic, Therapy, Nuclear Medicine and 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

Business
Accounting
Cost and Management Accounting
Entrepreneurship
Event Management
Financial Information Systems
Hospitality Management: Accommodation, Food and Beverage or Professional Cookery
Human Resource Management
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
Engineering: Mechanical
Engineering: Mechanical: Marine Engineering
Engineering: Mechatronics

Cape Peninsula University of Technology

Cape Town Campus
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Enquiries: internationaloffice@cput.ac.za
Website: www.cput.ac.za
University of Fort Hare
A vibrant African institution of international standards

From the early 20th Century, the University of Fort Hare (UFH) emerged as one of Africa’s most distinguished and iconic higher education institutions, occupying a crucial role in the emergence and preservation of the intellectual heritage of Africa. It is a vibrant Institution with internationally recognised academic and internationalised programmes, which promote a diverse and enriching approach to teaching, learning and research, characterised by distinguished scholarly excellence.

This cosmopolitan university boasts a long-standing tradition of inclusive education grounded in excellence in scholarly research, innovative and socially responsive curricula and an unyielding commitment to community engagement.

Vision

The University of Fort Hare is 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

The mission of the university is to provide high quality education of international standards contributing to the advancement of knowledge that is socially and ethically relevant, and applying that knowledge to the technological and social-economic development of our nation and the wider world.

Values

Integrity, Excellence, Innovation, and Ethics.

Location and Campuses

The university is located on three campuses: in Alice, Bhisho and East London, spanning the Amathole District in the Eastern Cape Province, which is one of the most scenic regions of South Africa.

The main campus, the Alice Campus, has over 6700 registered students, the majority of which lives in the small town and contributes considerably to the development of its economy. The Bhisho Campus is strategically located close to the seat of the provincial government and boasts over 5000 registered students. The East London Campus, in the vibrant and pristine coastal city of East London, is one of the main hubs of economic activity in the Eastern Cape and has a student body of over 4700.

The campuses provide the perfect environment for urban-rural cultural integration and the production of knowledge, which addresses the regional, national, African and international challenges of the 21st Century.

Internationalisation at UFH

The internationalisation endeavours of the university build a strong culture of diversity and cultural awareness within the campus through a spectrum of activities that integrate global foundations of thinking, which are guided by informative engagements with international partners. Internationalisation at the University of Fort Hare includes: internationalising the curriculum through teaching and learning; student and staff mobility; research capacity development and output through research collaborations with international scholars,
international research funding, research network participation, co-publication and co-supervision of external examinations, efforts geared to make the university globally competitive while remaining socially responsive.

The internationalisation endeavours of the university build a strong culture of diversity and cultural awareness within the campus through a spectrum of activities that integrate global foundations of thinking, which are guided by informative engagements with international partners.

Faculties
The university has a comprehensive range of academic and career-oriented programmes offered across five faculties, which are designed to equip future leaders in various disciplines.

Faculty of Education
School for Initial Teacher Education
School for Postgraduate Studies
The School for In-Service Programmes

Faculty of Law
Bachelor of Laws (LLB)
The Legal Studies Programme
Master of Laws (LLM)
Master of Arts in Human Rights (MA Human Rights)

Faculty of Science and Agriculture
School of Science and Technology
School of Agriculture and Agribusiness

Faculty of Management and Commerce
Department of Accounting
Department of Information Systems
Department of Development Studies
Department of Public Administration
Department of Business Management
Department of Industrial Psychology
Department of Economics

Faculty of Social Sciences and Humanities
Department of Anthropology
Department of African Languages
Department of Communication
Department of Criminology
Department of English
Department of Fine Arts
Department of History
Department of Library and Information
Department of Music
Department of Psychology
Department of Social Science
Department of Sociology
Department of Theology

Facilities
The university’s main library is located on the Alice Campus, and is fully accessible and has an excellent collection of material and research equipment. It further has another fully equipped library at the East London Campus. All three campuses have fully equipped computer labs, with internet connectivity and campus Wi-Fi accessible to all students. The National Heritage and Cultural Studies (NAHECS), which stores the archives of the African National Congress (ANC) is housed at the Alice Campus and enjoys the access of all its students and staff. Other facilities include: student wellness centres with trained nurses, career counselling and psychological services, writing and editorial assistance, a number of sporting clubs and student societies, and a postgraduate development programme.

Research and development
The research mission of the University of Fort Hare is to facilitate and develop a research culture of excellence that ensures the integration of teaching, learning and community engagement, in order to produce research that develops a new generation of researchers, educators and innovators.

The university boasts numerous research centres committed to the development of multi-disciplinary research within the university, with specific focus on: knowledge production and capacity building, agriculture and rural development, science and technology innovations, economic and environmental stability.

