20 Years of Internationalisation of South African Higher Education
20 Years of Internationalisation of South African Higher Education

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

17 / International Students in South Africa
22 / South African Higher Education
32 / Destination South Africa
38 / Useful information for International Students
41 / Medical Aid provision for International Students

Features

8 / It was 20 years ago today
12 / Years – Internationalising South African Higher Education

In Every Issue

03 / News
04 / Messages
44 / Higher Education Destination Map
46 / University Profiles
102 / Useful Contacts

Credits

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

Publisher: IEASA
Publications Committee Chair: Dr Nico Jooste
Project Coordinator: Thilor Manikam
Editing and Proofreading: Divinia Pillay
Layout and Design: Design@Bay, Port Elizabeth
Photographs: Luc Hosten, Design@Bay, canstockphoto.com, Cape Peninsula University of Technology, Central University of Technology, Durban University of Technology, Nelson Mandela Metropolitan University, North-West University, Rhodes University, Stellenbosch University, University of Cape Town, University of Fort Hare, University of the Free State, University of Johannesburg, University of KwaZulu-Natal, University of Pretoria, University of South Africa, University of the Western Cape, University of the Witwatersrand.

International Education Association of South Africa
P.O. Box 27394
Sunnyside
Pretoria
0132
South Africa
Tel: +27 (0)12 481 2908
Fax: +27 (0)86 649 1247
E-mail: admin@ieasa.studysa.org
Visit the Study South Africa website at: www.ieasa.studysa.org

© IEASA 2014

No part of this publication may be reproduced or transmitted in any form or by any means without prior permission from IEASA. Permission to use material contained in the university profiles must be obtained directly from the institutions concerned. The information in this publication was compiled from a variety of sources, and opinions expressed should not necessarily be taken to represent those of IEASA or HESA. The information on the universities was supplied by the universities themselves, or updated from the 12th Edition of Study South Africa or using the website of the institutions concerned.

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

Editor’s Letter

This 14th edition of Study South Africa foregrounds the celebration of 20 years of a democratic South Africa. Patrick Fish was commissioned to write a series of articles reflecting the development of South African Higher Education since 1994 for this edition. Reading through this the reader will hopefully experience a sense of the transformation of the South African Higher Education system. Although we all agree in South Africa that we are not done yet, we also recognise that given the South African realities, the change from a race based and fragmented system of higher education to a single but diverse system is well under way. The South African Universities transformed from mostly mono cultural to multicultural institutions that largely reflects the composition of the South African population. The University campuses also demonstrate the institutional appetite to be international. Not only do they jointly house more than 50,000 international students but are also involved in numerous ways in bringing the benefits of being globally connected to the local communities.

We are one of the few higher education systems that largely fund our international activities from institutional budgets. This is one of the main reasons that South African Universities practice a style of internationalisation that is relevant to our institutional needs, as well as the local and national needs.

Through our internationalisation endeavours we have connected with the rest of Africa in a very special way. Not only do we educate large numbers of students from other African countries but through the South African Higher Education alumni that now live all over the African continent we have built permanent connections that will enhance and develop long standing relationships.

IEASA celebrates with all South Africans 20 years of democracy and realise that it is indeed a privilege to be practitioners in transformed ‘knowledge cities’. We are, however, saddened by the incidents of intolerance and destruction in other parts of the world that make the work of higher education institutions impossible, and can only in solidarity with those scholars at risk celebrate with deep appreciation the efforts and determination of those South Africans that made it possible for us to be Universities in a free and democratic society.

IEASA Management Council - June 2014

<table>
<thead>
<tr>
<th>NAME &amp; DESIGNATION</th>
<th>INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr Lavern Samuels President/PRO</td>
<td>Durban University of Technology Director: International Education and Partnerships</td>
</tr>
<tr>
<td>2. Dr Nico Jooste Deputy President</td>
<td>Nelson Mandela Metropolitan University Director: International Office</td>
</tr>
<tr>
<td>3. Ms Merle Hodges Treasurer</td>
<td>Cape Peninsula University of Technology Director: International Affairs</td>
</tr>
<tr>
<td>4. Ms Orla Quinlan Chair: Directors Forum</td>
<td>Rhodes University Director: International Office</td>
</tr>
<tr>
<td>5. Mr Cornelius Hagenmeier Student Development and Liaison</td>
<td>University of Venda Director: International Relations</td>
</tr>
<tr>
<td>6. Ms Samia Chasi Partnerships</td>
<td>University of the Witwatersrand Manager: International Partnerships</td>
</tr>
<tr>
<td>7. Mr Lebethe Malefo Immigration</td>
<td>University of Johannesburg</td>
</tr>
<tr>
<td>8. Mr Leolyn Jackson (Institutional Representative)</td>
<td>University of the Western Cape Director: International Relations</td>
</tr>
<tr>
<td>9. Mr Arthur Johnson (Institutional Representative)</td>
<td>University of Fort Hare Director: International Office</td>
</tr>
<tr>
<td>10. HESA Representative Advocacy</td>
<td>Dr Berene Kramer Director: Operations and Sector Support (HESA)</td>
</tr>
</tbody>
</table>
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. 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. As a result, the Internationalisation Education Association of South Africa (IEASA) hosted a Global Dialogue at the Athenaeum in Port Elizabeth from the 15th – 17th of January 2014. The focus of the Global Dialogue was 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 following two questions were focused on during the Global Dialogue:

- Is the current global debate, which originates in the developing world, about the re-thinking of Internationalisation of Higher Education relevant given the uneven levels of development of Higher Education systems globally?

- What, if anything, should the developing world be doing differently in their practice of Higher Education Internationalisation to be relevant globally?

To view the full rationale of the Global Dialogue for 2014, please visit the following link: Global Dialogue 2014. (http://media.wix.com/ugd/8024fc_942d6eca6ef24f1dbb6710e294f29eff.pdf)

To view the IEASA 2014 Global Dialogue Nelson Mandela Bay Declaration, follow this link: Nelson Mandela Bay Declaration. (http://media.wix.com/ugd/8024fc_91d96213bdf3427cb0b35b0333896.pdf)


Following the Global Dialogue, Professor Hans De Wit and Dr Nico Jooste furthered the discussion in a University World News Blog. To view the full blog, follow this link: Can International Education be truly Equal and Global? (http://www.universityworldnews.com/article.php?story=20140218131715855)

South Africa’s two new tertiary institutions

In 2014, the University of Mpumalanga and the Sol Plaatjie University opened its doors to new students. With the primary economic basis of the province of Mpumalanga founded in the fields of agriculture and tourism, in its first year, the University of Mpumalanga will offer diplomas in Agriculture and Hospitality, and a Bachelor Degree in Foundation Phase Education.

The Sol Plaatjie University will in its first year (2014), offer three programmes: a Diploma in Information Technology, A Diploma in Retail Management, and a Bachelor of Education Degree for secondary school and FET teachers of mathematics, natural science and technology. For further information, please see the back section University profiles: Pages: 102 - 103

2015 will see the opening of a new university as a result of the demerger of the University of Limpopo. The University of Limpopo’s Medunsa Campus will now be incorporated into the Sefako Makgatho Health Science University (SMHSU). Named after the highly-acclaimed politician, journalist, educationalist and theologian, Mr Sefako Mapogo Makgatho, the SMHSU will continue to train medical and allied health science professionals and also introduce new exciting academic offerings ranging from biomedical technology, bioengineering, medical informatics and veterinary science.
Towards a new era of reflection on a framework for Internationalisation of Higher Education… towards a new world order:

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

The history of internationalisation of higher education has been a rich tapestry reflecting the diversity of practices and thoughts on this phenomenon - A phenomenon that has captured the attention of higher education and then beyond.

Internationalisation however, faces challenges and critical issues that many believe to be a crossroads in its evolution. How do we address these challenges to rethink the overall framework for Internationalisation? How do we integrate the past developments of higher education internationalisation dominated by Western philosophies and interests, with the modern challenges and demands of inclusivity and equality, taking due cognisance of the voice of the emerging and developing worlds. How do we, as international education prevent 21st colonialism of knowledge?

The history of internationalisation of higher education has been a rich tapestry reflecting the diversity of practices and thoughts on this phenomenon

We have learned from two South African, indeed global icons, Mandela and Ghandi, that there is always another way, and the Global Dialogue hosted by IEASA early in 2014 gave us a rare opportunity to collectively explore the contribution that we can make to a just and equitable world order. It gave us an opportunity to appreciate how our freedom and liberties are intertwined and to explore the spirit of Ubuntu that asserts that "I am, because you are".

I am reminded by the guidance and warning given by Nelson Mandela around the issue of globalisation which is relevant for us as international higher education practitioners. We often talk about “globalisation of our world”, referring to our world as a global village. Too often those descriptions refer solely to free movement of goods and capital across the traditional barriers of national of national boundaries. Not often enough do we emphasise the globalisation of responsibility. In this world where modern information technology has put all of us within easy reach of one another, we should share the responsibility for being the proverbial keeper of our brother or sister”.

International Education has a critical role to play in addressing world issues and finding collective solutions to global challenges.

International Education has a critical role to play in addressing world issues and finding collective solutions to global challenges. The attributes of our graduates play a pivotal role in being able to achieve this. We need graduates who are able to demonstrate an ability to think globally and consider issues from a variety of perspectives. They need to appreciate the importance of multi-cultural diversity to professional practice and citizenship and very importantly demonstrate awareness of the implications of local decisions and actions on international communities and of international decisions and actions on local communities.

"Not often enough do we emphasise the globalisation of responsibility."
We need our graduates to be part of a new generation of leaders. Not only political and business leaders, but also community leaders, leaders at different levels and spheres of society who from their different perspectives, can collectively improve the world and address its challenges. We need to look at how concepts such as restorative justice, inclusivity, fairness and the celebration of our common humanity can bring about a new equilibrium, one that embraces peace, friendship, tolerance and a deepened appreciation of our inter-dependence. It was heartening to note the level of collegiality, sense of collectivism and deep determination of leaders of International Education that attended the Global Dialogue to reflect on the challenges that face internationalisation and to find common ways for us to chart a new way forward, a way that is appreciative of the plurality of the world we live in.

We need graduates who are able to demonstrate an ability to think globally and consider issues from a variety of perspectives.

We had an opportunity to reflect on many of the searching questions with which we still grapple.

- How do we move beyond narrow parochial interests that inhibit the potential that internationalisation possesses to create a better world?
- How do we bridge the North South divide in a manner that is mutual beneficial?
- How do we sustain the diversity of voices in ongoing internationalisation dialogues?
- How do we reshape HE internationalisation and the international development agenda so that they more effectively address world issues and challenges, and they assist in finding collective solutions to these global challenges?
- What would we like to see in our next generation of graduates and also how would we like to see HE Internationalisation evolve?
- How do we ensure that the impact and benefit of internationalisation is felt by not only the mobile minority, but by all our graduates and academics and then beyond.

International Education Association of South Africa (IEASA)
P.O. Box 27392, Sunnyside, Pretoria, 0132, South Africa
Tel: +27 (0)12 481 2908 • Fax: +27 (0)86 649 1247 • E-mail: admin@ieasa.studysa.org • Website: www.ieasa.studysa.org

We are hopeful that this new way will give us new lenses to appreciate knowledge and more especially to appreciate each other.

In reflecting on a new way forward for International Education, we are hopeful that this new way will give us new lenses to appreciate knowledge and more especially to appreciate each other. We need to contribute through internationalisation to a new era in our history that restores dignity, equilibrium and hope. Nelson Mandela reminds us that “Education is the most powerful weapon which you can use to change the world”.

However much was achieved at the Global Dialogue, and in the intent contained in its declaration, much needs to be done to give expression to the intent of this declaration and the spirit of the Global Dialogue. Mandela encapsulates this in his words: “after climbing a great hill, one finds that there are many more hills to climb”. I look forward to meeting you on journey.

Most importantly for me, to reflect on how to build on the individual benefits of internationalisation and take it to a level that contributes to a better world, one that enforces a sense of global citizenship, and a world that is more tolerant, peaceful, mutually respectful and certainly one that addresses the huge disparities that we see today.
Biographies

Patrick has been involved in higher education for longer than he can honestly remember. Originally lecturing English literature and media studies he had a brief reprieve from the exhausting academic lifestyle when he joined an international e-commerce start-up. He was lured back to higher education in 2002 as a researcher, writer and advocate for the sector. He has been involved with IEASA since 2006 (and even served on IEASA’s Management and Exco bodies). In 2009 he ventured out on his own to become a higher education consultant and currently assists universities in the development of strategies relating to the position of the university both locally and globally. He also acts as a communications specialist for NGO’s, specifically in the field of HIV prevention.

Dr Nico Jooste is the Senior Director: International Education at the Nelson Mandela Metropolitan University. He acted in this position since July 2000. He was responsible for the development of the Office for International Education at the University with the philosophy of Comprehensive Internationalisation as the guide. Internationalisation as such was thus implemented as a strategic imperative of the NMMU.

He is involved in the re-thinking of Internationalisation Globally and as such arranged the Global Dialogue on the future of Higher Education Internationalisation in January 2014, on behalf of IEASA, in Port Elizabeth, South Africa. This event brought together all major role players in Higher Education Internationalisation and culminated in the acceptance of the Nelson Mandela Bay declaration. He is currently also the Deputy President of the International Education Association of South Africa.

He holds a PhD in History.
It was 20 years ago today

Twenty Years – Internationalising South African Higher Education
It was 20 YEARS AGO TODAY

Author: Mr Patrick Fish

Extension of Universities Act was promulgated and which effectively ensured that black students had limited access to white universities.

There are a number of ways in which we can understand the history of South African higher education over the past 20 years. We can look at comparative enrolments, numbers of A-rated scientists, and the demographics of participation together with a host of other indicators. These would add rich detail to the historical picture but would be insufficient to gain any insight into the sector’s journey. The real story of our higher education history is a complex blend of personality, politics, policy and apartheid. This is a snapshot.

1994 began in 1959

The story of higher education in South Africa was always going to be determined, to a large extent, by the apartheid master plan. So, in understanding the history of South African higher education one cannot begin in 1994 and move forwards. 1994 begins in 1959.

That was the year that the Extension of Universities Act was promulgated and which effectively ensured that black students had limited access to white universities. The Extension went further by paving the way for the establishment of black universities that would cater for the higher education of “ethnic” groups within the black population. The realisation of this Act in the building of ‘homeland’ universities was a solution and a problem for the apartheid state. A solution in so far as the state could dictate and define the curricula of these universities in fulfilment of a Verwoerdian ideology that would only allow black students to gain an inferior tertiary education. A problem because in accordance with the twisted logic of separate development, it was necessary to incur excessive costs in order to build duplicate sites in order to achieve the appearance of a functioning and independent infrastructure.

Footnotes:

2. Mare, Mienie, Crouse, Taljaard, van der Merwe, Potgieter, Kriel, Taljaard, de Wet and Olivier.
What was the Ministry of Education to do after 1994?

1. The government, struggling to emerge from this new-fledged democracy, needed to assume a distinctive character, an identity that was not based on a struggle discourse but rather a government that could proclaim itself as decisive, coherent and legitimate.
2. Government was caught in a dichotomy where it was committed to pursue nation building via neo-liberal economic policies while simultaneously trying to redress vast inequality. This also imposed great strain upon effective policy making.
3. Those historically disadvantaged institutions become custodians of the struggle through years of anti-apartheid protests that had taken place on their campuses.
4. Many of the historically advantaged institutions were self involved and protective of their institutional autonomy rather than seeing themselves as part of a collective sector with a collective identity.
5. Unified co-operation between higher education institutions was not present. The diversity of higher education institutions in terms of quality and accountability, institutional competition for students and the overarching protection of institutional interests meant that higher education institutions in 1994 were not particularly inclined towards working together.

The important aspect about the NCHE was that it worked from the position that government and higher education would cooperate to establish a coherent and cohesive system.

Obviously this list is simply indicative rather than comprehensive, but it does outline the unenviable position that the government generally, and the Education ministry specifically, had to confront. As Fisher puts it:

The current system is differentiated both vertically, between three major tiers or sectors, and horizontally, between historically black and historically white institutions. Within the latter two groupings further divisions and inequalities exist, between English and Afrikaans medium institutions on the one hand, and the various black institutions which were established to serve different ethnic groups and which developed under a variety of conditions depending on their location within the apartheid system.

Come together

The National Commission on Higher Education (NCHE) was convened in 1995 in order to address these and other questions and to formulate policy that would address the past and give shape to a system that could effectively respond to new challenges. The report was driven by the acknowledgement that the system was neither efficient nor effective and that it would require that the various components of higher education be brought into one coordinated system and that this unified system would best be able to address the pressing issues that weighed upon the sector. The report was more of a vision document than a policy framework and, as such, it was weighted towards articulating a just, accountable and idealised system that would redress apartheid inequality while allowing for energetic participation in the international knowledge economy.
The important aspect about the NCHE was that it worked from the position that government and higher education would cooperate to establish a coherent and cohesive system. The commission believed that all parties would be interested in rejecting the apartheid past and collaborating to produce an effective and efficient sector. Although much of what was contained in the final NCHE report made it into the Green Paper (1996), the White Paper on higher education in 1997 and the Higher Education Act (1998), certain slippages took place. Gone was the collaborative tenor that was distinctive in the NCHE report. This was replaced by a far more assertive and authoritarian tone. The NCHE had suggested that various buffer bodies be created to ensure that neither the state nor the sector had final control. These notions were removed and government assumed final authority for the future direction of the sector.

What brought about this hardening on the part of government is unclear. In all likelihood it had to do with an awareness that institutions would not transform themselves. The Office of Fair Trading (OFT) repeated claims that getting academics to agree on any point is effectively the act of herding cats. Perhaps the education department – for the reasons outlined above – felt that it would be impossible to coax institutions (like cats) towards an effective, efficient and transformed saucer of milk. So while the White Paper claimed that it had no intention of micro-managing institutions it also made it clear that it would directly intervene in cases of financial mismanagement and other, unspecified, reasons.

In December 2003, the higher education landscape consisted of 36 institutions spread across the country. Some in under-resourced rural areas, others agglomerated into cities. These institutions varied widely in calibre, focus, student and staff demographics and research output. By 2005 there were 23 universities but the mergers were not driven by the obvious goals of physical proximity (some mergers involve distances in excess of 400 kilometres), removal of curricula duplication or economies of scale but rather by the political will of the state to remove the last vestiges of a sector deeply shaped by apartheid.

The merger idea was tucked away in the draft White Paper in 1997. Article 2.22 reads “Many institutions either require consolidation or retooling for new missions and goals. Narrow self-interest cannot be allowed to preclude planning which may lead to institutional mergers and closures, and the development of new institutional forms where these are necessary”.

This veiled threat might well have been forgotten, lost in the margins of history, but it emerged again, almost inadvertently, in the Size and Shape report that came out in June of 2000. In the attempt to arrive at tangible deliverables to offer Minister Asmal, a Task Team appointed to investigate and propose a future higher education landscape, tentatively posited the use of “combinations” in order to realise some of core concerns raised in the White paper: “the Task Team instead recommends reducing the present number of institutions through combining institutions”.

The fact that this suggestion was adopted so eagerly by the Ministry indicates that Kader Asmal also saw the potential of solving a variety of sectoral problems with one simple move. The Minister was one who tended to prefer radical far-reaching solutions. In the early days following his appointment to the position of Minister he made it clear that “the way we do things in universities is appalling. It’s wasteful. It’s redolent of 50 years ago. Standards, teaching methods, course content, and the way instructors related to students all were ‘insensitive and out of date’”.

He appointed a National Working Group with the express purpose not of establishing the desirability or viability of mergers, but rather to provide a detailed list of institutions to be merged. What had been a hesitant suggestion had, without negotiation, become a de facto merger process. This led to much manoeuvring and horse trading on the part of vice-chancellors and councils. The University of Fort Hare, for example was, at one stage, due to be incorporated into Rhodes University. The Technikons, always perceived as the lesser cousins of the university, but always alert to an opportunity, managed to convince Minister Asmal that they should now be called Universities of Technology (UoTs).

At the heart of the mergers lay an unstable, albeit aspirational, signification. The ‘creation’ of the comprehensives and the renaming of Technikons established new kinds of institutions without a clear definitional basis. The gazette specifically sates that the UoTs should not veer from their former mission while comprehensives were supposed to mix diploma and degree offerings. These are hardly helpful guiding principles. In this semantic opacity these institutions adopted various strategies to re-invent themselves.

This brief sketch describes a process that was neither transparent nor carried out for any of the reasons that traditionally (and usually) lie behind a merger. It has not resulted in efficiencies of scale or the removal of duplication. In fact, it has probably cost the taxpayer more because no campus was ever closed down.
Subsequently some merging institutions adopted a ‘merger lite’ approach and brought together financial systems, ICT infrastructure and little else. Other, canni er institutions used it as an opportunity to rebrand themselves and to shrug off a sordid past for a new bright logo and a reinvented future. Some, give or take a dentistry school, got through the process unscathed. Some institutions – and these are the saddest instances of the overall failure of the process – who had been left weak (and destitute) by the former regime found themselves married off to even poorer spouses. This was the case in the merger between the Medical University of South Africa the University and Limpopo which could not overcome the barriers of lack of resources, physical distance, internal politics and staff flight. This led to the demerger of the institutions which was finalised this year.

The DHET years

In 2009 the Department of education was split: basic education to deal with schooling and higher education and training to deal with post–schooling education opportunities. The Department of Higher Education and Training (DHET) had a wider remit than simply catering to the universities. Its portfolio included the Further Education and Training colleges and the problematic Sector Education and Training Authority (SETA) organisations. The SETAs offered (or facilitated the offering of) shorter training opportunities that would allow for up-skilling and small chunks of learning that could be accumulated into certificates. However the SETAs had, in some instances, become fiefdoms, answerable to no–one and providing very little of merit. Definitely not enough to deal with South Africa’s large unemployment rate and lack of basic artisanal skills. Much of the reorganising of these structures to produce a “comprehensive higher education and training sector” are outlined in The White Paper for Post–school Education and Training released in 2013.

With higher education under the care of Minister Nzimande, two clear themes have emerged. Firstly, to deal with the large numbers of unemployed youth he has embarked on the creating a mass of post school educational opportunities. Where once the call from the education department was “no access without success” the current clarion call is for a mushrooming of new universities, new Technical and Vocational Education and Training (TVET) colleges and the establishment of community colleges. This bricks and mortar expansion has had its impact on the higher education budget and even by the DHET’s own admission it has meant that South African universities are seriously underfunded.

While the DHET acknowledges that it requires more university graduates (especially at postgrad and Ph.D. level) the sharp end of the focus is at the intermediate and basic skill levels. And indeed the DHET has made impressive ground at the TVET level where enrolments have dramatically increased over the past two years.

The chaotic ramparts

What is clear is that the university is no longer a privileged institution, somehow above and beyond the economic realities in which it is located. On the part of government, there is a growing utilitarian attitude towards the university that, at times, views the university as a reluctant and petulant organ of the state. Once upon a time such an attitude would have prompted collective indignation on the part of university leadership. Although the South African narrative could only have played out in this country, governments around the world, whether neo–liberal, totalitarian, or post–colonial in nature are assuming much the same stance towards the university. The image of the untouchable ivory tower is, under the competitive exigencies of the 21st-century, fast being replaced by the university as a knowledge factory that produces substances needed by the economy (graduates, skills, research) and that can, in turn, be mined (for expertise, administrators and contract work) by the government to reach the strategic outcomes set out in their policies and plans.

In the biblical tale of the Tower of Babel, the story goes that humanity were as one people speaking the same language. It came to pass that they decided to build a tower using bricks and tar – a highly innovative architectural solution – to make a name for themselves. God was of the opinion that one people talking the same language and building one creation, would result in a people where “nothing they plan to do will be impossible for them”. According to the story, he confused their languages, scattered them across the earth and stopped the building of the stairway to heaven. Perhaps the idea of a knowledge factory is too easy. Perhaps what was once the ivory tower is now a secularised version of the Tower of Babel. The university populated by students and academics from around the world, talking different languages and brought together in creating and solving particular problems, collaborating across disciplines and constantly innovating. With the result that the university of today is underfunded and interfered with externally, is polarised by academic interests and management priorities internally, is threatened by or exploiting massive open online courses (MOOCs), but is not so far removed from the chaotic ramparts of Babylon where in spite of all, nothing “will be impossible for them”.

“By 2005 there were 23 universities.”
Twenty years ago, a democratic South Africa formally joined the world of higher education. By then, most of the world had already been actively internationalising its enterprise for a few decades or more. Confused but determined, the leadership of South Africa - both political and higher education leadership - recognised the necessity to enter the global higher education scene that now looked so different from the one they had been excluded from since the early 1960’s. The cultural boycott against the South African Apartheid system was a planned strategy to bring to an end an unjust and inhumane system. This strategy that included the systematic isolation of South African Higher Education institutions from the world, was a last attempt to force an end to the unjust exclusion of the majority of South Africans from the world of higher learning.

This episode in South Africa’s Higher Education history was aptly described by Prof Colin Bundy, then, Vice-Chancellor of the University of the Witwatersrand, at the second IEASA conference in 1997, in his paper entitled “A World of Difference? Higher Education in the Global Era”. He described the academic and cultural boycott as follows:

“South African academics were barred from attending the World Congress on Archaeology, in Southampton. The Southampton Congress and the furor it caused represented the high-water mark, visible, well-publicised episode in the attempts to boycott South African scholars and their institutions. Much harder to measure or describe were the invisible effects of the academic boycott. I don’t suppose that we will ever know how many overseas scholars simply refused to come to South Africa during the high noon of apartheid; nor how many South African scholars were left off invitation lists or cold-shouldered when they attended international conferences. The brain-drain of South African academics over forty years of apartheid rule has never been accurately measured. And I am not sure that even now, South African universities fully realised how damaging was their partial exclusion from the global community of scholars.”

In a disorganised environment, a self-help internationalisation strategy was followed.
The ‘new country’ that was seen as a victory of reason and humanity over ideology, became a sought-after destination for both international academic visitors as well as students from north of the Limpopo. Notwithstanding numerous requests to the then collective body representing South African Universities, the Committee of University Principles (CUP), to engage with the needs of the internationalisation of the South African higher education system, very little if any attention was paid to this new phenomenon. The CUP at this stage (1992 – 1995), was pre-occupied in dealing with other changes that were on the horizon for higher education.

As the political challenges that faced South Africa in the early 1990s required visionary leadership to find lasting political solutions, Higher Education needed similar visionaries that were forward thinking, and not scared to take an isolated system back into the international fold. This resulted in the first steps towards internationalizing South African higher education being taken by Dr Roshen Kishun and Dr Derek Swemmer. These two senior higher education administrators provided the required leadership at this critical time. They further recognized the need to create organizational functionality at institutional level to deal with the demand from students. In a disorganized environment, where the higher education institutions were divided and the Department of Education was attempting to bring together ten different education departments as well as transforming the race based system, a self-help internationalisation strategy was followed. However, from the outset, all the role players realized the importance of an internationalised higher education system. At the inaugural conference of IEASA in January 1997, the importance of an internationalised South African Higher Education system was highlighted by the then Minister of Education, Professor Sibusiso Bhengu. In his key note address he emphasized that “Within the context of the transformation of Higher Education in South Africa, it should be clear that we regard academic exchange within our country, but also between South Africa and foreign countries, as of fundamental importance.”

A testimony of the successful foundation that was created by those pioneering the internationalisation of the South African system as well as IEASA in the early days of its existence is the current level of internationalisation of the South African system. A clear way to illustrate this is the acceptance into the South African system of large numbers of international students since 1994. In anticipation of the changes that were coming as well as the quality reputation of the South African higher education system, large numbers of international students were already studying in South Africa by 1994. It was especially students from the Southern African Region who came in large numbers. The following graphs pay testimony to South Africa’s popularity as a study destination. The large number of international students provided a unique opportunity for the South African system to become internationalised. Through international students South African Universities very quickly became part of an ever globalizing world.

This not the place and time to do an in-depth analysis of the data but it is important to note that international students represented 7% of the student population in the South African system. The annual growth in international student numbers stabilized since 2002 and is now growing at a rate of 4% per year. South Africa is hosting more international students from the Southern African region as well as the rest of Africa than any other higher education system in the world. As most of the international students graduating from South African Universities returns to their country of origin South Africa is thus recognized as an important contributor to the human resources development in Africa.
It is for this reason that IEASA became one of the pillars of internationalisation in South Africa. For this, the organisation required stable and visionary leadership. Since its inception in 1997 IEASA has steered the South African higher education sector to develop into a professionalised and divers internationalised system. In the absence of a national internationalisation strategy it has provided the guidance to institutions to develop their own internationalisation strategies. Through individual institutional efforts, as a volunteer organization, it has played a major part in establishing South African Higher Education as a quality, world class African higher education system that can cooperate and compete globally. Through its visionary leadership it placed South African Higher Education on the global stage through its annual conference and the Study South Africa publication. These two activities have become annual highlights demonstrating the levels of internationalisation of South African Higher Education. South Africa also, through the efforts of IEASA, in May 2002 became the first African system that formally presented itself at the NAFSA Conference Exhibition during the international conference in Philadelphia, in the United States of America. Since then, numerous South African Universities have participated in the Study South Africa exhibitions during the annual NAFSA Conference and, since 2005, the EAIE (European Association of International Education) conferences. Through these self-funded actions, South Africa has been established as one of the major role players in internationalisation representing the developing and emerging world.

IEASA’s role and influence in the global internationalisation debates have been highlighted in its ability to organize the 2014 Global Dialogue between all the organisations that are currently playing major roles in shaping higher education internationalisation globally. At this event the focus was on the future agenda of Higher Education Internationalisation with specific focus on the role of International Higher Education in the creation of a more just society in a world that is so unevenly developed. Discussions related to the power relationships that currently drive the world of Higher Education Internationalisation was also held, with a view to develop ways to create a more open, inclusive and equal participation of all Universities in the process of higher education internationalisation. A further question discussed at the Global Dialogue centred around the most appropriate social contract between university and society whilst practising internationalisation of higher education. The Global Dialogue resulted in the Nelson Mandela Bay declaration, endorsed by all participants.

The role of IEASA in the internationalisation of the South African higher education system cannot be disregarded in a reflection on the past twenty years of internationalisation in South Africa. IEASA and all the Universities recognize the leadership and sacrifices made by those that who have lead the organization since its inception. The following list is of the Presidents of IEASA from January 1997 until today:

1. Dr Roshen Kishun
   1997 – 2006
2. Ms Fazela Haniff
   2006 – 2008
3. Mr David Farirai
   2008 – 2010
4. Ms Merle Hodges
   2010 – 2012
5. Dr Lavern Samuels
   2012 – 2014

The strong leadership from the presidents as well as an additional core group of volunteers who served on the IEASA Management Council over the years has been instrumental in the successful internationalisation of South African Higher Education. The IEASA office was for most of the time sustained by the able full-time administrative support of Ms Thilor Manikam which provided the necessary continuity and stability a voluntary organisation needed.
Although IEASA has played a leading role since 1997 in the establishment and development of South African Higher Education Internationalisation, the role of Higher Education leadership, especially Vice Chancellors of those Universities that developed the necessary capacity within their institutions, should also be recognized as critical role players in the systemic internationalisation of the institutions and the system. It is important to note that notwithstanding all the other priorities that faced higher education in 1994 and which higher education in 2014 is still facing, internationalisation is practiced by all 23 South African Universities. All of them have established structures to manage their international engagements and participate in international projects. This illustrates understanding and willingness despite resource and capacity constraints.

IEASA’s role and influence in the global internationalisation debates have been highlighted in its ability to organise the 2014 Global Dialogue between all the organisations that are currently playing major roles in shaping higher education internationalisation globally.

The future of South African Higher Education and its internationalisation can build on a solid foundation built over the last twenty years. It will be able to fulfill its role as one of the leading systems representing the emerging and developing world in international fora. It should not only participate in global debates about the future of higher education internationalisation but should also provide leadership on a world stage where diplomacy and dialogue alone are not enough to bring about a better world. The power of soft diplomacy represented by higher education internationalisation can be a catalyst to bring about a world that is more just and that recognizes the fundamental human rights of individuals and nations to live in peace. **We should all pay attention to the advice and guidance provided by President Nelson Mandela during his acceptance speech of the Freedom Award from the Nation Civil Rights Museum in 2000 when he advised us to pay attention to:**

“The divide between the rich and the poor, those who have plenty and those who suffer penury, is even widening in our contemporary world. And nothing threatens our collective freedom more than the persistence of this divide. None of us can sleep comfortably while our brother or sister goes hungry, cold, unsheltered, ignorant and ill.

We often talk about the globalisation of our world, referring to our world as a global village. Too often those descriptions refer solely to the free movement of goods and capital across the traditional barriers of national boundaries. Not often enough do we emphasise the globalisation of responsibility. In this world where modern information and communications technology has put all of us in easy reach of one another, we do again share the responsibility for being the proverbial keeper of our brother or sister.

Where globalisation means, as it so often does, that the rich and powerful now have new means to further enrich and empower themselves at the cost of the poorer and weaker, we have a responsibility to protest in the name of universal freedom. Globalisation opens up the marvellous opportunities for human beings across the globe to share with one another, and to share with greater equity in the advances of science, technology and industries. To allow it to have the opposite effect is to threaten freedom in the longer term.

The right of a person to vote freely in democratic elections, to express him or herself without hindrance, to gather and associate as one wishes, to move freely in one’s land - these are precious freedoms that lift the human spirit and give expression to our God-given rights.

We must, however, at the same time as we cherish them remain constantly aware that those freedoms get devalued if they are for too long devoid of that dignity that comes with a decent quality of living.”

Footnotes:
3. Refer to IEASA website at www.studysa.co.za
Higher Education in Context

International Students in South Africa

South African Higher Education

Destination South Africa

Useful information for International Students

Medical Aid Provision for International Students
International students in South Africa

Global trends

In April of this year the International Association of Universities published its fourth Global Survey of internationalisation. The survey drew responses from 1,336 higher education institutions in 131 different countries making it the largest collation of internationalisation data available. The survey itself does not work off empirical evidence but rather is an accumulation of perceptions of internationalisation. Some of the results are globally indicative, while others are more expected for USA and European institutions:

- There is a growing focus on internationalisation within institutions. Over half of all institutions report that they have an internationalisation strategy in place. 22% declared that they are in the process of compiling one. 16% claimed that internationalisation forms part of the institution’s overall strategy.
- International research collaboration (24%) and outgoing student mobility (29%) of the highest priority for institutions.
- A lack of funding is both an internal and external challenge in advancing internationalisation for institutions.
- Internationalisation efforts are generally focused on the region in which the institution is located.
- The most significant expected benefit of internationalisation was an increase in student knowledge of international issues (32%) and improved quality of teaching and learning (18%).

In most areas South Africa mirrors this report, albeit at lesser levels. The number of institutions who have an internationalisation policy in place is substantially less than the 50% recorded in the survey. Underfunding of internationalisation is a common theme in South African universities and while outgoing student mobility (sending students to international destinations for parts of their degree) may be a priority, it is curtailed by the respective university’s ability to pay for such bursaries. Internationalisation at home is a greater priority especially given the limited higher education opportunities in our neighbouring countries.

In 2012, students from 165 countries were studying in South African universities. Every established university in South Africa has international students. South Africa has long been a preferred destination for students from other countries in Southern Africa. South Africa has the largest and strongest higher education system in Africa, offering a full range of courses and qualifications not always available in nations with smaller university sectors. Figure 1 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 Nigeria, Zambia, the Democratic Republic of Congo and Kenya.

Figure 1: Top 20 countries of origin
Policy and practice
South Africa is still the only country in the Southern Africa Development Community (SADC) to have reached and surpassed the 5% foreign participation suggested by the Protocol on Education and Training. The protocol advocated 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 from the SADC region while 7.6% of all students studying in South Africa are from outside its borders.

For a number of years there has been talk that the DHET would put out a strategy on internationalisation. This has yet to take place. However, within its 2014 technical indicators it sets the following objectives:

- To pursue and strengthen bilateral relations with priority countries in Africa, Middle East, South and the North as well as multilateral agencies. The purpose of which is to streamline international relations within the Department and ensure alignment with strategic priorities and government’s foreign policy.
- To ensure bilateral agreements are signed and implemented and relations strengthened.
- To maintain a database of international encouragements of all public high school institutions and to publish an annual report of international collaborations. (Technical Indicator Description Grid for 2013/14 Annual Performance Plan)

Internationalisation has shifted from a strategic objective to an operational activity.

These indicators are clearly based on what the Department for Higher Education and Training (DHET)’s International Relations Office is already doing. However, it must be noted that the DHET portfolio has swelled with the Technical and Vocational Education and Training (TVET) colleges, community college and Sector Education and Training Authority (SETA) sub-sectors with which it has to establish and contend. In all probability, internationalisation has shifted from a strategic objective to an operational activity, based on existing relations rather than taking a longer view of the changing global dynamics in areas like student mobility and research.

The White Paper for Post-school Education and Training (2014) mentions internationalisation, makes vague points about the importance of research collaboration and student mobility and reiterates that “it is necessary to develop a suitable policy framework for international cooperation in post-school education and training”. South African internationalisation has, in the past, been shaped by forces which have had very little to do with government or sector policy. 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.

Digging into the numbers
The number of international students has grown dramatically since 1994. From 12,600 to 72,875 in 2012. And from an overall student total of 364,508 in 1994 to 953,373 students in 2012. Since 2007 the average growth rate of international students has been 4.4% per annum compared to the national average of 5.47%.

However, the number of international students needs to be disaggregated further. According to international policy on recording numbers of foreign students, only contact students are reflected. South Africa’s numbers are inflated by the large number of distance students studying within the country, especially at UNISA and the North–West University. Although disaggregated numbers are not yet available for 2013, this exercise has been carried out on 2012 figures. The picture that emerges is far more modest in terms of actual students here. 40,270 international students were actually resident in the country during 2012.

### Table 1: Contact and distance students

<table>
<thead>
<tr>
<th>Attendance Mode</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>International</td>
</tr>
<tr>
<td>Contact</td>
<td>40,270</td>
</tr>
<tr>
<td>Distance</td>
<td>32,589</td>
</tr>
<tr>
<td>Mixed mode</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>72,859</td>
</tr>
</tbody>
</table>

### Figure 2: Ratio of international to total student enrollments (2012)
Internationalisation at home is a greater priority at South African institutions especially given the limited higher education opportunities in our neighbouring countries.

Internationalisation in context

Many factors drive the choices of international students globally, who numbered 4.3 million in 2011. In 1975, when the Organisation for Economic Cooperation and Development (OECD) began keeping records, only 800,000 students were registered as international students.

South Africa has become the most popular place to study in Africa, and is ranked 13th – up 4.7% from 2010 – as a preferred study destination for USA students (Open Doors Report, 2013). The same report also notes that USA students are trending towards more diverse destinations with countries like Japan, Ecuador and Denmark all showing substantial increases in percentage terms.

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 diversify destination patterns in the coming years.

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 factors for South Africa is that English is the predominant language of instruction and that, comparatively, South Africa is still an inexpensive study destination.

The most significant expected benefit of internationalisation was an increase in student knowledge of international issues (32%) and improved quality of teaching and learning (18%).

The African focus

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 and has a lower cost of living. It also boasts a larger higher education sector that
87% of international students are from African countries.

Audited statistics from the DHET for 2012 showed that around 40% of international students were enrolled through the University of South Africa. The University of Cape Town (5,403) had the highest number of foreign students at a contact institution, closely followed by University of Pretoria (4,341).

South Africa also believes that accepting students from the rest of Africa is a way of contributing to the continent’s human resource development and helping to stem ongoing brain drain. Unlike study destinations outside of Africa, African graduates are more likely to return home after studying in South Africa. 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 ultimately contributes to the continent’s human resource development.