Our illustrious research centres and projects include:
The Nguni Cattle Project. Launched in 2004, with the aim of upgrading communal herds, the Nguni Project has made major inroads in the communities and beneficiaries of the land redistribution for agricultural development (LRAD) farms in the Eastern Cape.
Applied and Environmental Microbiology Research Group (AEMREG). The centre conducts high-quality research in Applied and Environmental Microbiology through exploitation of the advances in conventional and molecular techniques to expound knowledge in microbial water quality, microbial ecology and environmental impact to human health, new bioactive compounds of plant and microbial origins, as well as bioremediation of polluted environments.

The Telkom Centre of Excellence in Information and Communication Technology for Development (ICTD). This research unit, hosted within the Department of Computer Science focuses on the use of computing technology for socio-economic development of marginalized and rural communities.

Fort Hare Institute of Technology (FHIT). FHIT is closely linked to the Faculty of Science and Agriculture and was established particularly to promote innovation and excellence in identified focus areas to produce applied scientists with the necessary skills required to participate and compete in the global economic market.

Risk and Vulnerability Assessment Centre. The centre focuses research efforts and resources towards a common vision for improving the scientific understanding of global change, with its main focus being on climate change.

The Agricultural and Rural Development Research Institute.
The institute promotes sustainable rural development in South Africa in four key research themes: best practice in smallholder agriculture; transforming rural livelihoods for poverty alleviation; empowering community organisations for local action; and responding to the challenges of climate change.

International students support services
International students who wish to study at the University of Fort Hare can study from undergraduate to PhD level in all of the university faculties.

The university has an office, the International Affairs Office, which is dedicated to the welfare of international students. The office assists students by providing various support services, which include facilitating their arrival, accommodation needs, renewal of study permits, application for new medical insurance and renewals and liaison with embassies, facilitation of communication and information transfer, ensuring that the grievance procedures for international students are adequate and culturally appropriate.

The university has an office, the International Affairs Office, which is dedicated to the welfare of international students.

The office also aids international undergraduate and postgraduate students in the enrolment and registration procedures (pre-arrival and post-arrival) and develops a series of activities throughout the year which integrate international students into the university while encouraging interplay of ideas and cultures so that all students benefit from a multicultural campus.

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Website: www.ufh.ac.za

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Website: www.ufh.ac.za

International Affairs Office
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Fax: +27 (0)86 628 2031
E-mail: cjacobs@ufh.ac.za
University of Pretoria
A leading research-intensive university in Africa

The University of Pretoria (UP) is one of Africa’s leading higher education institutions. The university’s 2025 Strategic Plan charts a course for the UP to deliver on its vision of becoming 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.

More than 60 000 students from South Africa and further afield enrol at the UP each year.

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 ground-breaking research and clinical work. The university also has a business school, the Gordon Institute of Business Science (GiBS). The University of Pretoria offers 1234 academic programmes, which lead to 230 different qualifications. Furthermore, the University has established institutes, centres and units to enhance its research output. It also offers academic service learning programmes that benefit students, staff and a number of communities.

The nine faculties and business school produced, on average, 16% of South Africa’s Doctoral degrees, 27% of its professional engineers, 14% of all healthcare professionals and all the country’s veterinary scientists annually, according to 2011 figures. GiBS was rated the best business school in Africa and one of the best globally by the prestigious UK Financial Times Executive Education rankings in 2013. 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. This constitutes a small measure of the university’s academic achievements.

Research excellence
The University of Pretoria has forged more than 160 active partnership agreements with higher education institutions across the globe – including 21 on the African continent – to facilitate research collaboration and study exchanges.

Over a 20 year period, the UP has on average produced the highest percentage (14%) of total South African research output, and boasts more than 300 National Research Foundation-rated researchers among its academic staff.

To further enhance the university’s strong research focus and capability, the UP has established a number of carefully selected Institutional Research Themes (IRTs) and Faculty Research Themes (FRTs), bringing together proven world-class expertise across a range of related disciplines. These IRTs and FRTs have a particular relevance for Pan-African development goals, and are currently organised as follows:

Institutional Research Themes
- Animal and Zoonotic Diseases
- Capital Cities
- Energy
- Food Nutrition and Well-being
- Genomics
Faculty Research Themes
- Institute for Cellular and Molecular Medicine
- Institute for International and Comparative Law in Africa
- UP Centre for Sustainable Malaria Control

Language policy and medium of instruction
For general communication, the university uses three languages namely Afrikaans, English and Sepedi. In formal education, the medium of instruction is either English or Afrikaans, or both of these languages, provided there is a demand and 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 to administrative and other services, students have the right to choose whether the university should communicate with them in English or Afrikaans.

In order for international students to immerse themselves in both the academic and social environments of the University of Pretoria, they need to be familiar with the English language.