In September 2011, the SADC Education Ministers approved a SADC Regional Qualifications Framework (RQF). This is similar to the Bologna model that operates throughout Europe. Ideally this RQF would allow for degree recognition throughout the SADC region. The vision of an RQF is to allow SADC students to transfer

### Table 3: Average growth rate of SADC students (2007-2012)

<table>
<thead>
<tr>
<th>Country Name</th>
<th>Average Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angola</td>
<td>1.82%</td>
</tr>
<tr>
<td>Botswana</td>
<td>-6.61%</td>
</tr>
<tr>
<td>Democratic Republic of Congo</td>
<td>22.60%</td>
</tr>
<tr>
<td>Lesotho</td>
<td>2.73%</td>
</tr>
<tr>
<td>Malawi</td>
<td>6.33%</td>
</tr>
<tr>
<td>Mauritius</td>
<td>-9.44%</td>
</tr>
<tr>
<td>Madagascar</td>
<td>61.86%</td>
</tr>
<tr>
<td>Mozambique</td>
<td>-7.14%</td>
</tr>
<tr>
<td>Namibia</td>
<td>-4.20%</td>
</tr>
<tr>
<td>Seychelles</td>
<td>25.76%</td>
</tr>
<tr>
<td>Swaziland</td>
<td>7.50%</td>
</tr>
<tr>
<td>United Republic of Tanzania</td>
<td>-2.51%</td>
</tr>
<tr>
<td>Zambia</td>
<td>3.52%</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>13.31%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>8.3%</strong></td>
</tr>
</tbody>
</table>

The table below shows the average growth rate of total international student enrolments from SADC countries between 2007 and 2012. While the growth of Madagascar and the Seychelles appear significant, both of these countries are off a low base.

The continuing political uncertainty in Zimbabwe means that this country is the major ‘source’ country, sending 48% of all African students to South Africa - up from 27% in 2006. The next biggest sending countries are Namibia, with 6,554 students, 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 following table shows the average growth rate of total international student enrolments from SADC countries between 2007 and 2012. While the growth of Madagascar and the Seychelles appear significant, both of these countries are off a low base.

### Figure 4: Country Rankings for internationalisation (OECD, 2013)

87% of international students are from African countries. The continuing political uncertainty in Zimbabwe means that this country is the major ‘source’ country, sending 48% of all African students to South Africa - up from 27% in 2006. The next biggest sending countries are Namibia, with 6,554 students, 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 and 2012. While the growth of Madagascar and the Seychelles appear significant, both of these countries are off a low base.

87% of international students are from African countries.
freely through the region with the ability to accrue degree credits as they move. It remains to be seen whether this will come to fruition and, gauging by the slowness of these kinds of initiatives, when exactly it will become a reality.

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 higher education reputation.

Enrolment trends
Because of the distorting effect that UNISA has on the numbers, it is more accurate to consider contact student trends. During 2012, 50.3% of contact international students were enrolled in science and technology. Twenty two percent in humanities and social science and 23% in business. Just under 4% were enrolled in education. Of these, 63% were enlisted for an undergraduate degree, 8% for a B Tech and 29% for an undergraduate diploma or certificate. A slightly different picture emerges when we consider postgraduate enrolment. Again only taking note of contact international students, 48% of them were pursuing a master’s degree, 15% and honours degree a 29% enrolled for the doctorate.

An interesting development appears when one compares undergraduate international numbers with postgraduate foreign students. While 7.64% of international students are studying at undergraduate level, the number more than doubles at postgraduate level. In 2012, 13% of the postgraduate cohort were international students. 17.5% of Masters students and 34.4% of doctoral students (2012) are international students. Especially at PhD level, the percentage is climbing (27% in 2007) which indicates that increasing numbers of international PhDs are choosing to study at South African institutions.

An interesting corollary to this is to track where postgraduate students are studying. This becomes especially important given that some South African universities are specifically targeting an increase in postgraduate enrolment as part of their strategic plans. The universities of Pretoria, Kwa-Zulu Natal, South Africa and Cape Town are all above 10% of the total doctoral enrolment.

During 2012, South Africa produced 165,993 graduates of which 8.7% 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.

Between 2007 and 2012, our institutions had conferred 72,738 degrees to international graduates who have been able to return to their country of origin and take their place within their home economy.

Postgraduate choice is a particularly telling figure because it differs radically from study abroad exchanges, semester transfers, occasional courses and even undergraduate studies. Postgraduates are venturing beyond graduation to make life-changing 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 high percentage of international students.
South African Higher Education

Sizing up the sector

One of the first policy documents to emerge after South African independence in 1994 was a report put out by the National Commission on Higher Education. Its central tenant was that it was crucial to increase the number of students in the system dramatically. By radically increasing participation rates (especially for students disadvantaged by apartheid) it would expand opportunity by allowing these students to gain high-level skills which, in turn, would allow them to participate in the economy and to grow that economy. This was the idea of massification. In 1955 when the African National Congress (ANC) drafted its Freedom Charter it had, as its cornerstone, the statement that “the doors of learning and culture shall be opened to all”. This was taken literally in the idea of massification. Making use of a variety of strategies, the 36 existing institutions would achieve a mass uptake of student participation to produce – in a relatively short amount of time – the mid and high level skills needed to grow the economy.

In retrospect, the report was perhaps a naïve document and was not sufficiently sensitive to the political pressures that existed at the time. Like many other sound ideas contained in that document, massification never took place. In fact the opposite ensued with the mergers in 2004/5. It was during this period that participation rates actually contracted. Nevertheless, the sector has grown from 360,000 in 1994 to close to a million in 2012. Between 2007 and 2012 the average growth rate per annum was 5.86%.

Twenty years on and it appears that the question of massification is finally gaining traction; not articulated in policy documents but as a real option in a country where youth unemployment is reaching alarming proportions. The unemployment rate among youth aged 15 to 34 increased from 32.7% to 36.1% between 2008 and 2014, according to the latest Stats SA report on National and Provincial Labour Market Trends. These figures can be ascribed, in large part, to the lack of skills and, in turn, the lack of access to post-school education. After the mergers took place and 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. The Department of Higher Education and Training (DHET) (2013) aims to expand access to Post School Education and Training to 1.62 million in universities, 2.5 million in Technical and Vocation Education and Training (TVET) colleges, 1 million in the Community Education and Training (CET) colleges, and 0.5 million in private institutions by 2030.
In effect that means:

• The establishment of two new universities in Mpumalanga and the Northern Cape. The Sol Plaatje University was launched on 19 September 2013 and the University of Mpumalanga on 31 October of the same year. Another new university called the Sefako Makgatho Health Sciences University has also been announced and will come into being in 2015.
• The former FET (now TVET) colleges also went through a process of mergers and were reduced to 50 country-wide. This decision has also been replaced by a drive to open more and more colleges. An additional 12 new colleges have been scheduled for 2015 according to the recent President’s State of the Nation address (June 2014).
• The establishment of community colleges able to absorb the anticipated 1 million influx.

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 in total when fully operational.

South Africa’s higher education sector is the strongest and most diverse in Africa. For 2013¹, unaudited figures from the DHET South Africa’s higher education sector is the strongest and most diverse in Africa. For 2013¹, unaudited figures from the DHET showed that South Africa has 978,548 students enrolled in higher education, and nearly one in five young South Africans enter higher education. There are 72,050 international students in 2013, 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 7.6% 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. 2013 has seen research projects searching for drugs that can block malaria transmission between humans and mosquitoes, research in estuaries and the coastal environment, sustainable development in Africa, HIV and poverty alleviation – 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.

The spectre of Apartheid

Although dealt with in more depth elsewhere in this publication, the enduring impact of apartheid lives on in our universities. Under apartheid there were separate institutions for different race groups. Historically ‘white’ institutions were most favourably located and resourced and conducted almost all research. 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 to 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. The transformation process of our universities is still underway and in 2013 the DHET convened an oversight committee on transformation. Its mandate was to draft a transformation index of universities and to investigate obstacles to transformation as well as best practices in this regard.

University forms

The South African university sector comprises of three types of institutions: traditional universities, universities of technology, and comprehensive universities that combine academic, research and vocationally–oriented education. Currently, the system has:
• Eleven universities: traditional universities that offer bachelor degrees and have strong research capacity and high proportions of postgraduate students.
• Six universities of technology: vocationally oriented institutions that award higher certificates, diplomas and degrees in technology, and have some postgraduate and research capacity.
• Six comprehensive universities: offering both bachelor and technology qualifications, and focusing on teaching but also conducting research and postgraduate study.

The South African university sector comprises of three types of institutions: traditional universities, universities of technology, and comprehensive universities that combine academic, research and vocationally–oriented education.

As suggested, the newly established universities – Sol Plaatje University and University of Mpumalanga – may create institutions that are pitched somewhere between the university of technology and the comprehensive university. Historically, within these two provinces, have existed National Institutes that are located in rural areas and offer additional physical locations where students can access higher education. In all likelihood these Institutes will be merged with the new universities.

Footnotes:

¹ Audited 2012 figures have provided the baseline for this document. The 2013 figures, mentioned here, have yet to be audited but indicate the same kind of growth patterns as in previous years.
One of the mergers that formed the University of Limpopo has been widely acknowledged as unsuccessful. Government has conducted a demerger process and is finalising the establishment of a new comprehensive University of Health Sciences on the Medunsa campus, which has been 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.

Almost half of enrolments are in the six comprehensive universities, which together enrol more than 460,000 students. However, this picture is distorted because of the prominent enrolment of distance learners at the University of South Africa (UNISA). UNISA has the largest number of students – just over 336,000 - while Rhodes University in Grahamstown has the smallest number, with just over 7,000 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 57,000 students, followed by the Tshwane University of Technology with over 50,000 at each institution. Although North-West University has over 58,000 students, a substantial part of these numbers is made up by distance-learning students. These universities are followed by the University of KwaZulu-Natal with over 41,000 students.

In 2013, 58% of all students enrolled were female.

**Students**

Student enrolment in South Africa must be seen against the backdrop of high rates of unemployment among the youth. The unemployment rate amongst young people has increased from 32.7% in 2008 – in the midst of the recession – to 36.1% in 2014. In effect this means that over half of this crucial population, needed for economic growth, are unemployed and not in education or training. The National Development Plan: 2030 puts forward a vision of the kinds of learners, teachers, students, graduates and learning systems the nation needs in the long-term. More importantly, the plan points the way to creating greater coherence, progression routes and pathways across the different sectors and systems within the overall education sector.

The White Paper on Post-School Education and Training is carefully aligned to this vision. However, the creation of jobs for youth is 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.

According to a 2013 study by The Centre for Development and Enterprise, the number of degree holders in the labour market grew from 463,000 in 1995 to 1,1 million in 2011. 95.4% of graduates in South Africa are employed. This is in stark contrast to those with less education and reiterates the point that any post-school qualification increases one’s job prospects:

- for people with non-degree tertiary education, unemployment is about 16%:
- for matriculants it is 29%; and
- for those with fewer than 12 years of schooling, 42%.

Table 1 - Higher education landscape in South Africa.

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Universities University of Cape Town</td>
<td>25,805</td>
</tr>
<tr>
<td>2</td>
<td>Rhodes University</td>
<td>7,395</td>
</tr>
<tr>
<td>3</td>
<td>University of Pretoria</td>
<td>57,508</td>
</tr>
<tr>
<td>4</td>
<td>University of the Free State</td>
<td>32,375</td>
</tr>
<tr>
<td>5</td>
<td>University of Fort Hare</td>
<td>12,044</td>
</tr>
<tr>
<td>6</td>
<td>North-West University</td>
<td>58,752</td>
</tr>
<tr>
<td>7</td>
<td>University of KwaZulu Natal</td>
<td>41,864</td>
</tr>
<tr>
<td>8</td>
<td>University of Limpopo</td>
<td>22,249</td>
</tr>
<tr>
<td>9</td>
<td>University of the Western Cape</td>
<td>19,591</td>
</tr>
<tr>
<td>10</td>
<td>University of Stellenbosch</td>
<td>27,510</td>
</tr>
<tr>
<td>11</td>
<td>University of the Witwatersrand</td>
<td>30,436</td>
</tr>
<tr>
<td>12</td>
<td>Universities of Technology Cape Peninsula University of Technology</td>
<td>33,509</td>
</tr>
<tr>
<td>13</td>
<td>Central University of Technology</td>
<td>12,724</td>
</tr>
<tr>
<td>14</td>
<td>Durban University of Technology</td>
<td>24,875</td>
</tr>
<tr>
<td>15</td>
<td>Tshwane University of Technology</td>
<td>51,711</td>
</tr>
<tr>
<td>16</td>
<td>Mungusothu University of Technology</td>
<td>10,862</td>
</tr>
<tr>
<td>17</td>
<td>Vaal University of Technology</td>
<td>21,201</td>
</tr>
<tr>
<td>18</td>
<td>Comprehensive Universities Nelson Mandela Metropolitan University</td>
<td>26,597</td>
</tr>
<tr>
<td>19</td>
<td>UNISA</td>
<td>336,286</td>
</tr>
<tr>
<td>20</td>
<td>University of Johannesburg</td>
<td>48,769</td>
</tr>
<tr>
<td>21</td>
<td>University of Venda</td>
<td>10,323</td>
</tr>
<tr>
<td>22</td>
<td>University of Zululand</td>
<td>16,434</td>
</tr>
<tr>
<td>23</td>
<td>Walter Sisulu University</td>
<td>24,613</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>953,373</td>
</tr>
</tbody>
</table>

**Shifting enrollment patterns**
A specific goal of the National Plan for Higher Education (2001) was to increase in higher education (read university participation) to 20% for the 18-24 age cohort. South African participation rates are low in global terms according to the Council on Higher Education (CHE). Of the approximate 5.4 million people aged 20 to 24, only 17% were enrolled in universities in 2011. This is further complicated by the fact that these rates are racially skewed. Participation rate is 14% for African students and 57% for white students. If we compare these participation rates with other middle-income countries, Indonesia has a 29% participation rate, Mexico 32% and Thailand 48%. The White Paper proposes to increase the higher education participation rate to 23% by 2030 – from 900 000 to 1.5 million in universities and from 400 000 to 4 million in TVET colleges. It is clear that the department is targeting the college system as the ‘institution of choice’ for the future of higher education. This move is intended to address the “inverted pyramid” where there are proportionately far more students at universities than TVET colleges – a structure that is opposite to most other countries.

That said, the expansion and transformation of the South African student population has been nothing less than astounding. Student numbers have more than doubled in the past 21 years, from 473,000 in 1993 to some 953,373 in 2012, according to DHET figures. Perhaps the most radical change in student enrolments lies in the TVET sector. In 2011, the colleges held 437,000 students. By 2012 that figure had risen to 657,690 students, a staggering 54% increase over 2011. Expectations based on the Treasury’s Budget Vote 17 is that this number will further balloon to 800,000 by 2015. Much of this is due to the targeted marketing campaigns to drive potential students to the college sector.

In 1993 nearly half of all students were white while 40% were African, 6% were coloured (mixed race) and 7% were Indian. By 2013 the portion of white students had shrunk to 17% and the African share had grown to 70% with Indian students at 5% and Coloured at 6%.

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 purpose here is to align more closely with the DHET’s Central Application Process (CAP) which aims 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

So how many students graduate and how quickly do they graduate? While the number per annum is easy to calculate (165,993 in 2012) how quickly is a more complex question. Depending on whether this is calculated over three or six years will give one a better idea of the throughput rates. Although estimates vary there is general consensus that dropout rates are between 45 and 49%.

Financial difficulties among the country’s large pool of poor black students are largely to blame. Much of this debilitating statistic can be put down to the high cost of poverty. When someone in a rural setting has to walk for two hours to collect water the lost opportunity costs – for finding alternative employment, for cooking etc. – are enormous. In much the same way a poor, underfunded student enters the university with his studies and books funded but not enough money to eat. In order to physically sustain himself, he takes on part-time employment which impacts on his preparation for class and his examination results. ‘First generation’ students from low-income, less educated families are the most likely to drop out. In response the Council for Higher Education (CHE) is exploring a range of options, including four-year degrees, as a possible way of increasing student’s chances to complete their degrees successfully.

Graduates

The number of graduates produced annually by South African universities has been steadily growing, from 74,000 in 1994 to more than 165,000 in 2012. 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. The majority of graduates and diplomates (students who received diplomas or certificates) were in the fields of Science, Engineering and Technology (SET) and Business.

According to a 2013 study by The Centre for Development and Enterprise, the number of degree holders in the labour market grew from 463 000 in 1995 to 1.1 million in 2011.

Loans and bursaries for higher education

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. NSFAS provides loans and bursaries to students at all 25 public universities and 50 public TVET colleges throughout the country. During its first year of operation, NSFAS managed to distribute R441 million in loans. This has grown to R9 billion by 2014. Financial aid to university and TVET college students has increased substantially in the past five years. From R3.1 billion for 191 000 students in 2009, to over R9 billion for over 430 000 students in 2014. This year’s budget allocations also showed a strong loan increase for the TVET colleges; a move that is in keeping with the department’s shift in focus from university participation to college access.

![Figure 2: Major field of study (2012)](image-url)
There were 1,878 doctoral graduates in 2012 of which 35% were international students. Research Masters graduates numbered 8,974 in 2012.

The University of Stellenbosch currently produces the most Masters and PhD students in the country. The university produced the highest number of doctoral graduates in 2012 (at 240), followed by the University of Pretoria (200), the University of Cape Town (163) and the University of KwaZulu-Natal (177). In 2012, the majority of Master’s graduates also came from Stellenbosch (1,440) followed by the University of Pretoria (1,400) and the University of the Witwatersrand (1,134).

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 their university experience. 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.

The number of graduates produced annually by South African universities has been steadily growing, from 74,000 in 1994 to more than 165,000 in 2012.

Staff

<table>
<thead>
<tr>
<th></th>
<th>% Women</th>
<th>% Black Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction &amp; Research Staff</td>
<td>45</td>
<td>34</td>
<td>17,451</td>
</tr>
<tr>
<td>Non-professional admint</td>
<td>45</td>
<td>22</td>
<td>54,025</td>
</tr>
<tr>
<td>Service Staff</td>
<td>41</td>
<td>97</td>
<td>6,531</td>
</tr>
<tr>
<td>Technical</td>
<td>43</td>
<td>66</td>
<td>5,594</td>
</tr>
<tr>
<td>Executive management</td>
<td>38</td>
<td>38</td>
<td>2,569</td>
</tr>
<tr>
<td>Crafts/trades</td>
<td>63</td>
<td>63</td>
<td>1,001</td>
</tr>
</tbody>
</table>

Table 1: Staff numbers and categories (DHET, 2014)

There were 48,340 full-time staff in South Africa’s 23 public universities, including 17,451 academics, according to the DHET audited figures for 2012. 34,122 staff are employed part-time (2012) in the Instruction and Research category which means that there are almost double the temporary lecturers to those who are permanently employed. 86,230 (64%) of all staff are temporary. 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. In all categories 10.4% of all staff are from outside South Africa.

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 2012, 45% of the academic staff were women but this does not reflect that women are still concentrated at the lower end of the academic scale.

An on-going obstacle 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 DHET 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

According to the latest Department of Science and Technology The National Survey of Research and Experimental Development (2014) South Africa spends 0.76% 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. In 2006/7 it was 0.95% but has since declined. The latest survey covers the period of 2011/2012 and reveals a Research and Development (R&D) stagnation with gross investment in R&D of almost R22 billion. This places the country fractionally above Mexico and immediately below India (based on 2008 figures) and Poland.

The higher education sector employs the most R&D personnel, followed by the business, science councils, government and not-for-profit sectors.

The largest percentage of Gross Domestic Expenditure on R&D (GERD) in South Africa during 2011/12 was spent on the medical and health sciences (17.2%), followed by engineering sciences (17.0%); information, computer and communication technologies (12.8%); and social sciences (12.6%). The remaining 40.4% was spread among the other research fields.

Between 1999 and 2008 South Africa produced nearly 47,000 papers compared to the southern region’s next-most-prolific


95.4% of graduates in South Africa are employed.
Higher Education in Context

Tanzania, which fielded just over 3,000 (Science Watch). 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 & 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.

The National Development Plan has set a target of 5,000 PhD graduates per annum by 2030. Presently South Africa produces nearly 1,400 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. In 2012, there were 45,952 Masters students and 13,964 PhD students enrolled in South African universities. Of these, 10,852 graduated in that 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 pulled together existing resources to enable researchers to collaborate across disciplines and institutions on long-term projects that are locally relevant and internationally competitive. Another centre has subsequently been established.

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

In 2014, the DST announced the establishment of five new centres of excellence:
- Mathematical and Statistical Sciences, hosted by Wits University.
- Scientometrics (the study of measuring and analysing science research) and Science, Technology and Innovation Policy, hosted by Stellenbosch University.
- Food security, hosted by the universities of the Western Cape and Pretoria.
- Child development and livelihoods, hosted by Wits and the University of KwaZulu-Natal.
- Mineral and energy resource analysis, hosted by the University of Johannesburg.

Figure 3: R&D personnel by sector (DST 2014)

The two new universities will be situated in rural areas and will service those provinces that haven’t had their own university.
The DST awarded an additional 54 research chairs during 2014 and has created 157 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.

The National Development Plan has set a target of 5,000 PhD graduates per annum by 2030.

**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 2,636 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 87 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. 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**

Student enrolment has almost doubled since 1994 but the actual per capita funding has decreased. State funding has more than doubled since 2006 from R11bn to R26bn in 2013 but it has actually declined in real terms. This had put pressure on tuition fee income and research grants, contracts and donations. NSFAS allocations, despite increases, were not adequate to meet the needs of eligible students which raises the question of how increased enrolments are to be funded. The DHET is currently involved in a review of the funding of universities with the aim of streamlining the funding formula to achieve greater efficiency and parity for all universities. For many years university funding has declined in terms of the proportion of total state finance committed to higher education forcing universities to raise tuition fees. At the same time, student numbers have grown while staff numbers have remained relatively 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 graduates and publication outputs, teaching outputs weighted by qualification level, student numbers weighted by study fields and course levels. Secondly government allocates ‘earmarked grants’ or infrastructural funding for institutions who have high numbers of poor students or small institutions. 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.

The DHET anticipates that by 2016 there will be 1 million students enrolled in universities and by 2014, 650,000 college student enrolments. As a direct result of this anticipated expansion within the higher education subsector, the Department has employed an additional 253 people since 2011. Over the next three years, the Department aims to have approximately 3,000,000 students enrolled in one or another type of higher education institution.

This translates to R 30.4 billion for universities and R6.4 billion for the TVET colleges during 2014/15. The other line item worth noting is the allocation of funds for infrastructure. Over the medium-term, R9, 5 billion has been allocated – R2, 6 billion of which will be used in the building of the two new universities – while the rest will be used for infrastructure improvement in architecture, the built environment, engineering, health studies, life and physical sciences and teacher education. Because of the crucial role that ICT plays (both in terms of teaching and research) additional funding has been set aside to improve broadband connectivity. Commitments have been obtained from universities that they will supplement this infrastructural build to the tune of more than R 2 billion.

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. Universities also see raising alternative income as a way of bolstering university autonomy by effectively purchasing their own measures 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. Governance of universities

The DHET anticipates that by 2016 there will be

1 million students enrolled in universities and by 2014, 650,000 college student enrolments.
Governance of universities

In January 2014, the DHET released its White Paper on Post-School Education and Training. It is an important document, not least because it offers a definition of higher education that is far more inclusive than the narrow understanding of higher education as a synonym for universities. The new landscape of post-school opportunity includes universities, TVET colleges, community colleges, private post-school institutions, the SETAs, the South African Qualifications Authority and the various Quality Councils.

This is a blessing and a curse for universities. A blessing because in the past universities were expected to cater to a large number of students, many of whom were not equipped to achieve success within the university setting. This, in turn, led to a situation where throughput rates remain unacceptably low. With the DHET marketing other high school opportunities, it allows for the differentiation of education and specifically allows universities to focus on students who have the ability not only to participate but to succeed.

However, the opposite side of the coin is that universities are now perceived as simply another producer of skills, albeit of a high level. The other kinds of institutions that fall under the ‘control’ of the DHET tend to operate according to a strict causality. If the DHET says that it requires 1,200 more artisans per year, the colleges and SETAs can align themselves to that target. Universities on the other hand, tend to employ a far looser interpretation of supply and demand and, generally, do not see themselves as beholden to produce specific numbers of graduates in a specific field (unless afforded additional ring-fenced funding for increasing places for a field of study). Such an arrangement would be seen as an incursion on institutional autonomy. The tension between the universities’ freedom to decide what to teach and research and the DHET’s developmental agenda of identifying scarce and high demand skills and plugging the gaps is a tension that looks to grow in the coming years.

Another interesting permutation may yet arise. The establishment of two new universities that took place in 2013 was meant to ensure that every province has its own university. However the high cost of building and staffing such an institution may afford the DHET the right to determine the scope and focus of the curriculum. As the promotional brochure for the Sol Plaatjie University in the Northern Cape phrases it: “our Programme Qualification Mix (PQM) will take cognisance of the needs of the region as well as the nation, and of the vision of building a prosperous and sustainable economy”.

In other words, we may find ourselves in a position where there is a two-tier university system within the country. The first-tier comprising of historical universities and the second tier consisting of institutions whose PQM is specifically designed to meet the immediate and medium-term ambitions of the state. Section 38A of the amended Higher Education and Training Act allows the Minister to establish additional institutions “with a specific scope or application”, thus allowing the Minister to decide on what is taught at these institutions.

In the amended Higher Education and Training Act (2012) the DHET introduced several new components that may further encroach on the autonomy of the sector. The main thrust of the amendments gives the Minister greater powers to intervene in the functioning of a university where the Minister believes the institution is operating sub-optimally due to, among other things, maladministration. However what constitutes maladministration is left extremely vague in the Act and it potentially affords the Minister immense powers (without sufficient restraint clauses) over universities and TVET Colleges.

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. TVET 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, government contracts, consultancies and patents) 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

In November 2011 the Higher Education Quality Committee (HEQCo) 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. A quality assurance system for universities (both public and private) was introduced in South Africa in 2004. Quality assurance is the responsibility of the statutory advisory body, the Council on Higher Education. Its HEQCo 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 the second cycle of quality assurance, institutional audits will be replaced by the Quality Enhancement Project (QEP). The QEP differs from audits in a fundamental way, shifting the focus from overall institutional performance to student success. This change in focus was necessitated by South Africa’s high dropout rate and the associated financial waste – to government, universities and students – incurred by the sector. The QEP believes 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 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.

Technical and Vocational Education and Training

If the universities believe that they have had a rough time of it since 1994, they should be grateful that they were not further education and training colleges. The colleges went through a larger and more brutal merger process. 152 technical colleges were reduced to 50 on 264 campuses across the country. And again, as was the case with universities, there is a distinct shift on the part of the DHET over the past 18 months – from mergers to massification. The Department has announced that they have put aside infrastructural funding for the building of 12 new colleges over the next two years.

The TVET sector has been identified as a lynchpin for the success of government’s upcoming National Development Agency (NDA) initiatives 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.

Sometime in the future, a similar retrospective of South African higher education may point to the “quiet revolution” that took place in the system between the years 2012 and 2014.

With the usual TVET caveats (high dropout rate, lack of lecturing capacity and poor infrastructure) the DHET has achieved the remarkable success of diverting potential university students into TVET colleges where the students’ skills would be, by and large, better suited. 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 2014 with its enrolment of over 650,000 students in the system and 800,000 targeted for 2015. This dramatic enrolment increase has been made possible through targeted media campaigns, a greater contribution from NSFAS and a rebranding of colleges as TVET colleges.

During the past 18 months, colleges have been actively marketed as destinations of choice rather than institutions of last recourse. There is also a relocation of the Sector Education Training Authorities (SETAs) to regional TVET colleges in order to create a greater cooperation between the provision of education and job placement and training.

Private higher education

There are 90 registered and 26 provisionally registered private higher education institutions operating legally in South Africa, according to the register of institutions published by the DHET (April 2014). Although there are far more private than public higher education institutions, the private sector is dwarfed by public universities in terms of 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 40,000 students at the university level. Most private colleges offer advanced certificates and diplomas with a vocational focus, responding to the high demand for market-oriented qualifications.

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 internationally recognised qualifications as the previously isolated country rejoined the world community. The growth in private colleges took the county 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 2014 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.

Although the majority of the opportunistic private providers have been weeded out of the system, this specific subsector has been left with a tarnished reputation. Even though accredited, private providers still receive no support from NSFAS funding which places them at a huge disadvantage in their attempts to compete with public universities. In addition, they have been confronted with an additional rebuff in The White Paper on Post-School Education and Training where it claims that “private post-school institutions (registered private FET colleges and private higher education institutions, also to be renamed TVET colleges)”. Private higher education providers argue that this is a further attempt to discredit their institutions (especially those that offer degree and postgraduate courses).

If graduateness is changing in line with global knowledge shifts, then what is urgently required are mechanisms to ensure that lifelong learning can effectively take place. It may well be the case that a degree (even a postgraduate degree) will no longer suffice and that ongoing attainment of deeper and different knowledge will be necessary. The White Paper mentions lifelong learning but only in the very basic sense: “The community colleges will seek to facilitate a cycle of lifelong learning in communities by enabling the development of skills (including literacy, numeracy and vocational skills) to enhance personal, social, family and employment experiences”. This may we be appropriate at the lower skills band, but upgrade education looks likely to become a prerequisite for the future of all education, at all levels.

The idea now is to align those different educational opportunities into a ‘comprehensive’ and articulated system.

Many educations for many more people

Minister Nzamande, the Minister of Higher Educations and Training, dubbed 2013 “the year of the artisan” and the growth in the TVET sector has shown this come 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 indicate is that more students are accessing one or other form of higher education and, more importantly, at different levels of the NQF.

Rightly or wrongly, the focus of government has been to consolidate the various forms of post-school education under the control of one department. As The White Paper points out, the idea now is to align those different educational opportunities into a ‘comprehensive’ and articulated system. In other words, the solution has been a structural one. What is at risk of being forgotten are the students themselves. What kind of knowledge does a graduate need now? Is it the same kind of knowledge that was de rigueur 20 years ago? With the rise of Massive Open Online Courses (MOOCs), the rapidly increasing half-life of knowledge which is gained and becomes obsolete and the omniscience of Google (as a ubiquitous substitute for memory) what are the conceptual and creative skills required by students today?
Destination South Africa

For students and academics who are considering South Africa as a study or research destination, information on the structure of the higher education system, policy and governance and the internationalisation profile provide only half the picture. The more complex question to answer – because every student who has studied in South Africa will have a different tale to tell – is what student life is actually like. From impossibly long beaches, through adrenaline cities, past quaint university towns in the middle of nowhere and towards bucolic retreats carved out of Africa – the space and variety makes South Africa’s universities what they are.

South Africa ranks 2nd out of 48 countries in the “Big Mac Index 2014”.

Open Budget Index 2012

How much Information Governments Make Available to the Public

Figure 1: Open budget Index placing for South Africa

What follows will not pretend to be a comprehensive guide to a country but a brief snapshot of the diversity of the country, its politics, history, problems, successes and its people.

South Africa ranks 2nd out of 48 countries in the “Big Mac Index 2014”. That means that a Big Mac costs $4.62 in the USA and costs $2.16 in South Africa. 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 2nd most transparent budget in the world.
In 2014, South Africa was ranked 44th (out of 150 nations) in the World Democracy Audit, coming 2nd in the world in the categories of civil rights and political liberties. After Morocco, South Africa is the most visited by tourists to Africa. South Africa is ranked among the top five countries in the world in respect of tourism growth and is on track to becoming a top 20 destination by 2020. 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. His passing, at the end of 2013, was mourned by a country where he had become a pillar of hope, empathy and understanding. Since 1994 there have been four free and fair elections, the 2014 elections having recently taken place.

In 2014, South Africa was ranked 44th (out of 150 nations) in the World Democracy Audit, coming 2nd in the world in the categories of civil rights and political liberties.

In 1994, the incoming government drew up one of the world’s most progressive constitutions, set about dismantling apartheid laws and institutions and building a society based on equality, non-discrimination and human rights for all. Since then, the government has focused on growing the economy and improving the quality of life for all South Africans. After decades of isolation, South Africa rejoined Africa and the world and became an active participant in the international economy and politics. During the 1990s the Truth and Reconciliation Commission, headed by Archbishop Desmond Tutu, helped to exorcise the ghosts of apartheid through public hearings held around the country where its victims told their stories, and through processes of amnesty, restitution and prosecution achieved some kind of psychological normalisation for the country.

In April 2011 South Africa became a member of BRIC (now BRICS), a powerful coalition of developing countries including Brazil, Russia, India and China.

The heart of the country
What kind of country has emerged from the crippling damage wrought by apartheid? Although 20 years is too brief a period to remove all the damaging vestiges of apartheid, the country has forged an identity based on the diversity of its many languages, cultures and colours. 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 variety 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.

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 which have also been staged here. The country is also increasingly seen as a popular international conference venue.

The tourism industry is thriving alive and recorded a total of more than 14,8 million foreign arrivals in 2013. This 10,5% increase in international foreign arrivals (over 13 451 565 in 2012) translated to 9,6 million international tourist arrivals. All international tourist arrivals combined increased by 4,7%, while the overseas tourist arrivals sub-category increased by 7,1%. South Africa welcomed a total of 9 616 964 tourists in 2013. South Africa’s international tourist arrivals grew at an annual average growth rate of 7,4% between 2011 and 2013, well above the global average of 4,5% during this period. Overseas tourists were mainly from the UK, USA, Germany and China (which continues to grow at about 30% per annum).

South Africa’s international tourist arrivals grew at an annual average growth rate of 7,4% between 2011 and 2013, well above the global average of 4,5% during this period.
According to Quandt, The Johannesburg Stock Exchange is by far the largest in Africa and ranks 14th in the world in terms of “largest stock market capitalisation” above Sweden and below Netherlands and Russia. Shopping malls in cities are modern and stock all major local and international brands. The biggest city is Johannesburg, which is the economic heartland of South Africa. In 2013, South Africa was named as the top dream destination in the world by members of the world’s largest travel and lifestyle social network, Where Are You Now (or WAYN.com). The country beat Brazil, India, Dubai, Fiji, Turkey and Indonesia.

Cape Town was named the 19th best tourist destination in the world in 2014 by Trip Advisor. Cape Town ranked 38, Pretoria 41 and Johannesburg 53 on the Numbeo Quality of Life Index out of 113 cities. Other big cities are Durban which is ranked 85 on the 2014 Mercer Quality of Life Survey - which is home to the busiest port in Africa - Pretoria, Port Elizabeth and Bloemfontein. South Africa is ranked 53rd out of 148 in the World Economic Forums Global Competitiveness Index.

Climate and regions
South Africa is a scenically beautiful county. Around 10% of the world’s flowering species are found in South Africa, the only country in the world with an entire plant kingdom inside its borders: the Cape Floral Kingdom. While it represents less than 0.5% of the area of Africa, it is home to nearly 20% of the continent’s flora. 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, Kromdraai, and Environs. 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.
- The Richtersveld Cultural and Botanical Landscape in the north–west of the country is a mountainous desert area with rich bio-diversity.
- 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. 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 iSimangaliso Wetland Park has one of the largest estuary systems in Africa and the continent’s southernmost coral reefs.
- The Vredefort Dome is the largest verified impact crater on Earth at between 250 and 300km in diameter and is estimated to be over 2 billion years old.

South Africa is famous for its sunshine. It is a relatively dry country, with an average annual rainfall of about 464mm (compared to a world average of about 860mm). The Western Cape gets most of its rainfall in winter, while the rest of the country is generally a summer-rainfall region.

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.

There are 3,000 kilometres of pristine beaches which form South Africa’s eastern, western and southern borders, enclosing 1.2 million square kilometres of mountain ranges and bushy foothills, sub-tropical forests, grassland, scrubland and the central semi-desert. To the north lie borders with Namibia, Botswana, Zimbabwe, Swaziland and Mozambique. The county completely surrounds the mountain kingdom of Lesotho. The landscape changes strikingly, from the 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 Zulu nation. 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.

The country is home to more mammal species than Europe and Asia combined. There are also 858 species of birds. Vast stretches of South Africa are committed to game reserves, providing safe havens for wildlife. There are 22 national parks - the famous Kruger 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 People

South Africa’s population in 2013 was 52.98 million, according to Statistics South Africa. The two most populous regions, with just over 12.7 million people in Gauteng (a small province that includes the cities of Johannesburg and Pretoria) and the east coast province of KwaZulu-Natal with 10.5 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. 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.

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 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. In the 2014 elections it garnered 62% of the vote which shows a decline from the 68% majority garnered under Thabo Mbeki.

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

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. The writers JM Coetzee and Nadine Gordimer have both been recipients of the Nobel Prize for literature.

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, 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 Test Kitchen (48) is in the World’s 50 Best Restaurants for 2014. Located in Cape Town it was also voted the best restaurant in Africa.

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 64% of South Africa’s population declares itself as religious. Christianity is the most popular religion but 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. For the first time in modern memory South Africa has slipped behind Nigeria as the biggest economy in Africa. Its currency also slipped on the back of a mining strike that lasted five months during this year.

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. South Africa’s key industries are mining (world’s largest producer of platinum, chromium), automobile assembly, metal-working, machinery, textiles, iron and steel, chemicals, fertilisers, foodstuffs, commercial ship repair.

The country is the first in Africa for foreign direct investment (FDI). FDI inflows to South Africa jumped from US$4.5-billion in 2012 to a record-high $8.1-billion in 2013, with investments in infrastructure being the main attraction. This put South Africa on top of the table for FDI inflows into Africa, followed by neighbouring Mozambique, Nigeria, Egypt and Morocco. According to the International Finance Corporation (2014), South Africa is ranked 41 (among 189 countries) on the ease of doing business.

In President Jacob Zuma’s State of the Nation address (June 2014), he again reiterated his support for the roll out the strategy in the National Development Plan: 2030 which 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.

Because of the primacy of the mining sector, the strike that hit the platinum sector has taken a toll on growth prospects for the country. Real gross domestic product (GDP) at market prices decreased by 0.6 per cent during the first quarter of 2014. The main contributors to the decrease in economic activity in the first quarter of 2014 were the mining and quarrying industry (-1.3 percentage points) and the manufacturing industry.

Unemployment remains high. Although the labour force is almost 18 million (2014) unemployment, according to Stats South Africa, is at 25.2%. South Africa’s Rand currency weakened during 2014 and remains volatile. It’s currently trading at around R10.7 to the dollar, 18 to the British pound and 14.6 to the Euro. Consumer inflation was at 6.6% in June 2014, a figure that exceeds the “inflation target” limit of 6% set by government.

While under apartheid the economy the public and private sectors were white-dominated, a booming economy and black economic empowerment and affirmative action policies have created a burgeoning middle class comprising all race groups.

Successes since 1994

Poverty is proving to be an ongoing challenge for government. The 2012 Development Indicators report revealed a reduction in poverty since 2000, with the proportion of the population living below R577 a month at 52.3% in 2012. More than two-thirds of the households in Limpopo and the Eastern Cape, respectively, live below the R577 poverty line against the national average of 52.3%. In the more affluent provinces of Gauteng and KwaZulu-Natal, poverty headcount levels are around 30%.

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. This is strikingly illustrated in the country’s Gini coefficient which measures the inequality as a proportion of its theoretical maximum. The Gini coefficient can range from 0 (no inequality) to 1 (complete inequality). Since 2000 the Gini coefficient has reduced slightly from 0.7 to 0.65.

That said, the government has made significant strides in improving the lives of millions of poor people since 1994 when it inherited an essentially bankrupted country. Despite the number of households growing by around four million and increasing demand for social services, according to the government’s Development Indicators and the 2014 State of the Nation address:

- 96% 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.
- 11.4 million households have access to sanitation, against 5 million in 1994.
- 77% of households have access to electricity, compared with 61% in 1994.
- Immunisation coverage has reached 91% 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, predominantly among young girls.

Tax revenues have increased from R114 billion in 1994 to R900 billion in 2014.

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. In 2013, there were 12 489 648 learners in ordinary public and independent schools in South Africa, who attended 25 720 schools and were served by 425 023 educators. Adult literacy is steadily improving and presently stands at 81%.

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 (Stats South Africa, 2014). The proportion of South Africans infected with HIV has increased from 10.6% in 2008 to 12.2% in 2012, according to the Human Sciences Research Council. The total number of infected stands at 6.4-million; 1.2 million more than in 2008. The increased infection rate is “largely due to the combined effects of new infections and a successfully expanded antiretroviral treatment [ART] programme” – ART allow people with HIV to live significantly longer, leading to greater percentage of HIV-infected people remaining in society. ART access almost doubled between 2008 and 2012, with about a third of the country’s HIV-infected population – about two-million out of 6.4-million infected people – accessing ART 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.