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

The Groenkloof Campus houses the Faculty of Education with its own student residences and sports grounds.

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 Mamelodi Campus offers selected BSc (four-year programmes) of the Faculties of Natural and Agricultural Sciences and the BCom (four-year programme) of the Faculty of Economic and Management Sciences.

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

The Prinshof Campus houses the Faculty of Health Sciences with its own student residences.

The UP Sports Campus houses TuksSport and the High Performance Centre (hpc).

Sport represents a significant part of student life and has a long and proud tradition at the university. The UP provides students with opportunities to participate at club, national and international levels in 34 sporting disciplines. TuksSport, along with the hpc and the hpc Hotel provides world-class sport facilities for visiting sportsmen and women. Over the years, the university has produced many national and international sport stars.

For more information consult www.up.ac.za/tukssport or e-mail your query to sportinfo@up.ac.za.

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 consult www.gibs.co.za.

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

The Department of Student Affairs (DSA)
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. The Department of Student Affairs incorporates the following divisions:

Student Support Division
This Division includes student health, student counselling and the Unit for Students with Special Needs. Services provided by the Student Support Division include the following:
- academic development (career counselling and assessment, study method and reading courses, stress management, psychometric testing, time management and career planning)
- potential development (conflict management, communication skills, goal setting and problem solving)
- individual and relationship counselling (interpersonal problems, stress, depression, eating disorders, life trauma, emotional problems and the development of life skills)

Student Development Division
This Division includes all student governance structures and organised student life initiatives. It incorporates the:
- Student Parliament (SP)
- Student Representative Council (SRC)
- Constitutional Tribunal (Student Court)
- Day houses
- Faculty houses
- More than 100 religious, cultural, academic, political, and other societies
- Service providers:
  - TuksRAG (Reach Out and Give)
  - Stuku (student culture)

Arts and cultural activities
The university’s own symphony orchestra, various choirs, film festivals, the serenade competition, drama productions, the annual lenkemelodienk concert and many more events cater for the cultural needs. The University of Pretoria has four museums that are not only for cultural enjoyment, but are also research centres and provide added value to various academic programmes. Obtain more information via e-mail from arts@up.ac.za.
## Application for admission

Applications 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 from 1 March. It is recommended that students apply online at [www.up.ac.za/apply](http://www.up.ac.za/apply). Once an application form has been processed, applicants will receive a student number (EMPLID). Students are also welcome to download an application form from the website and may follow the progress of an application online via the UP Portal ("Student Centre"). Visit [www.up.ac.za/portal](http://www.up.ac.za/portal).

However, if the student does not have access to the internet, the student is still welcome to submit an application on paper. It is important that the previous year’s application form is not used for this purpose. Application forms are distributed to schools or may be requested by dialling: +27 (0)12 420 3111. A non-refundable application fee of R270 must accompany every application. 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.

The completed application form together with the prescribed, non-refundable application fee of R270 (cheque/postal order), must reach the Client Service Centre before the closing date and must be posted to the Client Service Centre, University of Pretoria, Private Bag X20, Hatfield, 0028.

## Closing dates

Applications for admission to undergraduate academic study programmes for both South African and non-South African citizen’s close on the dates specified above in the year preceding the year of study.

### The completed application form together with the prescribed, non-refundable application fee of R270 (cheque/postal order), must reach the Client Service Centre before the closing date and must be posted to the Client Service Centre, University of Pretoria, Private Bag X20, Hatfield, 0028.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>South African citizens</th>
<th>Non-South African citizens</th>
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<tr>
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<td>Selection programmes</td>
<td>Other study programmes</td>
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<tr>
<td>Economic and Management Sciences</td>
<td>30 September</td>
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<td>Education</td>
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<td>Engineering, Built Environment and Information Technology</td>
<td>30 June</td>
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<td>Health Sciences</td>
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<td>Natural and Agricultural Sciences</td>
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<tr>
<td>Veterinary Science</td>
<td>31 May</td>
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The application form provides for a first and second choice of study programme. It is not advisable to apply for two selection programmes as a first and second choice. Selection programmes are study programmes with early closing dates and limited space and must preferably be indicated as first choice on the application form. It is particularly important to note that applications for admission to any of the study programmes in the Faculty of Health Sciences and to the selection programmes Bachelor of Science Architecture (BScArch) or Bachelor of Science Interior Architecture (BScInt) in the Faculty of Engineering, Built Environment and Information Technology, will only be considered if the relevant study programme is indicated as a first choice on the application form.

### The following documents must accompany the application:

- A certified copy of the student’s final Grade 11 examination report indicating the promotion mark.
- A certified copy of the student’s ID or birth certificate.