With the re-election of the ANC in 2014, government’s commitment to The National Plan 2030 has been reaffirmed. The plan offers a realistic set of objectives and strategies to address these problems. 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.

Cape Town ranked 38, Pretoria 41 and Johannesburg 53 on the Numbeo Quality of Life Index out of 113 cities.
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.

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 visa to stay (or sojourn) in South Africa.

Public universities, universities of technology and comprehensive universities have multi-cultural 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 degree, followed by Honours, Masters and Doctoral degrees, although some courses offer certificates and diplomas. Bachelor degrees such as the BA, BCom, BSc or B SocSctake 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 degree, are generally one-year courses.

Masters 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 require the production of an original research thesis.

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

Application requirements
Applying for a Study Permit and Visa
Anyone who is not a South African citizen or a permanent resident of South Africa requires a visa in order to enter, as well as a visa to stay (or sojourn) in South Africa. In the case of study this will be a study visa. The South African High Commission, Embassy or Consulate in your country of residence issues a study 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 visa.
In terms of the new Immigration Act and Regulations which came into effect on 26 May 2014, it is no longer possible to enter on a visitor’s visa or a “port of entry” visa which is issued to foreign nationals who are from “visa exempt” countries and then to change to a study or any other visa for temporary sojourn in South Africa. Applicants who entered on such a visa will be obliged to return to their countries of residence to apply for a study or other visa.

**How to Apply for a Study Permit**

The university is not permitted to register you until you have produced your valid study visa. It usually takes at least six weeks for your study visa application to be processed. It is also important for you to note that your Study visa 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-country in the city applicable to the new institution of study.

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

- A passport valid for not less than 30 days after intended studies.
- Administrative fee of R425 converted to the currency of the country of application.
- Confirmation and proof of payment of a South African Medical Aid Cover with a medical scheme registered with the SA Medical Schemes Council. Cover must remain valid for the duration of the calendar year (see Health insurance below).
- Letter of Offer from the University stating the duration of degree, confirming that the student is not taking the place of a local student (this seems not to be required anymore)
- Medical and Radiological reports (less than six months old).
  - Yellow Fever vaccination certificate, if relevant.
  - Relevant certificates if married, widowed, divorced or separated.
  - Details regarding arranged accommodation while in South Africa.
  - Proof of sufficient funds to cover tuition fees and maintenance.
  - A police clearance certificate for the past 12 months or longer since the age of 18.
  - A cash deposit or a return ticket to country of origin.

- Nationals of African countries are not required to pay this deposit if their Government undertakes, in writing, to cover all costs relating to any repatriation action that may become necessary. You are advised to submit the documentation as soon as possible to the South African High Commission, Embassy, Consulate or Trade Mission – do not send the documentation to the university. We, however advise that you keep a copy of your submission and all receipts safely.

The following undertakings by the institution accepting the student to:

- provide proof of registration as contemplated in the relevant legislation within 60 days of registration; or
- in the event of failure to register by the closing date, provide the Director - General with a notification of failure to register within 7 days of the closing date of registration;
- within 30 days of de-registration, notify the Director-General that the applicant is no longer registered with such institution; and
- within 30 days of completion of studies, notify the Director-General when the applicant has completed his or her studies or requires to extend such period of study.

- In the case of a student under the age of 18 years:
  (i) an unabridged birth certificate;
  (ii) a copy of his or her identity document, if applicable;
  (iii) proof of physical address and contact number of the adult person residing in the Republic, who is acting or has accepted to act as such learner’s guardian, including a confirmatory letter from that guardian;
(iv) proof of consent for the intended stay from both parents or, where applicable, from the parent or legal guardian who has been issued with a court order granting full or specific parental responsibilities and rights or legal guardianship of the learner;

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

Part-Time Study

New interpretations of the regulations have been issued on the conditions of part-time studies. If you are a holder of a Work or Business permit you may apply for an endorsement to study part-time. The endorsement will only be valid for the period of the holder’s prospective Business or Work permits.

To apply for the endorsement you will need to complete form BI1739.

There is no cost for the endorsement:
• Complete form DHA-1739
• Letter of acceptance/firm offer letter from the university confirming that study is part time
• Original Passport and Work Permit.
• Proof of Medical Aid.
• Proof of Finance.
• Proof of Employment.

Tel: +27 (0)800 601 190
Information: csc@dha.gov.za

Hallmark Building
230 Johannes Ramokhoase
Pretoria
Gauteng
South Africa.

Postal address:
Department of Home Affairs
PO Box X114
Pretoria
0001

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

Extension of a Study Permit

The following should be submitted to the Department of Home Affairs:
1. DHA-1739 form (R425.00 – extension application fee).
2. Spouse ID & 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. NOTE: This does not appear in the new Act and regulations.
8. Proof of Guardianship for Minor if Applicable.
10. Apply 60 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 required that you retain a copy for your own records for safekeeping.

Part-time work

The holder of a study permit for studies at a higher education institution may conduct part-time work for a period not exceeding 20 hours per week, during term and full time when the university
is closed. NOTE: In terms of the new regulations it is no longer allowed to work full time during periods when the university is closed.

Changing conditions of a study permit:
A change of conditions of a study permit refers to a situation where you hold a valid study permit with a condition to study at another institution in South Africa other than the one you are applying to. This is usually the case of learners and students studying at South African high schools, colleges and other academic institutions and their permits would therefore be endorsed with a condition to study at institutions in any of the categories above. In order to register at another university the permit will need to be endorsed for the applicant to study at that specific university.

Application for change of conditions of a study permit constitutes a new application of a study permit. Though the applicant will need to complete a separate form, DHA-1739 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
Undergraduate studies:
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://he-enrol.ac.za/qualification-country where you will be able to find 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.

Post-graduate studies:
Evaluation by SAQA

Health insurance
It is essential when applying for a study visa to have proof of medical insurance cover that is recognised in South Africa. The South African Department of Health supports the Department of Home Affairs’ directive requiring all international students to have appropriate South African medical cover while studying in South Africa. To ensure that international students will not be dependant on South African public health services, it is imperative that the medical cover provides for all medical categories, and is not merely hospital care.
In terms of the Immigration Amendment Act 13 of 2011 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.

**NOTE:** The Immigration Act no longer allows for “or other medical insurance cover recognized in the Republic of South Africa” 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 direct to the Medical Aid Company, separately from the tuition fees.

For more information please refer to the separate section on health insurance.

**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 or swimming. Tap water in South Africa is safe to drink.

South Africa is coming to grips with an HIV epidemic that has infected millions of people. The country has embarked on extensive campaigns to ‘know your status’ and provide those infected with ARVs. Based on current prevalence studies it appears that the epidemic, while still severe, has begun to stabilise. 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

ABSAA 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 (ABSAA 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:

**ABSAA 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.

**ABSAA 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 CompaCare 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.
No.1 Choice for Students

More than 23 000 students have trusted us with their healthcare needs for the past 15 years!

From only *R349 per month

- Unlimited access to GP visits on our Primary Care Network
- Access to any private hospital up to *R1 000 000 pa
- Cover for medication, dentistry and optometry
- Emergency and specialist benefits
- Unlimited emergency transport via Netcare 911
- Free access to Base Multiply Rewards Programme
- R3 000 000 international travel benefit for 90 days

* Ingwe Option 2014 contribution and benefits

To be part of the No.1 student medical aid...

Join or renew your membership online at
www.ingwehealth.co.za

Call us on 0860 102 493 or email us at
studenthealth@momentum.co.za

Student Healthcare

As the 3rd largest open scheme, offering healthcare cover to more than 110 000 families, including more than 23 000 students, the Momentum Health medical scheme is strongly focused on backing up its flexible product offering with service that sets it apart from its competitors.

Momentum Health was also accredited and endorsed by the International Education Association of South Africa (IEASA) in 1991. We established a strong relationship to ensure that we support IEASA representing the interests of those engaged in the internationalisation of higher education in South Africa. We filled the legal requirement for international students to obtain a study permit at South African academic institutions, where it is compulsory for them to provide proof of medical cover with a medical scheme registered in terms of the Medical Schemes Act, Section 15(1).

We offer a dedicated Student service and distribution segment on a national basis to all International Education Association of South Africa (IEASA) associated academic institutions. Our regional offices in Gauteng (4), KwaZulu Natal, Free State, Eastern Cape and Western Cape are well placed to serve students with our depth of resources, past experience of more than 15 years and our unique understanding of students’ needs. We have extensive experience in managing international student medical aid options, covering students from at least 16 other African countries, totalling more than 23 000 students. We are currently the service provider of choice of many African Embassies and academic institutions.

Our African footprint allows us to extend our awesome service to: Botswana, Ghana, Kenya, Lesotho, Malawi, Mauritius, Moçambique, Swaziland, Tanzania and Zambia.
CompCare Wellness NetworX
The student’s choice in healthcare

Nobody wants to spend time or money ‘sweating the small stuff’ when it comes to healthcare cover.

Your healthcare cover must work for you – every step of the way.

Easier said than done? Not with CompCare Wellness NetworX, the number one brand in student healthcare.

Want to know more?
Phone – 086 112 INFO (4636)
Email – student@universal.co.za
Website – www.studentplan.co.za or www.ieasa.studysa.org

Get comprehensive medical cover from only R345* per month with benefits designed especially for you.
All major medical expenses covered, including emergency room treatment
Excellent out-of-hospital benefits like:

• unlimited visits to your GP
• acute and chronic medication
• radiology, pathology and specialist consultations
• optometry and dentistry

Are you...
A professional sportsman or woman? We’ll cover your injuries.
Looking for a top-notch loyalty programme? You get access to Universal 360° for free.
In need of repatriation? It’s covered by Universal’s loyalty programme.

*2014 rates
University Profiles

The following contains the profiles of all 25 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.
## Destination Map

<table>
<thead>
<tr>
<th>No.</th>
<th>University Name</th>
<th>Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Cape Town</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>University of the Western Cape</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>Cape Peninsula University of Technology</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>Stellenbosch University</td>
<td>98</td>
</tr>
<tr>
<td>5</td>
<td>Nelson Mandela Metropolitan University</td>
<td>48</td>
</tr>
<tr>
<td>6</td>
<td>Rhodes University</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>University of Fort Hare</td>
<td>79</td>
</tr>
<tr>
<td>8</td>
<td>Walter Sisulu University</td>
<td>102</td>
</tr>
<tr>
<td>9</td>
<td>University of KwaZulu-Natal</td>
<td>59</td>
</tr>
<tr>
<td>10</td>
<td>Durban University of Technology</td>
<td>88</td>
</tr>
<tr>
<td>11</td>
<td>Mangosuthu University of Technology</td>
<td>99</td>
</tr>
<tr>
<td>12</td>
<td>University of Zululand</td>
<td>101</td>
</tr>
<tr>
<td>13</td>
<td>University of the Free State</td>
<td>101</td>
</tr>
<tr>
<td>14</td>
<td>Central University of Technology, Free State</td>
<td>64</td>
</tr>
<tr>
<td>15</td>
<td>Vaal University of Technology</td>
<td>96</td>
</tr>
<tr>
<td>16</td>
<td>North-West University</td>
<td>99</td>
</tr>
<tr>
<td>17</td>
<td>University of the Witwatersrand, Johannesburg</td>
<td>72</td>
</tr>
<tr>
<td>18</td>
<td>University of Johannesburg</td>
<td>54</td>
</tr>
<tr>
<td>19</td>
<td>University of Pretoria</td>
<td>82</td>
</tr>
<tr>
<td>20</td>
<td>Tshwane University of Technology</td>
<td>100</td>
</tr>
<tr>
<td>21</td>
<td>University of South Africa</td>
<td>92</td>
</tr>
<tr>
<td>22</td>
<td>University of Limpopo</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>University of Venda</td>
<td>94</td>
</tr>
<tr>
<td>24</td>
<td>Sol Plaatjie University</td>
<td>102</td>
</tr>
<tr>
<td>25</td>
<td>University of Mpumalanga</td>
<td>103</td>
</tr>
</tbody>
</table>
Nelson Mandela Metropolitan University (NMMU) is a product of a democratic South Africa.

The NMMU was established in 2005 as a comprehensive university offering internationally recognised certificates, diplomas and degrees through the merger of a diverse group of institutions.

The university has, in the last twenty years, transformed from a historically white institution to become a university representing all South Africans.

Today, the NMMU is one of the most diverse universities in Africa.
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 21,676 undergraduate and 3,570 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, Ireland, Ivory Coast, Kenya, Uganda, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Nigeria, Malawi, Uganda, Kenya, USA, Zambia, Cameroon, Seychelles, Somalia, Sudan, Swaziland and Zimbabwe to name a few. Adding to this melting pot of diversity, in January 2014, the NMMU also welcomed students from Mexico, Pakistan, Saudi Arabia, Cuba, India, Brazil, Czech Republic, Iran and Malaysia.

The NMMU further has academic agreements with 62 universities in 21 countries.

Other countries that are unique to the international population at the NMMU are Argentina, Benin, Canada, Chile, Korea, Ecuador, Egypt, Equatorial Guinea, Eritrea, Finland, Gabon, Israel, Japan, Russia, Senegal, Sierra Leone, Syrian Arab Republic, Togo and Vietnam. The NMMU further has academic agreements with 62 universities in 21 countries on seven continents which contributes 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
- Ubuntu
- Respect for the natural environment
- Excellence
- Integrity
- Taking responsibility

Faculties and programmes
NMMU is one of the few comprehensive universities, not only in South Africa but in the world, and can thus offer an extensive range of internationally recognised certificates, diplomas and degrees through to doctoral level.

The NMMU has seven faculties housing a choice of more than 300 study programmes in a dynamic, first world environment.
The NMMU boasts 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. The programme is designed with industry participation to meet the needs of the chemical and petroleum industry that include daily operations such as material handling, product storage, transport and handling, process control and more.

- 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 (Development Studies) or MPhil (Development Studies) offered both by coursework or research and the DPhil (Development Studies). The Department of Development Studies currently has 300 postgraduate students.

- 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 infrastructure 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 BCur Degree.

- The new Bachelor of Emergency Medical Care (EMC: Emergency Medical Care Practitioner), which is a 4 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.

- The New Bachelor of Human Settlement Development launched in 2014 is expected contribute a significant body of knowledge towards finding solutions to tackle the challenges facing the sector. The degree will also ensure that graduates who enter the profession understand the key issues and debates in the sector and are competent to implement policies and solutions.

- The new MSc in Nanoscience offered from 2012 is a Master’s programme in nanoscience and nanotechnology.

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

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

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

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

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

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

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

**Faculty of Law**
- Department of Private Law
- Department of Mercantile Law
- Department of Criminal and Procedural Law
- Department of Public Law

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

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

**Research**

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

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

SOLAR-powered mobile chargers, a new wind turbine and an invention that may revolutionise street lighting in South Africa are just some of the “green” advances underway at NMMU.

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, also established under the SA Research Chairs (SARCh) initiative
- 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 (SARCh) by DST / NRF:

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

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

- The NMMU boasts the National Electric Vehicle Technology Centre. The NMMU 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.

The NMMU has many research chairs, including those in automotive engineering, maths, nanophotonics, mechatronics and HIV/Aids education.

NMMU’s physics’ research profile has been further raised thanks to the acquisition of a key instrument for material analysis, value at R5.3m. The Fourier Transform Infrared (FTIR) and Raman spectrometer is the only model of its kind the world, and will drastically improve and speed research processes in various materials at the university.

NMMU’s Strategic Research Priorities:

- To promote research and innovation that contributes to local, regional, national and global sustainability
- To create and support an environment that fosters research quality and productivity
- To develop and sustain the research capacity of staff and students
- To promote a broad conceptualisation of research, scholarship and innovation

NMMU ‘green’ Business School building a first for Africa

The Nelson Mandela Metropolitan University’s new R116m Business School is the first in South Africa to receive official “green” design rating accreditation for a public and education building from the Green Building Council of South Africa (GBCSA). The four-star green design rating for the three-storey building at the university’s Second Avenue campus is also the first for any building in Port Elizabeth and the Eastern Cape. The rating followed months of rigorous planning and implementation in the areas of energy efficiency, materials, water usage, indoor air quality, transport, ecology and lighting to ensure that the stringent standards were achieved.

The Nelson Mandela Metropolitan University’s new R116m Business School is the first in South Africa to receive official “green” design rating accreditation for a public and education building from the Green Building Council of South Africa (GBCSA). The four-star green design rating for the three-storey building at the university’s Second Avenue campus is also the first for any building in Port Elizabeth and the Eastern Cape. The rating followed months of rigorous planning and implementation in the areas of energy efficiency, materials, water usage, indoor air quality, transport, ecology and lighting to ensure that the stringent standards were achieved.
Medical School for NMMU
With just three doctors to every 100 000 people in the Eastern Cape, the announcement of a fully-fledged Medical School set to be operation at NMMU by 2020 was celebrated across the province. The establishment of NMMU’s new Medical School – along with a number of new undergraduate healthcare qualifications – will help address the region’s dire shortage of qualified medical practitioners.

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, led by the Senior Director International Education, Dr Nico Jooste, who was also selected to be one of the International Education Provocateurs, selected by the Association for International Education Administrators (AIEA). The Office for International Education at the NMMU. 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.

NMMU’s Unit for Higher Education Internationalisation in the Developing World
To change this, NMMU’s Office for International Education (OIE) has established a Unit for Higher Education Internationalisation in the Developing World. The aim of the Unit is to be a research...
and engagement arm of NMMU’s OIE. The Unit will research current higher education (HE) internationalisation activities, practices and approaches around the world and specifically in the developing and emerging world. Given South Africa’s position and role in Africa and the BRICS, specific focus will be paid to the African continent and BRICS countries.

The Unit’s research objectives are to conduct research on practices, approaches and theories of HE internationalisation - including internationalisation at home, internationalisation of the curriculum, international partnerships, student and staff mobility and other related activities and practices - and develop new practices and approaches appropriate for the developing and emerging world. In addition, the Unit will engage with universities, research institutions, academics, researchers and experts from South Africa, Africa, BRICS and other countries on research projects and research collaboration aimed at transformation of higher education internationalisation globally.

Global Partnerships and Linkages at the NMMU

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

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

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

International Short Programmes

Mid-Year Experience (May-July)

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

Study Abroad

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

Internationalisation at Home at NMMU

Universities around the world aim to prepare students to be competent and responsible global citizens capable of working in a multi-cultural and globalised world. However, due to the lack of funding, the majority of South African students do not get a chance to study abroad and gain international experience. Due to this, “internationalization at home” and development of internationalized curriculum, curricular and co-curricular programmes and experiences with regional and international focus for all students are a priority for the NMMU and specifically the Office for International Education. Ultimately, “internationalisation at home” efforts will aim to develop “globally literate” and “globally competent” graduates, in line with the NMMU Vision 2020, which calls for development of “graduates and diplomates to be responsible global citizens capable of critical reasoning, innovation and adaptability.”

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.

NEW: Please view our English Website here: www.learnenglishsa.co.za

### Nelson Mandela Metropolitan University

**Office for International Education**

PO. Box 77000
Port Elizabeth, 6031
Republic of South Africa

Tel: +27 (0)41 504 2161
Fax: +27 (0)41 504 2771

E-mail: international@nmmu.ac.za or studyabroad@nmmu.ac.za (for Study Abroad or US Study Centre)

Website: [http://international.nmmu.ac.za](http://international.nmmu.ac.za)

Student Online Brochure: [www.nmmu-international.com](http://www.nmmu-international.com)

[www.facebook.com/NMMUInternationalOffice](http://www.facebook.com/NMMUInternationalOffice)
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](http://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.

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

UKZN has an international reputation for academic excellence, outstanding research output and African scholarship. We have links with over 200 international institutions, which facilitate ongoing collaborative academic partnerships.

Why choose UKZN?
- The University of KwaZulu-Natal (UKZN) is one of four African universities rated among the top 400 universities in the world and according to the Academic Rankings of World Universities (ARWU) UKZN is ranked in the top 3% of the world’s universities
- UKZN has five campuses in Durban and Pietermaritzburg with four Colleges and 19 Schools offering approximately 2 000 academic programmes
- UKZN is a truly South African university that reflects the diverse society in which it is situated. As an institution of higher learning, it is committed to academic excellence, innovative research and critical engagement with society
- UKZN has an international reputation for academic excellence, outstanding research output and African scholarship. We have links with over 200 international institutions, which facilitate ongoing collaborative academic partnerships

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.
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. The campus offers sophisticated and attractive facilities to a growing number of Education students.