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**University of Pretoria**

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**E-mail:** csc@up.ac.za

**Website:** [www.up.ac.za](http://www.up.ac.za)
**Parent’s page:** [www.up.ac.za/parents](http://www.up.ac.za/parents)
University of South Africa
Towards the African university in the service of humanity

Unisa is unique in South Africa’s higher education environment and indeed that of the continent.

Celebrating its 140th anniversary, Unisa is one of the oldest universities in South Africa and truly a national institution.

Unisa’s size, it is the largest African university, as well as its resources and reach, places it in an ideal position to increase access to higher education among marginalised communities and to support high-level capacity development on the continent.

Strategically situated
Unisa’s scenic main campus overlooks Tshwane, and is supplemented by a student campus (also in the city), a dedicated science campus 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.

Schools
• School of Educational Studies
• School of Teacher Education
UNIVERSITY PROFILES

College of Graduate Studies
The College of Graduate Studies endeavours to increase Unisa’s postgraduate profile and to improve the performance of Master’s and Doctoral students.

College of Human Sciences
The College of Human Sciences offers high-quality general academic and career-focused programmes in the arts and humanities, social sciences, education, religion, and theology.

Schools
• School of Arts
• School of Humanities
• School of Social Sciences

College of Law
The College of Law confers professional qualifications that provide access to the legal profession, as well as various career-based qualifications in subjects such as police practice.

Schools
• School of Law
• School of Criminal Justice

College of Science, Engineering and Technology
The College of Science, Engineering and Technology offers general academic and career-oriented degrees, diplomas and certificates in a range of science, engineering and technology disciplines.

Schools
• School of Computing
• School of Engineering
• School of Science

Students
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 9% of enrolments. Concerning race and gender, African students (68.10%) and females (62.3%) make up the bulk of the institution’s student population. Most students (more than 90%) study part-time.

To date, Unisa has produced more than 550 000 alumni.

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 videoconferencing 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 and one of the best-endowed in terms of information resources and information technology. 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 well-being of South Africa and the continent.

Currently the university boasts 130 researchers rated by the National Research Foundation (NRF) and the number is growing steadily.

The Unisa Science Campus is destined to grow research capacity and support research activities in the fields of science, engineering and technology, as well as agriculture and environmental sciences. With leading-edge laboratories (facilities not generally associated with open and distance e-learning institutions) Unisa students have a place to grow their minds and do what every scientist lives to do – put theory into practice.
The institution’s 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.

In support of these objectives and giving impetus to the research in focus areas, **Unisa has a number of dedicated institutes including the following:**

- The Institute for African Renaissance Studies
- The Institute for Science and Technology Education
- The Institute for Social and Health Studies
- The Institute for Open and Distance Learning
- The Thabo Mbeki African Leadership Institute
- Archie Mafeje Research Institute
- Institute for Corporate Citizenship.

Through associated learning programmes these institutes are also to share and put to practical use their expertise and fruits of their research.

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**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.

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**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 is testimony of the respect and credibility afforded to the education that we offer.

**Names such as:**

- Nelson Mandela (Nobel Laureate and first President of a democratic South Africa)
- Ahmed Kathrada (politician and former political prisoner)
- Justice Dikgang Mose prepare for the Constitutional Court of South Africa)
- Justice Dhaya Pillay (Judge of the High Court)
- Gill Marcus (Governor of the South African Reserve Bank)
- Dr Mamphela Ramphele (academic, thought leader and business woman)
- Yvonne ‘Chaka-Chaka’ Mhinga (singer, businesswoman and philanthropist)
- Basetsana Kumalo (businesswoman, TV personality and former Miss South Africa), and
- Sizwe Nxasana (Chief Executive Officer of FirstRand Limited and businessman), all bear testimony to the stature of the institution and mirror a university in the service of humanity.

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**University of South Africa**

**International Relations and Partnerships Directorate**

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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 at its International Convention Center. 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.

- Auditing and Taxation
- Finance and Information Management (Midlands)
- Information Technology
- Management Accounting

- Basic Medical Sciences
- Biomedical and Clinical Technology
- Chiropractic and Somatology
- Community Health Studies
- Dental Sciences
- Emergency Medical Care and Rescue
- Homeopathy
- Nursing
- Radiography

- Drama & Production Studies
- Fine Art & Jewellery Design
- Media, Language & Communication
- School of Education
- Video Technology
- Visual Communication

- Biotechnology and Food Technology
- Chemistry
- Clothing and Textile Studies
- Consumer Sciences
- Horticulture
- Maritime Studies
- Mathematics, Statistics and Physics
- Sport Studies

At Durban University of Technology we are committed to a student centered, tertiary education experience, focused on ensuring that you realise your dreams and achieve your full potential. Our wide range of academic programmes are aimed at making you employable in a competitive working environment.

Go Online For More Details

www.dut.ac.za
Durban University of Technology
Unearthing Knowledge

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.

Durban University of Technology (DUT) 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.

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. 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 at its International Convention Centre. 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.

At DUT we are committed to a student-centred, tertiary education experience, focused on ensuring that you realise your dreams and achieve your full potential. Our wide range of academic programmes are aimed at making you employable in a competitive working environment.

Admission requirements
Students applying for admission 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 (www.dut.ac.za) for further details regarding this. All students applying from within South Africa will be required to submit a South African National Senior Certificate as certified by SAQA or a recognised equivalent qualification.

At Durban University of Technology we are committed to a student centred, tertiary education experience, focused on ensuring that you realise your dreams and achieve your full potential.
Student Life
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 comprehensive internalisation 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 greater numbers of foreign students to our university. Accommodation is available on- and off-campus. The IEP Department will assist foreign students in securing accommodation.

Defining the role of DUT
"Coming to DUT has forced me to rethink the university. I am very committed to the notion of an institution that is globally and locally connected. A DUT that is deeply embedded in its local environment as a university, must do research and there is but a single way in which research can be done. It has to be unfettered and it must be excellent so as to stand up to the highest levels of peer review - that is the minimum requirement. Simply stated research must speak to the truth. Needless to say the institution must commit itself to the highest levels of teaching and to constantly work towards improving the employability of its graduates. It is in this context that I feel compelled to ensure this university's longevity as a centre of excellence.

Our internationally recognised undergraduate and postgraduate qualifications have consistently produced award-winning students for over a century. This commitment to academic excellence and innovation within the technological, research and vocational realm is what makes DUT 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 that 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. DUT is fast-tracking its e-Learning System to offer online multi-disciplinary, internationally co-supervised Master’s and PhD research intensive programmes." – Professor Ahmed C. Bawa, Vice-Chancellor and Principle: Durban University of Technology.

Qualification and programme offerings
DUT offers undergraduate and postgraduate studies from six different faculties, namely the Faculties of:
• Accounting and Informatics
• Applied Sciences
• Arts and Design
• Engineering and the Built Environment, and
• Health Sciences and Management Sciences.

DUT offers qualifications at National Diploma and Bachelor of Technology level, Master’s 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.

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Rhodes University
Internationalisation of Higher Education in a world of geo-political reorganisation

Rhodes University’s vibrant community is nestled in the historic city of Grahamstown in the heart of the Eastern Cape, South Africa. It is the oldest of the four universities in the province. There are over 7400 students and 1200 academic and support staff at Rhodes University, which remains the smallest university in South Africa.

The university lies at the heart of the frontier country and the areas’ culture, history, architecture and politics form part of the unique Rhodes experience.

With its origins based on the Oxbridge model, it is committed to being a world-class centre for academic investigation and knowledge creation and intends to grow its postgraduate constituency.

Rhodes University has six faculties, 45 academic departments, 36 research institutes and related entities, as well as five affiliated institutions in Grahamstown. Flexibility in the design and combination of courses offered makes studying for an undergraduate degree at Rhodes a unique experience, as students may take the courses from across different faculties. Rhodes has one of the best residential and dining hall systems in South Africa.

The university has a strong commitment to comprehensive internationalisation. Twenty-one per cent of the students are international and over 66 nationalities are represented on campus. Rhodes’s international partnerships and collaborations are central to the university’s ability to produce and teach world-class knowledge. A significant portion of our resources are dedicated to academic mobility, international research projects, participating in conferences as well as extensive field work in partnership with academic colleagues from all over the world.

Rhodes has one of the best residential and dining hall systems in South Africa.

The university’s motto is to be a place “where leaders learn”. The Allan Gray Centre for Leadership Ethics was launched in 2012. The aim of this centre is to investigate and elaborate on what constitutes ethical and responsible leadership, to promote such leadership in diverse contexts and circumstances, and to also develop education and training initiatives to foster such leadership.

The Rhodes Students’ Representative Council (SRC) is led by elected representatives who sit on administrative advisory committees and in Senate. There are over 40 societies affiliated to the Students’ Representative Council, giving ample opportunity for students to develop leadership experience and contribute to campus life. The first South African Inter-University SRC Colloquium on Internationalisation was held at Rhodes, during International Week 2013. Student societies include international societies, political organisations, a campus radio station, a student newspaper, a chamber choir, a debating society, religious groups, and cultural groups. Students also have access to 28 different sporting codes, each governed by students with the assistance of the Rhodes Sports Administration.