**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. The campus is situated in the vibrant coastal city of Durban, renowned for its beaches and coastal resorts.

**Medical School**
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. Unique to the Pietermaritzburg campus are the disciplines of Agriculture, Theology and Visual Art.

**Westville**
The Westville campus is the administrative headquarters of UKZN. The campus offers programmes in Science, Management Studies and Health Sciences. Located within an environmental conservancy about eight kilometers from the central business districts of Durban and Pinetown, the Westville campus combines state-of-the-art infrastructure with beautiful natural surroundings.

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.

There is a vast array of research being conducted within the university – including the social sciences, humanities, public health, epidemiology and biomolecular sciences – around the HIV/AIDS pandemic that is devastating our society. The two main centres are the Centre for the AIDS Programme of Research in South Africa (CAPRISA) and the Health Economics and Aids Research Division (HEARD). A new facility, the KwaZulu-Natal Research Institute for Tuberculosis and HIV (K-RITH), which is a partnership between the Howard Hughes Medical Institute in the United States and UKZN promotes research that will alleviate the suffering caused by these twin diseases.

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.

Investing in learning

UKZN has committed substantial resources to providing world class teaching and research facilities. The new Biological and Conservation Sciences Building on the Westville campus houses state-of-the-art laboratory facilities. Teaching venues have been upgraded across the campuses. Through the use of wireless technology lecturers at selected teaching venues across the University use internet, pod casting and other related strategies for teaching and research. The addition of four new laboratories and equipment at the School of Chemistry and Physics caters for 1 000 students per week. State-of-the-art equipment – an Electrospray Ionisation Quadrupole Spectrometer, an X-Ray Diffractometer and a CEM Microwave Peptide Synthesizer valued at R12 million was purchased by the Schools of Chemistry and Physics, Pharmacy and Pharmacology aiding research in these disciplines.

Community Outreach

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

Facilities and Services

All five campuses have a fully computerized main library with excellent collections. Qualified subject librarians provide general reference and instructional services to students, staff and the wider community. All students have access to the network through PC labs. All labs have laser printing facilities and consultants are on duty to assist students. Other facilities include theatres, art galleries, a vast archive, student publications, campus bookshops, health clinics with fully trained nurses on duty and doctor by appointment and a large number of sporting clubs, which operate on all campuses.

Sport is an important part of University life. Students keen on sports have a wide range of sporting activities to choose from, including soccer, athletics, canoeing, dance sports, tennis, water polo, golf,
netball, rugby, hockey, cricket, swimming and volleyball.

Student counseling and Career Centre
Qualified counsellors are found at the centers situated on all five campuses of UKZN. The counsellors provide counseling on personal matters and trauma. Also provided is guidance on curriculum planning, time management and academic support.

Accommodation
On-campus accommodation for students is available on all campuses of UKZN. All residences on the campus have access control, lounges, television rooms, public telephones and parking. All residences are self-catering. They are also equipped with communal laundry facilities and fully fitted kitchens. Each residence has a House Committee which is responsible for looking after students’ needs. However, on campus accommodation is limited and it is advisable to apply early during the application process.

Promoting Internationalisation
One of UKZN’s goals is: African-Led Globalisation
To promote African-led globalization through African scholarship by positioning the University, through its teaching, learning, scholarship, research, and innovation, to enter the global knowledge production system on its own terms, bringing knowledge productions systems relating to its local context into the global arena.

The strategies the University has adopted to achieve this goal are: Promote Internationalization:
In the competitive environment of global professional workplaces and opportunities, it is important that students are exposed to global developments and trends.

The University will promote the concept of ‘internationalization at home’ by implementing teaching strategies that make explicit and ongoing connections between local experience and global debate, foster intellectual curiosity that values and respects a range of cultural experiences and perspectives, and enable students to build the knowledge, expertise and confidence to participate in international contexts. The University will support carefully selected student exchange programmes that bring students from other countries to the University and further expand our students’ international opportunities, particularly exposure to Africa, to enrich the learning experience of all.

Forge Strategic partnerships:
Strategic partnerships at the continental and global levels are critical in placing UKZN’s African scholarship in the wider international arena and in taking on some of the challenges of producing African scholarship. With its vision in mind, the University will pursue strategic linkages with other institutions that work in Africa whose common interests in research and graduate studies can provide a platform for bringing scholars together to create new knowledge. Areas that are not school-specific and relate to the African context and its challenges.

International Programmes:
The University of KwaZulu-Natal offers a wide range of undergraduate and postgraduate courses across all disciplines. Eligible students must currently be participating in full-time study, either undergraduate or postgraduate and are generally pursuing a full degree programme. International students wishing to study at the University must ensure that an application is completed on an official UKZN application form. Please refer to the University website for the application form.

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

The University of KwaZulu-Natal is one of the leading research institutions in Africa, and is particularly geared to enhance the experience of study abroad students. It has affiliations with about 200 institutions around the world. It has a good support infrastructure for international students and is thus able to provide professional services to all study abroad students. Study abroad students are usually accommodated on campus.

Prospective study abroad students may apply either directly, on their own initiative or through a partner programme between UKZN and their home institution. For more information on the courses for non-degree purposes please refer to the website on www.ukzn.ac.za/handbooks.

International students can contact their local international office or the Study Abroad Coordinator (UKZNSAP):
Study Abroad Coordinator
Room 409, 4th floor, Rick Turner Students Union Building
King George V Avenue
University of KwaZulu Natal
4041
Durban
South Africa

Tel: +27 (0) 2602870/2230
Fax: +27 (0)31 2602967
e-mail: ukznsap@ukzn.ac.za
University of KwaZulu-Natal Student Exchange Programme (UKZNSEP)

The University of KwaZulu-Natal 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. It allows students to move beyond an academic exchange to embrace a new culture and a different lifestyle, and to gain an understanding of the KwaZulu-Natal province and South Africa.

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 student exchange programme offers opportunities to students who wish to:

- Experience a wide diversity of cultures and languages.
- Gain hands-on experience of local and international issues.

The courses that some international students find most appealing is the African Music and Dance, IsiZulu, Political Science etc. For more information on the courses for non-degree purposes please refer to the website on www.ukzn.ac.za/handbooks.

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

- Attain an overall score of 7.0 (for graduate students) or 6.0 (for undergraduates) on the International English Language Testing System (IELTS). For information on IELTS test dates, venues and costs, contact the British Council through your closest British Embassy or Consulate, or consult www.britishcouncil.org.
- Attain a test score of at least 550 on the paper version of the Test of English as a Foreign Language (TOEFL) or a score of at least 80 on the IBT (electronic) version of the test. For information about test dates, venues and costs, contact the United States Information Service (USIS) or the US embassy in your home country; or contact TOEFL direct at toefl@ets.org. Website: www.toefl.org.

- Applicants who have scores form other internationally or nationally recognized testing services may submit their results to one of the Language Centre Coordinators.

For students who do not meet these requirements a testing service and intensive English courses are offered on the Pietermaritzburg and Durban.

English Language Requirements

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

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

International School:

The University of KwaZulu-Natal 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 programme is designed to let international and South African students experience the rich heritage and diversity that the region has to offer.

The courses offered are:

Culture and Diversity in the Rainbow Nation
A course comprised of various modules that touch upon the history of the region, multilingualism and language policy, social, cultural and media perspectives of the region.

Zulu Language and Culture
The language part of this course focuses on communication. Students are gradually taken through simple everyday situations
for which they are taught vocabulary and grammatical structures so
that during their stay in South Africa they are able to communicate
correctly and fluently in basic isiZulu. The cultural aspect of the
course focuses on cultural traditions and heritages which include
Zulu customs, beliefs, arts and music.

Gender and Education
This module is informed by a commitment to gender equality and
introduces students to feminism and examines the concept
of gender is realized in a South African setting. It explores how
gender operates in education (particularly in school settings), both
within the hidden and overt curriculum, and aims to get students
to reflect on and compare their own practices and institutional
locations. It provides a broad understanding of gender and
educational inequalities, but specifically focuses on South African
education and gender transformation. It highlights key areas of
concern in this country and includes a focus on gender and sexual
violence, gender and early childhood, masculinities and schooling,
HIV, gender and educational interventions.

Service Learning
This course will be tailored to suit the particular needs of the student
as much as possible. In addition to a secure and supervised
placement, the students will visit urban and rural environmental
locations. It provides a broad understanding of gender and
educational inequalities, but specifically focuses on South African
education and gender transformation. It highlights key areas of
concern in this country and includes a focus on gender and sexual
violence, gender and early childhood, masculinities and schooling,
HIV, gender and educational interventions.

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. 4 courses).

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

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

Applications:
Interested students should submit a completed International
School application form (obtainable from the International School
Office or download it from the web-site), together with a non-
refundable application fee and recent academic transcripts, to the
coordinator before the 28 February for early bird closing date. The
late closing date is the 15 April.

Fees:
Information about the full cost of the programme and the
dates are available on the international school website at:
http://ukzninternational.ukzn.ac.za/internationalSchool1721.aspx

International Application Procedures

Full time undergraduate studies:
Applicants to Bachelor degree studies should possess a
matriculation exemption endorsement. In view of different
international school-leaving certificates, the Matriculation Board,
as an advisory body to Higher Education South Africa, provides
guidelines on qualifications that are acceptable on face value for
admission to first degree studies at South African Universities.
Applicants with non-South African school leaving certificates
must ensure that they qualify for a full or conditional matriculation
exemption in terms of the guidelines provided by the Matric basic
legal requirement for admission to degree studies. For enquiries
regarding application for exemption refer to the website:
www.he-enrol.ac.za/mf/forpres.htm

In addition applicants need to meet faculty subject and or
performance requirements, such as a minimum pass in
mathematics, for admission to certain academic programmes (for
example in engineering, commerce, health sciences and science).
Applicants with non-South African school leaving certificates
must enclose certified copies of documents, and translations where
necessary. Applicants from non-English speaking countries should
provide proof of English Language ability.

Full time postgraduate applicants:
Candidates should have completed a four-year Bachelors degree,
or a three year degree and a one-year full time Honours degree in
the relevant field to enroll for a Masters degree. It is recommended
that applicants obtain a certificate of evaluation of qualifications
from the South African Qualifications Authority (SAQA) prior to
submitting applications to the University. Visit the SAQA website on
http://www.saqa.org.za or contact them on 27 (0)12 431 5174

For a full range of undergraduate and postgraduate degrees offered
at UKZN please refer to the website on www.ukzn.ac.za/courses.

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

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

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

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.

---

**Central University of Technology, Free State**
Private Bag X20539
Bloemfontein, 9300
South Africa

*Mr Thabo Mzamani: mzamanit@cut.ac.za or +27 (0)51 507 3410*

*Bloemfontein Campus: +27 (0)51 507 3911*  
*Welkom Campus: +27 (0)57 910 3500*

*Website: www.cut.ac.za*
University of Cape Town
Promoting diversity and transformation within our institution and beyond.

Mission
The University of Cape Town 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.

Overview
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.

Brief history
UCT 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 is fortunate to claim five Nobel Laureates among its alumni: Max Theiler (medicine, 1951); Ralph Bunche (peace, 1950); Allan McLeod Cormack (medicine, 1979); Sir Aaron Klug (chemistry, 1982); and Emeritus Professor JM Coetzee (literature, 2003).

UCT’s rankings
- UCT is Africa’s top ranked research-led university
- Placed in the top 200 in both the Times Higher Education and the Quacquarelli Symonds world university rankings in 2013, and in the top 300 of the Shanghai Jiao Tong Academic Ranking of World Universities.
- UCT ranked among the top 100 universities in the world for eight of its subject areas in the THE Rankings for 2013

It is a cultural melting pot where everyone contributes their unique blend of knowledge and thinking.

UNIVERSITY OF CAPE TOWN

UCT is Africa’s top ranked research-led university.
International student body

UCT welcomes nearly 5000 international students every year from 110 countries. Thirty nine 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 via an Afropolitan niche”.

For more information on the university, please refer to:
http://www.uct.ac.za/
Facebook: University of Cape Town
Twitter: @UCT_News

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 to become part of a campus community that is stimulating and opens up new challenges and opportunities.

Social responsiveness

SHAWCO, the Students’ Health & 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 UBUNYE.

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

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 waterskiing.

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 1,2m 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 & the Built Environment
• Health Sciences
• Humanities
• Law
• Science
• and Graduate School of Business (GSB)
• and Centre for Higher Education Development (CHED)

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/faculties/list/

Location and Campuses

UCT has four campuses:
1. Groote Schuur Campus, situated on Rhodes’ Estate on the slopes of Devil’s Peak (it is divided into three parts: Upper Campus, Middle Campus and Lower Campus)
2. Observatory, home to the Faculty of Health Sciences
3. The Gardens in Cape Town, where the Hiddingh Campus for fine art, film and media, and drama studies is located
4. Breakwater Campus, on the popular V&A Waterfront, the site for the Graduate School of Business.

UCT employs over 5000 staff members. There are also several hundred clinical joint staff (along with the Western Cape Provincial Government) in the Faculty of Health Sciences.

Entrance requirements

In order to be admitted to UCT one needs to:
• Have met the statutory minimum requirements for admission for your programme
• 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) no later than 13 October 2014.

Research

• UCT is home to one-third of South Africa’s A-rated researchers – academics who are ranked as world leaders in their fields by the National Research Foundation (NRF) of South Africa. Six of the country’s 16 P-rated researchers (given to young researchers, usually under 35 years, who have the potential to
become leaders in their field) are also at UCT. In total, UCT has 445 NRF-rated researchers.

- UCT has 33 of the 150 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 produce high quality research and innovation output, and through this, increase the quality of the training of postgraduate students.

- UCT Signature Themes are interdisciplinary research focus areas that encourage researchers to tackle problems collectively. The existing themes are: African Centre for Cities; African Climate and Development Initiative; Brain and Behaviour Initiative; H3-D Drug Discovery & Development Centre; Marine Research Institute; and Minerals to Metals.

- UCT is home to two national Centres of Excellence: DST/NRF Centre of Excellence in Birds as Keys to Biodiversity Conservation; and DST/NRF Centre of Excellence in Catalysis, c*change.

- UCT has 72 formally established specialist research groupings that undergo rigorous peer review every five years.

- Eight of the 17 national research units funded by the South African Medical Research Council are at UCT.

- UCT hosts a node of the national TB Centre of Excellence at the Institute of Infectious Disease and Molecular Medicine (IDM). We also co-host the Hydrogen Catalysis Competence Centre with Mintek.

- During 2013, UCT’s external research income amounted to R967 million. Funding to postgraduate students totalled R175 million and R60 million went to postdoctoral researchers.

UCT is home to one-third of South Africa’s A-rated researchers – academics who are ranked as world leaders in their fields by the National Research Foundation (NRF) of South Africa. Six of the country’s 16 P-rated researchers (given to young researchers, usually under 35 years, who have the potential to become leaders in their field) are also at UCT. In total, UCT has 445 NRF-rated researchers.

20 Years of Democracy: Transforming the Research Community

UCT is committed to transformation within our institution and beyond, including nurturing the next generation of academics (as well as the more established generations). The university has a suite of activities designed to serve this transformation goal. This is combined with the conscious approach the university takes to championing the contribution that Africa can make to the world.

- The Office for Postgraduate Studies was set up to provide structured support for postgraduate students and postdoctoral fellows. Together with the Postgraduate Centre and Funding Office, it has overseen a considerable growth in the postgraduate student body. In 2014 there are almost 8,000 postgraduate students registered and over 300 postdoctoral research fellows.

- The Emerging Researcher Programme (ERP) has for more than a decade striven to ensure the transfer of essential research skills from experienced researchers to those academics still in the early stages of their career. To date, some 650 ERP members have received sustained support from the programme.

- The Programme for the Enhancement of Research Capacity (PERC) has supported mid-career and established researchers since 2008 with advice on applying for NRF rating, publication strategies and career planning, among others. In 2013, more than 500 academics attended one or more of the PERC seminars and workshops.

20 Years of Democracy: Tackling The Challenges

UCT’s research community is committed to addressing the challenges that remain for our fledgling democracy.

- This is evident in many of our research structures, such as the four university-wide strategic initiatives established over the last three years with support from the Vice-Chancellor’s Strategic Fund: the Poverty and Inequality Initiative, the African Climate and Development Initiative, the Safety and Violence Initiative and the Schools Improvement Initiative.

- However, UCT recognizes that it cannot tackle these challenges in an academic silo, and encourages its researchers to engage with civic society and the public sector where possible.

- The UCT Knowledge Co-op aims to make it easier for community partners to access UCT’s skills, resources and professional expertise. To date a total of 59 partnerships have been established. In these students and academics produced research (mostly theses) in collaboration with a range of groups - from local government departments to grassroots NGOs - on topics these groups submitted.

- The Alan Pifer Award is the Vice-Chancellor’s annual prize in recognition of outstanding welfare-related research. It highlights the strategic goal of promoting socially responsive research, and honours a UCT researcher whose outreach work has contributed to the advancement and welfare of South Africa’s disadvantaged people.

There is a conscious approach the university takes to championing the contribution that Africa can make to the world.
International students

“The World at UCT”

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

IAPO’s key services include:

- Establishing and maintaining partnerships with leading worldwide universities
- Promoting global consciousness and internationalisation in Africa by forming new agreements with African universities
- Coordinating funded consortium mobility programmes with African and worldwide partners
- 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
- Sponsoring certain international student societies’ events

For more information on the IAPO, please refer to: http://www.uct.ac.za/about/iapo/overview/welcome/
Facebook: @IAPOnetUCT
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 co-ordinator handles all maintenance and personal queries.
BREAK OUT FROM THE CROWD! FAST TRACK YOUR CAREER WITH A POSTGRADUATE QUALIFICATION FROM WITS.

WHY POSTGRADUATE STUDY?
In our ever-changing world, it is harder to stand out from the crowd with a bachelor’s degree alone. To remain competitive in an increasingly competitive job market, a postgraduate degree is fast becoming the goal of today’s go-getter. Needless to say, specialising at postgraduate level makes you a stronger job applicant. Postgraduate courses are more specialised and focused than general first degree courses and further equip graduates for the workplace. Get your postgraduate degree from Wits University. Embedded internationally as an institution of sound academic and research standing and is committed to fostering intellectual communities and to strengthening strategic partnerships at home, on the continent and beyond.

WHY WITS?
The home of talented students and distinguished academics, Wits University has a reputation built on research and academic excellence. The University is only one of two universities in Africa ranked as a leading institution in the world. We are an undisputed leader in knowledge generation on the continent, with over 40 significant development oriented training and research projects underway across Africa.

Take charge of your future - apply today!
www.wits.ac.za/postgraduate

For more information contact The Student Enrolment Centre (011) 717 1030 or email Admission.Senc@wits.ac.za
University of the Witwatersrand, Johannesburg
Offering students a platform to engage in real-life research

Wits is a leading research and postgraduate university in the commercial heart of Africa. It is one of only three universities in Africa to be placed in the top 400 universities (out of 23,000 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 hominid collections including the Taung Skull, Little Foot and the Sediba fossils.
• Proud of the four Nobel Laureates and the more than 90 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 in 2012.

The history of the University is inextricably linked with mining, academic excellence, quality research and political, social and civic activism.

Wits in Numbers
- 5 Faculties - Commerce, Law and Management; Engineering and the Built Environment; Health Sciences; Humanities and Science
- 34 Schools offering 3,000 courses
- 6,200 staff members (of whom 2,600 are permanent and 3,900 are academic)
- 30,000 students, of which 70% are Black, 55% are female and 33% are postgraduate
- 2,500 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
- More than 130,000 graduates developed over 91 years. More than 90% of Wits graduates obtain permanent employment within 12 months of graduation.