Students have opportunities to get involved with community engagement and service-learning at the local level, as well opportunities to go on international exchange programmes to other countries. Individuals are also encouraged to take up other international opportunities. For example, Fabio De Dominicis, a fourth-year student, was chosen as one of only two African representatives to attend the prestigious International University Sports Federation (FISU) Young Sports Journalist seminar in Kazan and cover the 27th World University Games in Russia in July 2013.
The first South African Inter-University SRC Colloquium on Internationalisation was held at Rhodes, during International Week 2013.

In a world of geo-political reorganisation, many Rhodes academics are actively engaged in understanding the new configurations from a variety of perspectives. In 2012, Rhodes University opened a new Chinese Cultural Centre. The Confucius Institute has seen a steady increase in the numbers of students who are studying Mandarin, since its inception in 2009.

In the first quarter of 2013, an exhibition, curated by Prof Simbao, “Making Way: Contemporary Art from South Africa and China”, explored the ways in which contemporary artists based in South Africa and China engage with new paths of movement, with economic and cultural shifts, and with the rise of new regimes, new leaders and new social and urban spaces. This was the first time the works of the internationally acclaimed Chinese artists, Wu Junyong, Chen Qiulin, Maleonn, and Qin Ga were shown in South Africa. Rhodes is involved with the African Humanities Program (AHP), a Carnegie Corporation funded programme of the American Council of Learned Societies (ACLS), which is an initiative to revitalize the humanities in five African countries including Ghana, Nigeria, South African, Tanzania, and Uganda.

The Political and International Studies Department recently hosted an International Relations (IR) conference: “African Voices in the New International Relations Theory”, first mooted by our Visiting Nelson Mandela Professor Amitav Acharya, recently elected the 2014 - 2015 President of the International Studies Association (ISA). The conference interrogated key questions around Africa’s marginalisation in International Relations theory when the axis of world politics has shifted from east-west to north-south, with south-south relations on the rise, and the political and economic space increasingly opened up for the former “Third World”.

The Geography Department, which deals with broad issues of space, development and landscape is very active internationally, and has had regular faculty and student exchanges with Swedish universities, facilitated by the Linnaeus-Palme programme. The curriculum for undergraduates includes simulation games that have been developed to help students understand poverty and what it would be like to live on a dollar a day. The department also has a research programme in Antarctica.

The Environmental Learning Resource Centre and the Centre for Higher Education Research Teaching and Learning (CHERTL), both in the Education Faculty, have been running an international training programme with the United Nations Environment Programme and seeks to support the Global University Partnership on Environment and Sustainability (GUPES) initiative. The 2012 cohort of African participants included universities in Botswana, Ethiopia, Swaziland, South Africa, Uganda, and Zambia. It builds on the work of the Mainstreaming Environment and Sustainable Development in African Universities (MESA) Partnership Project established in 2004.

The Science Faculty has a wide range of international research collaborations. For example, Distinguished Professor Nyokong is currently collaborating with international researchers from Belgium, Canada, China, France, Germany, Greece, Japan, Russia, Romania, Switzerland, Turkey, and UK on projects including the synthesis and preclinical testing of drugs for cancer treatment; development of drug delivery systems based on nanotechnology and monitoring of pollutants in water.

The Pharmacy Faculty has several international partnerships, including a postgraduate research partnership with KLE, in India.

The Law Faculty engages with International Law issues and has sent more students on exchange programmes than any other faculty. For students who cannot manage to travel, our “Internationalisation at Home” programme enhances both South African and international student exposure to a range of international academic, social and cultural activities on campus. During our “One week, one world” programme, which included a series of events to celebrate our diversity, highlight our international partnerships and to reject xenophobia, we held our third International Parade in 2013. The countries of origin of all staff and students were identified and groups were tasked with representing aspects of each country. While these kinds of activities provide learning opportunities for the South African students to explore other cultures at home, the opportunities for community engagement in an African country, alongside a world-class academic education, can offer a life-changing experience to international students.

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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.

Identifying with the university’s academic and political goals, Desmond Tutu, an iconic figure in the struggle for social justice, became UWC’s Chancellor in 1987 and served passionately until 2011. To fill his shoes the university inaugurated the Archbishop of Cape Town, Dr Thabo Makgoba, as its new Chancellor in 2012.

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.

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.
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.

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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.

Enhancing excellence through infrastructure development

As part of the on-going academic re-engineering and transformation process UNIVEN has embarked on an aggressive infrastructure redevelopment exercise in support of its core business of teaching, learning, research and community engagement. The Deputy President of the Republic of South Africa and Chancellor of the University of Venda, Honourable Kgalema Motlanthe recently inaugurated a number of new multimillion Rand buildings, which included a new Life Science Building, a new student female residence, extensions to the School of Environmental Sciences, four lecture halls, a new one-stop student academic administration building and, revamping of the university library. Presently the next phase of infrastructure developments is being implemented, which includes the construction of a new Research Conference Centre, a new Academic Community Training Centre, a new School of Education, the first phase of a new School of Health Sciences as well as major extensions to the School of Agriculture and the student Cafeteria. The university has also acquired cutting-edge research instrumentation. UNIVEN’s research output is rapidly growing; in the five years from 2007 to 2011 it has increased by almost 300%. The university has sixteen National Research Foundation rated researchers. In 2012, the pass rate was 82% and the graduation rate was 22%, which constitutes a significant improvement.

What makes UNIVEN unique

Today, UNIVEN’s academic community is constituted by approximately 11 500 students and a core of dedicated academics, among who are international staff members from all over the world. Its institutional culture is based on the core values of quality and excellence, accountability, transparency, integrity, respect, diversity, and social responsibility. In 2012, the university was awarded two Research Chairs funded by the South African Research Chairs Initiative (SARCHI), one titled “Biodiversity Value and Change in the Vhembe District” and the other “Communal Land and Rural Enterpreneurship”. 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 that coordinates international activities.

As part of the on-going academic re-engineering and transformation process UNIVEN has embarked on an aggressive infrastructure redevelopment exercise in support of its core business of teaching, learning, research and community engagement.
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 partnership in community engagement is a specific strength of the university, for example, a ceramic water filter factory has been established in a rural pottery cooperative society by students from UNIVEN and the University of Virginia (USA) under the guidance of academics from both universities.

UNIVEN is geographically well-situated to conduct research in the fields of rural development, indigenous knowledge systems and indigenous law. It is located in an area where traditional governance structures dominate the daily lives of many people. Simultaneously, it is the closest institution of higher learning to three of the most significant archeological 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 disabled student unit. The position in a vibrant African town, Thohoyandou, allows students access to urban life. Its scenic setting, the proximity of the Kruger National Park (65 km from UNIVEN’s gate) and the proximity of heritage sites and nature reserves provide unique and diverse recreational opportunities.

UNIVERSITY PROFILES

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As a University that is bent on producing students of the highest calibre, University of Zululand (UNIZULU) believes in providing quality teaching and learning in an environment that encourages creativity, innovation and research. As the only comprehensive University in northern KwaZulu-Natal, our undergraduate and postgraduate programmes have been specifically designed to develop students into socially responsible, highly skilled, productive and globally competitive citizens.

The University’s KwaDlangezwa Campus provides mainstream courses across the Faculties of Arts; Education; Science and Agriculture and Administration, Commerce and Law. Whilst the Richards Bay Campus provides vocational and technical courses that are focused on development of the local and national maritime sector and industry skills needs.

Since its establishment in 1960, UNIZULU’s scope has diversified, attracting a large number of international scholars and student participation in its international engagements with universities and research institutes across Africa, Europe, United States, Asia and Australia.

International students are provided with social and academic support, ensuring a smooth integration into the UNIZULU community. External engagements are focused on capacity building and promoting innovation and entrepreneurship through local and international research collaborations and partnerships. The University offers more than 250 programmes in various fields.

At UNIZULU, we believe that sport and recreation play a vital role in leading a healthy, vibrant lifestyle that enhances students’ experience. In addition, to ensure our students’ sound mental and physical health we offer more than 17 sports codes and 24 hours medical assistance.
Vaal University of Technology

Your world to a better future

Vaal University of Technology (VUT) has grown in stature and size as a higher education institution, drawing students from all over the African continent.

VUT has a population of approximately 2000 international students.

This clearly paints a picture of the extent to which VUT contributes to the development of Africa, through its internationalisation strategies, especially with its graduates as they will be influencing national policies and bring forth scientific and technological development initiatives that will support innovation and industry, business and academia.

**Vision**
To be a university that leads in innovative knowledge and quality technology education.

**Mission**
Our mission is to produce employable graduates who can make an impact in society by:
• Adopting cutting-edge technology and teaching methods.
• Creating a scholarly environment conducive for knowledge creation, learning and innovation.
• Developing a Program Qualification Mix that meets the needs of society in Africa and beyond.

**Faculties**
• Management Sciences
• Applied and Computer Sciences
• Engineering and Technology
• Human Sciences

**Centres of Excellence**
• Technology, Transfer and Innovation
• Engineering Development and Support Unit (EDSU)
• Institute of Applied Electronics
• Institute of High Voltage Studies
• Unit for Preparatory Programmes
• Centre for Sustainable Livelihoods
• Institute of Chemical and Biotechnology

**Facilities**
The Vaal University of Technology is aggressively improving infrastructure. Significant amounts of funding are being injected into upgrading and developing new infrastructure at the institution. This includes new auditorium buildings, a research hub for postgraduate students, an HIV Centre, a Nursing Simulation Laboratory, a new Engineering and Chemistry Building, Life Sciences and Physical Sciences equipment, and a Science and Innovation Park.