Faculties
The University of the Witwatersrand has five faculties, comprising of the following:

Commerce, Law and Management
- Accountancy
- Economic and Business Sciences
- Law
- Graduate School of Business Administration (Wits Business School)
- Wits School of Governance

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

Health Sciences
- Anatomical Sciences
- Clinical Medicine
- Pathology
- Physiology
- Public Health
- Therapeutic Sciences

www.wits.ac.za/health

Humanities
- Social Sciences
- Education
- Literature and Language Studies
- Human and Community Development
- Arts
- Humanities Graduate Centre

www.wits.ac.za/humanities

Science
- Animal, Plant and Environmental Sciences
- Chemistry
- Computational and Applied Mathematics
- Computer Science
- Geography, Archeology and Environmental Studies
- Geosciences
- Mathematics
- Molecular and Cell Biology
- Physics
- Statistics and Actuarial Science

www.wits.ac.za/science

2,500 international students, who hail from more than 80 countries, speaking over 130 languages.
Research

- Wits accommodates 13 research institutes, 15 research units and 4 research groups
- Wits hosts 22 prestigious South African Research Chairs and many privately endowed chairs
- Wits is the proud home of eight Centres of Excellence focusing on Biomedical TB Research, Strong Materials, Aerospace, the Palaeosciences, Advanced Drug Delivery Technology, Human Development, Mathematical and Statistical Sciences and Viral Gene Therapy
- Wits is home to 300 NRF-rated scientists, 16 of which, are A-rated international leaders in their disciplines

International Students

The International Students Office seeks to complement the services provided by faculties and academic departments to international students.

In addition to the University’s services for students, the International Students Office offers additional support including guidance for the application of study visas; advice on medical cover; interaction with the Department of Home Affairs; provide information and guidance on obtaining a Matriculation Exemption and facilitates airport transfers, city/cultural orientation and excursions.

In cooperation with the Internationalisation and Strategic Partnerships Office (ISPO), the International Students Office also facilitates the Semester Study Abroad Programme as well as other programmes creating opportunities for Wits Students to study/conduct research at partner universities abroad.

For further information: www.wits.ac.za/international
TshepisoSat is the first nanosatellite developed in South Africa. It was designed and built by our postgraduate students at the French South African Institute of Technology at the Cape Peninsula University of Technology.

...we could launch Africa’s first nanosatellite with the mission to gather valuable space weather data,

- **design** and construct a fully-functional model house with alternative and sustainable building materials using building methods which are suitable for owner building,
- **develop** a driving simulator for differently abled people who do not have the use of arms and legs, and
- **revolutionise** the automotive industry with a hydrogen-electric vehicle made completely of recycled, low environmental impact materials.

CPUT has helped its students to transform their big ideas into extraordinary creations. Imagine what we can do with yours.

**imagine that** provides a platform for showcasing all CPUT projects relating to Cape Town’s status as World Design Capital 2014 and beyond.

Find out more at [www.imaginethat.org.za](http://www.imaginethat.org.za)

[www.cput.ac.za](http://www.cput.ac.za)
With the appointment of Dr Prins Nevhutalu as Vice-Chancellor in 2014, the Cape Peninsula University of Technology is poised to scale new heights within the next five years.

Growth in student enrolments at CPUT, already the largest university in the Western Cape and the only in the region with various campuses in the Peninsula and the Winelands, will jump to 38,500 in 2019, about 5,000 more than the current enrolment figure. Likewise, our research output figures are set to rise steadily to achieve our goal of being ranked in the top 10 publicly-funded universities in South Africa.

CPUT offers more than 70 undergraduate programmes with postgraduate components in most of these courses. Our unique work-integrated learning model, combining classroom learning with practical experience, continues to produce young professionals with the skills and knowledge to transition successfully into the workplace.

2015 sees CPUT celebrate ten years of excellence in career-focused education and research excellence.

The past decade has seen CPUT introduce new qualifications to address the needs of commerce, industry and the public sector. We have also established a strong interdisciplinary research culture and strengthened collaborative initiatives with government and business, leading South African universities and top universities throughout the world. We’re committed to and have achieved excellent results in transferring our research and innovation outputs into commercially viable and socially relevant products and services.

The university is set to build on its strengths in the following RTI 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

Admission Requirements
Undergraduate: Our minimum admission requirement is a South African National Senior Certificate or equivalent qualification. Additional specific minimum requirements apply for each course.

Postgraduate: A Bachelor in Technology or Science degree (BTech/BEd/BSc) or equivalent four year qualification is required for admission to postgraduate (M Tech) 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 in order to have them evaluated and equated to a South African qualification. For further information, please go to www.saqa.org.za

“With the appointment of Dr Prins Nevhutalu as Vice-Chancellor in 2014, the Cape Peninsula University of Technology is poised to scale new heights within the next five years.”
Faculties

Applied Sciences
- ND: Agricultural Management
- ND: Agriculture (Animal Production)
- ND: Agriculture (Crop Production) (incl viticulture)
- ND: Analytical Chemistry
- ND: Consumer Science (Food and Nutrition)
- ND: Environmental Health
- ND: Environmental Management
- ND: Food Technology
- ND: Horticulture
- ND: Landscape Technology
- ND: Nature Conservation
- D: Marine Science
- ND: Mathematical Technology
- ND: Biotechnology

Business
- ND: Accountancy
- ND: Cost and Management Accounting
- ND: Entrepreneurship
- ND: Financial Information Systems
- ND: Hospitality Management (Accommodation)
- ND: Hospitality Management (Professional Cookery)
- ND: Hospitality Management (Food and Beverage)
- ND: Human Resource Management
- ND: Internal Auditing
- ND: Management
- ND: Marketing
- ND: Office Management and Technology
- ND: Public Management
- ND: Retail Business Management
- ND: Sport Management
- ND: Tourism Management
- ND: Event Management
- ND: Printing Management
- ND: Real Estate
- BTech: Taxation

Education and Social Sciences
- BEd: FET (Economic and Management Sciences)
- BEd: FET (General)
- BEd: FET (Natural Science or Technology)
- BEd: GET (Foundation Phase)
- BEd: GET (Intermediate and Senior Phases)

Engineering
- ND: Building
- ND: Clothing Management
- ND: Engineering (Chemical)
- ND: Engineering (Civil)
- ND: Engineering (Electrical)
- ND: Computer Systems
- ND: Engineering (Electrical) (Industrial Electronics Stream)
- ND: Engineering (Electrical) (Electronic Communications Stream)
- ND: Engineering (Mechanical)
- ND: Engineering (Mechanical) (Mechatronics)
- ND: Engineering (Mechanical) (Marine Engineering)
- ND: Maritime Studies
- ND: Engineering (Industrial)
- ND: Operations Management
- ND: Surveying
- ND: Cartography (GISC)
- ND: Textile Technology

Health and Wellness
- BSC: Radiography (Diagnostic Radiography/ Radiation Therapy/Nuclear Medicine/Diagnostic Ultrasound)
- ND: Dental Technology
- BEMC: Bachelor of Emergency Medical Care
- ND: Optical Dispensing
- ND: Somatology

Informatics and Design
- ND: Public Relations Management
- ND: Architectural Technology
- ND: Three-dimensional Design
- ND: Fashion
- ND: Graphic Design
- ND: Information Technology
- ND: Interior Design
- ND: Jewellery Design and Manufacture
- ND: Journalism
- ND: Multimedia Technology
- ND: Photography
- ND: Surface Design
- ND: Town and Regional Planning
- ND: Film and Video Technology

---

Cape Peninsula University of Technology

Bellville
Tel: +27 21 959 6504 / 6048
Fax: +27 21 959 6918
E-mail: jjbat@cput.ac.za
Physical address: Symphony Way, Bellville

Cape Town
Tel: +27 21 460 3955 / 8390 / 3984
Fax: +27 21 460 3921
E-mail: mkoenam@cput.ac.za
Physical address: Keizersgracht and Tennant Street, Cape Town

Website: www.cput.ac.za
UNIVERSITY PROFILES

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,
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 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

**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 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.

University of Fort Hare

Alice Campus
Private Bag 1314
Alice, 5700
South Africa
Tel: +27(0)40 602 2002
E-mail: dmc@ufh.ac.za
Website: www.ufh.ac.za

East London Campus
Private Bag 9083
East London, 5200
South Africa
Tel: +27(0)43 704 7093
E-mail: dmc@ufh.ac.za
Website: www.ufh.ac.za

International Affairs Office
University of Fort Hare
Private Bag X9083
East London 5200
Tel: +27 (0)40 602 2244 (Alice)
Tel: +27 (0)43 704 7328 (East London)
Fax: +27 (0)66 628 2031
E-mail: cjacobs@ufh.ac.za

In 2005, the Supreme Order of Baobab was conferred upon the university.
The University of Pretoria (UP) is one of Africa’s leading higher education institutions. The University’s 2025 strategic plan charts a course for 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 63,578 students from South Africa and further afield enrol at the UP each year.

The nine faculties and business school produced, on average, 13.8% of South Africa’s doctoral degrees, 25.7% of its professional engineers, 15.7% of all healthcare professionals and 15.6% of all natural scientists who qualified at traditional universities in South Africa.

**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 1,213 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, 13.8% of South Africa’s doctoral degrees, 25.7% of its professional engineers, 15.7% of all healthcare professionals and 15.6% of all natural scientists who qualified at traditional universities in South Africa.

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 eleventh year running that GIBS has achieved this accolade. This constitutes a small measure of the University’s academic achievements.

**Research excellence**

In 2012, the University maintained its position among the top 1% internationally in six of the 22 Essential Science Indicator (ESI) field categories in terms of output and citations.

It 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**

1. Animal and Zoonotic Diseases
2. Capital Cities
3. Energy
4. Food Nutrition and Well-being
5. Genomics
Faculty Research Themes
- Cellular and Molecular Medicine
- International and Comparative Law in Africa
- Sustainable Malaria Control

Language policy and medium of instruction
In conducting its business, the University uses two official languages, namely English and Afrikaans. In formal education the medium of instruction is either English or Afrikaans, or both of these languages; provided that there is a demand and that it is academically and economically justifiable. However, it remains the student’s responsibility to ascertain on an annual basis in which language a module and any further level of that module is presented. In respect of administrative and other services, a student has the right to choose whether the University should communicate with him or her in English or Afrikaans. Where the University has the capacity, Sepedi is used as an additional language of communication.

Campuses and faculties
The University of Pretoria is one of the largest contact universities in South Africa. There are six campuses in Tshwane (ie Pretoria) while the Gordon Institute of Business Science presents modules in South Africa. There are six campuses in Tshwane (ie Pretoria) while the Gordon Institute of Business Science presents modules in South Africa. There are six campuses in Tshwane (ie Pretoria) while the Gordon Institute of Business Science presents modules in South Africa. There are six campuses in Tshwane (ie Pretoria) while the Gordon Institute of Business Science presents modules in South Africa.

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 lenkmelodienk concert and many more events cater for the cultural needs. The University of Pretoria has four museums which are not only for cultural enjoyment, but are also research centres and provide added value to various academic programmes. Obtain more information via e-mail from arts@up.ac.za.
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. 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. 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 R300 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 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.

The completed application form together with the prescribed, non-refundable application fee of R300 ($50) (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 below in the year preceding the year of study.

The Client Service Centre
The Client Service Centre at the University of Pretoria provides a quick and efficient service in respect of the following:
- General enquiries regarding the University
- Residences
- Applications
- Payments
- Study financing
- Student and personnel cards
- Parking discs
- Non-South African citizen support
- Graduate Career office and job opportunities for students
- Course consultancy

Please note: The University of Pretoria wishes to announce that we are the first MasterCard Foundation Scholarship Program university partner in South Africa.
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 enroll.

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, serving 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, and the University’s extensive body of relevant research informed policy development. Since then UWC has continued to be at the forefront of the intellectual debate during the country’s transformation.

Intellectual contribution
As a testament to UWC’s intellectual contribution to the nation, 2014 saw four UWC alumni at the helm of four national universities – Prof. Brian O’Connell (Vice-Chancellor and Rector of UWC), the late 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). At the same time, another UWC alumnus, Prof. Tyrone Pretorius, currently the Vice-Principal responsible for Teaching and Learning at the University of Pretoria, is set to succeed Prof. O’Connell, who is retiring at the end of 2014, as Rector and Vice-Chancellor of UWC.

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 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.

As a testament to UWC’s intellectual contribution to the nation, 2014 saw four UWC alumni at the helm of four national universities

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, serving 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, and the University’s extensive body of relevant research informed policy development. Since then UWC has continued to be at the forefront of the intellectual debate during the country’s transformation.

Intellectual contribution
As a testament to UWC’s intellectual contribution to the nation, 2014 saw four UWC alumni at the helm of four national universities – Prof. Brian O’Connell (Vice-Chancellor and Rector of UWC), the late 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). At the same time, another UWC alumnus, Prof. Tyrone Pretorius, currently the Vice-Principal responsible for Teaching and Learning at the University of Pretoria, is set to succeed Prof. O’Connell, who is retiring at the end of 2014, as Rector and Vice-Chancellor of UWC.

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 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.
The University is committed to academic excellence in the following faculties:

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

**General Admissions Criteria:**
The minimum admission requirement is a National Senior Certificate (NSC) with an achievement rating of 4 (Adequate achievement, 50-59%) or better in four subjects chosen from the recognised 20-credit NSC subjects (known as the ‘designated subject list’).

In addition to the general criteria for admission to the University mentioned above, additional criteria must be met to qualify for admission to particular study programmes. The Student Enrolment Management Unit can be contacted on 021 959 2405 for specific information relating to the UWC points system, admissions criteria for particular faculties and programmes. The University’s Division for Postgraduate Studies may also be contacted on 021 959 2451 for information relating to the postgraduate programmes on offer.

**UWC has achieved excellence in a number of research areas:**

Of South Africa’s 25 universities, a recent National Research Foundation (NRF) survey found that UWC is:

- Ranked 6th in the proportion of NRF-rated researchers on the full-time academic staff.
- Ranked 5th in the proportion of academic staff with PhDs.
- 7th in percentage of income from research contracts and other forms of third stream income.
- Ranked 1st in South Africa in interdisciplinary collaboration.

**Eleven Department of Science and Technology (DST) / National Research Foundation Research Chairs (NRF) have been awarded to UWC in:**

- Bioinformatics and Human Health Genomics
- Astronomy and Astrophysics
- Nano-Electrochemistry and Sensor Technology
- Microbial Genomics
- Observational Radio Astronomy
- Nuclear Physics
- Cosmology and Multi-Wavelength Data
- Mathematics Education
- Multilevel Government, Law and Development
- Poverty, Land and Agrarian Studies
- Health Systems Complexity and Change

**Some of UWC’s international partnerships:**

- Africa: Namibia, Uganda, Mozambique, Tanzania, Kenya and others
- Australia
- Belgium
- Canada
- China
- Finland
- France
- Germany
- Norway
- Sweden
- The Netherlands
- USA

**Pride in excellence:**

- 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 has positioned itself as a major player in space science: it’s the only university with two SARChi Chairs in astronomy, and a third chair in partnership with the Square Kilometer Array Project.
- UWC hosts a National Centre of Competence – the Competence Centre in Systems Integration, Analysis and Technology Validation, a national research flagship project to develop hydrogen technology.
- The Institute for Water Research, headed by a UNESCO Chair in Hydrogeology, is a major advisor to the African Council of Ministers and trains water scientists in the SADC region.
- In 2014, the research Centre of Excellence in Food Security was launched at UWC, co-hosted with the University of Pretoria.
- 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.
- 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.
- UWC Creates is Southern Africa’s first multilingual creative tertiary-level creative writing programme, providing instruction, feedback and publications in many tongues.
- UWC has established the Centre for Humanities Research (CHR), promoting 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 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.

- UWC excels in teaching as well as research – UWC staff have received awards from the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) for four years in a row.
- The University has the largest and most productive School of Mathematics and Science Education in Africa.
- UWC is the only institution in Africa that offers a course in Applied Petroleum Geology, providing students with important and marketable skills.

A metaphor for South Africa

With over 20 000 students in seven faculties, UWC takes pride in preparing people for a wide spectrum of higher-level careers. The University is proud of the many academics and alumni who serve and have served in public office, especially in the national cabinet. It’s an institution that understands the importance of seeking and creating new knowledge not only to remain relevant in the higher education landscape, but more importantly, to impact positively on socioeconomic growth.

UWC believes in serving the whole of South Africa. As Professor Brian O’Connell, Rector and Vice-Chancellor of UWC, explains: In a country where 15% of us are middle class, and 85% of us are not, most of the genii will come from that 85% - and they must be provided with the opportunity to realise their talents. UWC strives to represent all of South Africa.

Under President Nelson Mandela, UWC provided outstanding personnel for the first democratically elected government, including alumni such as Prof Jakes Gerwel, Adv Dullah Omar, Adv Bulelani Ngcuka, Dr Zola Skweyiya, Ambassador Ngconde Balfour, Ms Brigitte Mabandla and Prof Kader Asmal, to name a few.

In the 1990s UWC played an important role in cementing South Africa’s new democracy, with both the interim and current Constitution being developed at the institution in a process which involved several UWC academics.

Recent rankings place the University 6th overall in South Africa, and 7th in Africa. UWC is ranked 88th out of the approximately 2 500 universities in the BRICS countries, placing it comfortably in the top 5%.

Of the 25 universities in South Africa, UWC is rated 5th with regard to the number of staff who hold PhD qualifications – 56% of UWC’s permanent academic staff have PhDs – and postgraduate students constitute 20% of all registered students at the University.

The University has been awarded eleven prestigious SARChI Chairs by the NRF/DST in: Bioinformatics and Human Health Genomics; Poverty, Land and Agrarian Studies; Astronomy and Astrophysics; Nano-Electrochemistry and Sensor Technology; Microbial Genomics; Multi-Level Government, Law and Policy; Nuclear Physics; Health Systems Complexity and Change; Cosmology and Multi-Wavelength Data, the FirstRand/NRF Chair in Mathematics Education as well as SARChI Chair in Observational Radio Astronomy hosted jointly with the University of Cape Town (UCT) and the major international Square Kilometre Array (SKA) telescope project.

UWC has the largest Faculty of Dentistry in Africa, which produces 47% of South Africa’s dentists. The Centre for Humanities Research (CHR) at UWC has brought together a critical mass of outstanding academics with expertise across several disciplines, and has rapidly grown into a centre of international standing. Cutting edge research undertaken by the Institute for Poverty, Land and Agrarian Studies (PLAAS) and by our academics in the Community Law Centre (CLC) in human rights law and children’s rights continue to impact on policy formulation and development at national and international level. The South African National Bioinformatics Initiative (SANBi) at UWC is South Africa’s leading Centre for Bioinformatics and one of 18 comparable centres world-wide, hosting a dedicated specialist IBM Computer for data analysis. UWC is also the hub for the National Nanoscience Postgraduate Teaching and Training Platform (NNPTTP), which produced its first graduates at the March 2014 graduation ceremony.

The University has recently launched a Centre of Excellence in Food Security, co-hosted by the University of Pretoria, where national and international experts will collaborate to improve access to sustainable and sufficient amounts of nutritious food for poor, vulnerable and marginalised populations.

The accomplishments don’t stop there. The University’s research output has grown by 365% in the past 12 years, and the number of NRF-rated researchers at UWC has escalated from 66 in 2008 to 100 in 2014; the institution is now ranked 4th for overall research citations among South African universities. And UWC students continue to excel – students from the University recently led South Africa to victory at the International Student Cluster Competition, dominated the African leg of the of the American Association of Petroleum Geologists Imperial Barrel Award competition, and placed first in the JSE Liberty Investment Challenge, among many other triumphs.

Archbishop Desmond Tutu – who served as Chancellor of UWC for many years – described the institution as a South African success story. He stated that “It is an institution with limited resources, but remains unwavering in its commitment to providing equitable access and other support to facilitate students on the road to academic success.”

Just a little more than a decade ago, UWC seemed like a place with few prospects. “Just ten years ago, they said the University had no hope, and should be merged with another institution,” says Prof. O’Connell. “But we welcomed the challenge of transcending the past, and today we have come a long way. UWC’s success story is indeed a metaphor for South Africa. If we can make it, then South Africa can make it.”

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

Tel: + 27 (0)21 959 2487 / 2884
Fax: + 27 (0)21 959 2655
E-mail: dlamson@uwc.ac.za/ iro@uwc.ac.za
Website: www.uwc.ac.za
Durban University of Technology
The preferred university for developing leadership in technology and productive citizenship

Unique location
The metropolitan city of Durban is located in the province of KwaZulu-Natal, one of the country’s foremost tourist destinations. It has a 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. Durban is home to the towering Moses Mabhida stadium, the fun filled uShaka Marine World and the International Convention Centre. 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.