**Research**
The university is committed to developing socially relevant research and knowledge transfer. We are involved in processes to develop and enhance academic staff and students’ ability and potential to undertake commercially viable research projects with clearly defined spin-off company potential.

These efforts will strengthen VUT academic staff’s ability to provide highly relevant research informed curriculum in close partnership with industry and community through supporting staff’s attainment of their Doctoral qualifications.

The institution is committed to developing a vibrant and innovative culture, which allows open system thinking, flexible organizational process and structure that encourages new thinking and doing within higher education.
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’s 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 stand out.

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

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.
Walter Sisulu University
A developmental university

Walter Sisulu University (WSU) is a comprehensive university situated in the largely rural province of the Eastern Cape. The university was established on 1 July 2005 through the merger of the former Border Technikon, Eastern Cape Technikon and the University of Transkei.

WSU’s unique location, which straddles the rural and urban divides of the Eastern Cape, has inspired the university’s objective to become a critical change agent in the Province and a meaningful partner in the delivery of the development imperatives of the country and the Province. Currently, WSU has approximately 24 000 students who are spread across four campuses in Mthatha, Buffalo City, Butterworth and Queenstown. Each campus operates through delivery sites or teaching centres, of which the university currently has 11.

As a comprehensive university, WSU offers courses across the national qualification spectrum, from certificates and diplomas to undergraduate and postgraduate degrees. The university’s flagship Medical School, which is based in Mthatha, is a pioneer in the provision of problem-based learning and community-based education. The university is also a proud teaching partner in the Nelson Mandela Academic Hospital, a technologically advanced referral hospital.

The university has five faculties that offer a full-range of accredited qualifications: Health Sciences; Science, Engineering and Technology; Business, Management Sciences and Law; Education; and Humanities and Social Sciences. The university’s research into development is spread across the faculties and includes collaborations with other South African universities, as well as universities and colleges in Canada, the United States, the UK and Africa.
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**Government**
South African Government
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Government Communication and Information Service
Private Bag X745
Pretoria, 0001, South Africa
Tel: +27 (0)12 323 3831
Fax: +27 (0)12 323 3831
Website: www.dgcis.gov.za

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Pretoria, 0001, South Africa
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Fax: +27 (0)12 314 2911
Website: www.dhet.gov.za

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Fax: +27 (0)12 329 1000
Website: www.dirco.gov.za

Department of Science and Technology
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Tel: +27 (0)12 843 6300
Website: www.dst.gov.za

**Education**
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Brummeria, Pretoria, 0020
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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
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
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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
PO. Box 2600
Pretoria, 0001, South Africa
Tel: +27 (0)12 481 4000
Fax: +27 (0)12 349 1179
E-mail: info@nrf.ac.za
Website: www.nrf.ac.za

National Advisory Council on Innovation
Website: www.naci.org.za

Africa Institute of South Africa
Website: www.ai.org.za

Agricultural Research Council
Website: www.arc.agric.za

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

Council for Minerals Technology
Website: www.mintek.co.za

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

Hartbeespoort Radio Astronomy Observatory
Website: www.hartrao.ac.za

Hermanus Magnetic Observatory
Website: www.hmo.ac.za

Human Sciences Research Council
Website: www.hsrc.ac.za

iThemba Laboratory for Accelerator Based Sciences
Website: www.nac.ac.za

**Useful websites for students and travellers**
South Africa General Information
Website: www.sapfrica.info
Website: www.statsza.gov.za
Website: www.rainbownation.com

South Africa in the News
Mail and Guardian: www.mg.co.za
The Times: www.thetimes.co.za
Sowetan: www.sowetan.co.za
Independent Newspapers: www.iol.co.za
News24: www.news24.com
Business Day: www.businessday.co.za
City Press: www.citypress.co.za
South African Broadcasting Corporation: www.sabc.co.za
Daily Maverick: www.dailymaverick.co.za
Eye Witness News: www.ewn.co.za

Airlines
British Airways: www.ba.com
Kulula: www.kulula.com
Mango: www.flymango.com
South African Airways: www.flysaa.com

Travel and Tourism
Southafrica.net
Tourism.co.za
AATravel.co.za
WhereToStay.co.za
Accommodation.co.za
www.sa-travelindex.com
www.info.gov.za/faq/travel

Arts and Culture
Artlink.co.za
Museums.org.za
Music.org.za
Jamati.com
Eatout.co.za

South African Medical Research Council
Website: www.mrc.ac.za

South African Agency for Science and Technology Advancement
Website: www.saastra.co.za

South African Astronomical Observatory
Website: www.saaao.ac.za

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

South African Institute for Aquatic Biodiversity
Website: www.saiab.co.za

South African Space Portal
Website: www.saspace.gov.za

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