DUT constantly sets high academic goals and we are always pleased to see positive results.

Our university is a multi-campus institution of technology and is a member of the International Association of Universities. The level of education, technological training and research we provide is considered to be cutting edge and of high standards.

Durban University of Technology (DUT) aspires to be a “preferred university for developing leadership in technology and productive citizenship,” and to “making knowledge useful.” The university has longstanding partnerships with leading international universities that strengthen our world-class reputation.

DUT constantly sets high academic goals and we are always pleased to see positive results. The number of students that pass are always substantial, many of whom go on to complete Master’s and Doctoral degrees. Recently, a five year plan was approved by DUT in order to address areas of possible improvement. The plan includes, the Construction of a Student-Centred University, Getting Back to Basics, Building a Sustainable University, The Curriculum Renewal Strategy and Building DUT’s Research and Innovation. We are pleased that significant progress has been made in order to provide a university that boasts continual growth and improvement.

Admission requirements
Students who wish to apply for admission, but are not native South Africans are required to be evaluated in accordance with the G7 (9) ruling or by the South African Qualifications Authority (SAQA). For further details, please consult our website (www.dut.ac.za). South African students will be required to submit a South African National Senior Certificate as certified by SAQA or a recognised equivalent qualification.
Student Life
The DUT strives to promote a healthy and holistic student lifestyle by hosting and providing various recreational, sporting and educational facilities and clubs. Accommodation is available on and off campus. Foreign students seeking accommodation can approach the IEP Department for assistance.

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

Students can obtain qualifications at National Diploma and Bachelor of Technology level, Masters and Doctoral Degrees. The Postgraduate Development and Support Directorate is a one-stop office that provides support for registered postgraduate students (including staff) to complete their qualifications within the minimum stipulated time.

Defining the role of DUT

“Coming to DUT has forced me to rethink the university. I am 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, allowing it to stand up to the highest levels of peer review – that is the minimum requirement. Simply stated, research must speak to the truth. 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 is what makes Durban University of Technology the institution of choice.

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. DUT also facilitates experiential work placements for our students and 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 Masters and PhD research intensive programmes.” – Professor Ahmed C. Bawa, Vice-Chancellor and Principle, Durban University of Technology.
Rhodes University
Celebrating 20 Years of Democracy at Rhodes University

Rhodes University is a 109-year old institution with a well-established reputation for academic excellence. Located in the historic city of Grahamstown, Eastern Cape, it is often referred to as the ‘Scholarly University.’ A small university, it enjoys the distinction of having among the best undergraduate pass-rates and graduation rates in South Africa; outstanding postgraduate success rates and the best research output per academic staff member. This is testimony to the quality of students that Rhodes attracts, of its academic provision, and to the commitment of Rhodes staff to student development and success.

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.

The University owes its distinctive character to a combination of historical, geographical, cultural and architectural factors. Rhodes has 6 Faculties and 42 Academic Departments, 40 research institutes and related entities and five affiliated institutions. Flexibility in the design and combination of courses offered makes studying for a degree at RU a unique experience. While a wide variety of languages are spoken on campus, the language of instruction is English.

Research at Rhodes
Rhodes holds 10 competitively won NRF Research Chairs; a significant percentage for the smallest university. In 2014, we have live research partnerships with universities across the world from Chile to Japan. Renowned award-winning, Professor of Chemistry, Tebello Nyokong, who published 51 peer reviewed journal articles in 2013 attributes her productivity to: “working efficiently for her students, to make sure they succeed; accessibility to top management, when she needs assistance and living in this small town, as she does not waste time in traffic.”

7485 students are currently registered; of which a third are postgraduates. 62% of Rhodes students are black; 69% are female and 21% are international. A record 2,367 graduated in 2014, among them 71 PhDs.

20 Years of Democracy
While the main focus was to diversify the demographics of the student body, the end of apartheid offered new opportunities for external international engagement. The Environmental Learning Research Centre (ELRC) worked with the SADC Regional Environmental Education Programme (REEP) for 20 years, since Nelson Mandela signed the SADC Treaty in 1993. This programme has worked with thousands of environmental educators and their institutions across the SADC region. It has co-ordinated a research network linked to 10 Southern African Universities and provided the foundation for the establishment of the “Mainstreaming of Environment and Sustainability in African Universities”, which has enabled Rhodes to engage in international training co-operation with universities in Africa and Asia since 2004. The “Thinking Africa” project, committed to the research of African-centred questions regarding African politics and philosophy, has attracted African scholars and Africanists from all around the world.

Post-1994, South Africa was in a position to recruit academics from a broader range of countries and 15% of academics are international, with many coming from neighbouring counties. A new generation of bright, South African black academics are also coming up through the ranks. Altogether, Rhodes is currently home to people from over 68 countries of origin.

Rhodes holds 10 competitively won NRF Research Chairs; a significant percentage for the smallest university.
Traditionally, Rhodes had mainly awarded its Honorary Doctorates to white males of British decent but, as far back as 1954, Davidson Don Tengo Jabavu (PhD) a black South African educationist and politician, and a founder of the All African Convention, which sought to unite all non-European opposition to the segregationist measure of the South African government was awarded an Honorary Doctorate, as was Rt Revd Alpehus Hamilton Zulu (Doctor of Divinity) and Lucy Buyaphi Mvubelo (DScocSci).

Post-1994, Honorary Doctorates were awarded to a diverse range of activists, politicians, philanthropists and musicians. Awardees have included anti-apartheid stalwarts such as: the late Goven Mbeki LLD, the late Nelson Mandela LLD, the late Epanine Mbeki LLD, Desmond Tutu LLD, Frene Ginwala LLD, Kadar Asmal LLD, Abdullah Ibrahim LLD, Vusi Mahlasela LLD and Sibongile Khumalo DMus; the Prominent HIV and Aids activist, Zackie Achmat LLD as well as international candidates including: Graca Machel LLD, the late Seamus Heaney DLitt, John Pilger DLitt, Tariq Ali DLitt and Leymah Gbowee LLD.

Rhodes Chancellor, Judge Lex Mpati, and the recently appointed Chair of Council Mr Vuyo Kahla are highly accomplished Rhodes graduates, as is the President of Convocation, Dr TSN Gqubule, who was Rhodes first black graduate with a Doctorate.

**Internationalisation at Rhodes**

In 2011, the first full-time Director of the International Office was recruited and the Internationalisation policy, first developed in 2007, was redefined: Internationalisation at Rhodes University is: “the conscious, proactive and consistent effort to create a learning environment inclusive of international, intercultural and global dimensions at every level of thinking and practice within the institution. We expect all our staff and students to be aware of the wider world and to make constructive contributions at the local, national, continental and global level in their chosen fields.”

International mobility is a regular feature of the academic life of Rhodes University. All staff are eligible for support to attend international conferences annually. Post-1994, as our academics increased their attendance at Internationals conferences, research collaborations, academic exchanges and co-supervision of students have increased and diversified.

Academics at Rhodes view incoming international staff and students as enriching Rhodes’ academic endeavours. Regular collaborators are frequently formally recognised as research associates, enabling them to compete for internal research and travel funds. Visiting scholar funding to attract international and high profile local scholars to the campus for collaboration and mentoring purposes includes: A visiting professor’s fund, run by the International Office, and awarded on a competitive basis; an ad-hoc visiting scholars’ fund administered by the Deputy Vice-Chancellor Research and Development; a targeted Senior Scholars’ programme funded by the Mellon Foundation to support visiting international scholars, who will act as mentors to emerging researchers; and several targeted international scholar support grants (the Hugh Kelly grant in the sciences, the Hugh Le May grant in the humanities, the Hobart Houghton award in Economics). The Nelson Mandela Visiting Professorship in Political or International Studies has so far been awarded to scholars of global repute from India and the United States. The International Office hosts numerous delegations interested in establishing academic collaboration, from universities in Europe and the US.

As part of the Higher Education South Africa Common Campaign project, which encourages all institutions to mark 20 years of South African democracy, Rhodes hosted a one day seminar in April 2014 entitled: Africanisation and South African Higher Education Institutions. Earlier, in March 2014, a Curriculum Colloquium provided space for the interrogation of curricula. Both events offered opportunities for academics to critically reflect on a range of aspects, including the internationalisation of the curriculum. In 2014, we initiated an Internationalisation Award for academic staff.

Starting with only 3 student exchange programmes with US institutions in 1996, RU now has 47 programmes, across five continents. International students stay in residences with South African students and may deepen their experience in South Africa by participating in Community Engagement and service-learning. Even with generous arrangements from partner universities, the supplementary finance required to travel abroad is often prohibitive for many South African students. This why “Internationalisation at home” now receives considerable attention. Internationalisation and the appreciation of cultural diversity is closely linked to the post-1994 transformation agenda.

International Week opened with a Parade on May 17th where 1,200 students and local community groups socialised together. Visiting Professor Trgyve Hermansen from Hedmark University College, Norway, received a heartfelt cheer from local South Africans, impressed that their festivities, coincided with the celebration of the 200th anniversary of the Norwegian Constitution. Visiting Professor Rebecca Surrender, who was Oxford University Proctor in 2013, also addressed the gathering.

That same week Mr Acty Tang, a visiting lecturer from the Hong Kong Academy of Performing Arts, opened a new production “Hunger”, performed by Rhodes drama students. The Nigerian community on campus organised a seminar on contemporary Nigeria and, in partnership with the Pan Africa Youth Development group (PAYD), organised a “Bring back our girls campaign” highlighting the plight of the 200 kidnapped girls. Based in a student café, the East Africa society taught basic greetings in Swahili to passing students. The recently formed Model UN group (PAYD), organised a “Bring back our girls campaign” highlighting the plight of the 200 kidnapped girls. Based in a student café, the East Africa society taught basic greetings in Swahili to passing students. The recently formed Model UN society, debated the post-2015 agenda for Africa. US and European student exchange programs opportunities were on display at the library. The week ended with the annual Africa Ball, a resplendent multicultural event.

---

### Rhodes University
The Student Bureau, Registrars Division
P.O. Box 94, Grahamstown
6140
South Africa

Tel: +27(0)46 603 8111
Fax: +27(0) 46 603 7350
E-mail: registrar@ru.ac.za

Website: www.ru.ac.za
As South Africa celebrates 20 years of democracy, Unisa reaffirms its commitment to providing inclusive education, fostering excellence in research and learning, and implementing social initiatives to support a vibrant democracy.

South Africa has experienced significant changes in the past two decades and, likewise, Unisa’s journey of transformation has continued apace. Throughout its history of over 140 years, the university has been agile in responding to a changing environment, and the needs of society at large and higher education in particular.

Unisa’s main campus is located in Tshwane and is supplemented by a student campus (also in the city) and a dedicated science campus in Johannesburg. The university also has seven regional offices (including one in Ethiopia) and 28 learning centres countrywide.

As a comprehensive university, Unisa offers both vocational and academic programmes from the level of short courses and under- and postgraduate certificates and diplomas to degrees, including master’s and doctoral qualifications. Students can enrol for learning programmes in a wide spectrum of disciplines.

Unisa has eight colleges, comprising of the following:

**College of Accounting Sciences**
Unisa’s new College of Accounting Sciences is geared to establish itself as a leader in the field of formal education in accounting sciences on the African continent. Currently it enrols, on average, 40% of all accounting students in South Africa and produces at least 20% of accounting graduates.

**College of Agriculture and Environmental Sciences**
The College of Agriculture and Environmental Sciences offers a rich range of programmes from the ‘green sciences’ that promote sustainable environmental management to animal health, agricultural management, horticulture, geography, life sciences and consumer sciences, which focus on food, nutrition and hospitality.

**College of Economic and Management Sciences**
The programme offerings in the College of Economic and Management Sciences take full account of the needs of the marketplace, and the college constantly conducts intensive research in the private and public sectors to establish the relevance and usefulness of its degrees and courses.

**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.
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.

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.

College of Science, Engineering and Technology
Offering learning programmes in a range of science, engineering and technology disciplines, the college opens the door to a variety of exciting careers in industry, education, and basic or applied research.

College of Graduate Studies
The College of Graduate Studies differs from the other colleges in that instead of graduate programmes it offers a range of research training programmes, enrichment activities and support mechanisms to assist postgraduate students and contribute to the development of researchers. The college also promotes and facilitates multi- and interdisciplinary research.

Students at our core
Every academic year, close to 27 000 students obtain degrees and diplomas. Around 43 000 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 (71,4%) and females (63%) 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 590 000 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.

In 2013 Unisa received the coveted Commonwealth of Learning (CoL) Award for Excellence for Distance Education Materials, an accolade that recognises institutions throughout the Commonwealth for their innovative and effective application of appropriate learning technologies.

Unisa ensures that students have support across the full spectrum of needs – from the more obvious academic, tutorial and administrative support to financial aid, and career guidance and counselling.

Research and innovation to the benefit of all
Unisa has a vibrant and dynamic research culture, and it encourages and rewards innovative thinking. Here academics and postgraduate students are inspired to find research and innovative solutions that address important national and global questions, and contribute to the economic, social, cultural and environmental well-being of South Africa and the African continent.

The university has a pool of talented researchers with 145 having received National Research Foundation (NRF) ratings and more than 10 000 master’s and doctoral students.

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 on research in 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 to provide impetus to the research in focus areas, Unisa has a number of dedicated institutes, including the following:

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

Research chairs
Unisa hosts numerous research chairs including the DST/NRF SARChI in Development Education, UNESCO-UNISA Africa Chair in Nanosciences and Nanotechnology, DST/NRF SARChI Chair in Social Policy and the WIPHOLD-Brigalia Bam Chair in Electoral Democracy in Africa.

University of South Africa
International Relations and Partnerships Directorate
Tel: +27 (0)12 441 5306
Fax: +27 (0)86 523 9482
E-mail: irpd@unisa.ac.za
Website: www.unisa.ac.za
University of Venda
Creating Future Leaders

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

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. In 2012, the Deputy President of the Republic of South Africa at the time and Chancellor of the University of Venda Honourable Kgalema Motlanthe 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. Further significant infrastructure projects are being developed, recently a new office complex was handed over and many other projects, including a new School of Education, a new Research Conference Centre and a new Nursing Simulation Laboratory are nearing completion, with more already approved. The University has also acquired cutting edge research instrumentation.

What makes UNIVEN unique

Today, UNIVEN’s academic community is constituted by approximately 13,500 students and a core of dedicated academics, among whom 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 2013, the University filled a new research chair funded by the South African Research Chairs Initiative (SARCHI) titled ‘Biodiversity Value and Change in the Vhembe District’ and the Centre for Rural Development and Poverty Alleviation, which is a transdisciplinary flagship unit of the University with a specific mandate of spearheading implementation attained a new status as Institute for Rural Development.

Having entrenched internationalisation in all aspects of its core business of teaching and learning, research and community engagement, UNIVEN in 2011 established a Directorate of International Relations which coordinates international activities. UNIVEN’s research output is rapidly growing; the University has sixteen National Research Foundation rated researchers. In 2013, the pass rate was 78% which is a reflection of the University’s quality teaching and learning.

The University has sixteen National Research Foundation rated researchers.
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, the Warwick in Africa Programme implemented in partnership between the University of Warwick in the United Kingdom and the University of Venda brings novel teaching methods to rural schools in proximity to the University.

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 Kruger Park (65 km from UNIVEN’s gate) and the proximity of heritage sites and nature reserves provide unique and diverse recreational opportunities.

Internationalisation is entrenched in all aspects of UNIVEN’s core business of teaching and learning, research and community engagement.
The Vaal University of Technology
The University that leads in innovative knowledge and quality technology education

The Vaal University of Technology (VUT) derives its origins from the College of Advanced Technical Education established in 1966 to provide skilled white labour for the industry of the area. In 1979, the institution was converted into the Vaal Triangle Technikon with an expanded mandate to provide industry with more mid-level skills. At that time, the institution was built for 6 000 students. In 2004 the new government found it fitting to establish the VUT, as one of six such institutions within the country, to focus on Science and Technology and the provision of high-level skills, not only for the Vaal Triangle region and the country, but also for the SADC (South African Development Community) region and the continent. The institution now boast a student headcount of approximately 22 000.

Focusing on Science and Technology and the provision of high-level skills, not only for the Vaal Triangle region and the country, but also for the SADC region.

The 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 about 2000 international students coming from over 25 countries and continues to grow.

VUT has a population of about 2000 international students coming from over 30 countries and continues to grow.

Vision
“We are a University that leads in innovative knowledge and quality technology education.”

Mission
“Our mission is to produce top quality employable graduates who can make an impact to society” by:
- Adopting cutting edge technology and teaching methods;
- Producing a scholarly environment conducive to learning and innovation; and
- Developing a PQM that meets the needs of society in Africa and beyond.

Faculties
- Management Sciences
- Applied and Computer Sciences
- Engineering & Technology
- Human Sciences

The following are the VUT’s approved Research Focus Areas/Institutes/...
The University has adopted an inter-disciplinary approach in its research. This enable our researchers to harvest knowledge platforms gained across the four faculties of Engineering and Technology, Applied and Computer Sciences, as well as the Directorate for Technology Transfer and Innovation. Collaborations with industry adds a pragmatic dimension to the laboratory work of our researchers.

The following research outputs were approved by the Department of Higher Education & Training (DHET) for 2012:
- Journals : 66.59
- Proceedings : 8.71

Accredited Research Outputs for VUT 2008-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>*2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>20.68</td>
<td>36.5</td>
<td>44.73</td>
<td>75.05</td>
<td>75.3</td>
<td>134.09</td>
</tr>
</tbody>
</table>

*2013: submitted –not yet approved.

Articles Published in Accredited Journals per Faculty for 2013

- Engineering & Technology: 64%
- Human Sciences: 10%
- Applied & Computer Sciences: 12%
- Non-faculty: 11%
- Management Sciences: 3%

This institution remains 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. The ambition of the VUT is to be a University that leads in innovative knowledge and quality technology education. Apart from teaching and learning, research (generating innovative knowledge) is one of the top priorities in our institution. In the past few years various initiatives and interventions have been introduced to shore up and sustain a “culture of research”. These include local and international university collaborations on one hand and government, community and industry partnerships to address societal challenges on the other. The top 10 national priorities of government from part of the inputs that determine our research agenda.

The ambition of the VUT is to be a University that leads in innovative knowledge and quality technology education.
Nearing the middle of the second decade of the 21st Century, Stellenbosch University heads into the future with the vision of being an innovative, future-focused and inclusive institution. As South Africa celebrates 20 years of democracy, the university and town serve as living testimony to growing with the times: an ideal location to understand the many dimensions of historical, contemporary and future South Africa.

An ideal location to understand the many dimensions of historical, contemporary and future South Africa.

**Location and Campuses**

Located in the heart of the Cape Wine-lands, 50km from Cape Town, Stellenbosch University became a fully-fledged University by 1918. Today, its 10 faculties are spread over 5 campuses in which international and local students can enrol for Bachelors programmes through to PhD level:

- Main campus in Stellenbosch hosts 8 faculties
- Tygerberg hosts the Faculty of Medicine and Health Sciences
- The Graduate School of Business and School of Public Leadership are located at Belville Park
- Military Science is hosted at Saldanha
- Stellenbosch latest campus is located in Worcester: the Ukwanda Rural Clinical School.

For further information on the programmes offered by Stellenbosch University, please visit: [http://www.sun.ac.za/english/faculty/](http://www.sun.ac.za/english/faculty/)

**Research Prestige**

Stellenbosch University’s research stature is reflected in its high research output, numerous research projects and dynamic postgraduate researchers. SU had the highest weighted research output in South Africa for four consecutive years and the highest research output (publications only) per capita in South Africa for 2012 publications. By the end of 2013, the university hosts 7 centres of excellence, and 24 research chairs, attesting to the importance the institution attaches to research with societal relevance and impact, and its leadership in scientific research. In 2014, SU:

- Hosts several of the centres of excellence established by the National Department of Science and Technology (DST)
- Trains more than 10 000 postgraduate students that make up 35% of the student body
- Has more than 300 registered collaborative projects in 38 African countries with 513 African collaborators
- Is involved in more than 70 joint projects with our national science councils

The University has been ranked as one of the top 350 universities by the Times Higher Education World Rankings and the top 400 universities by QS Rankings.

**International Students**

With the exception of Military Sciences, international degree-seeking students can study from undergraduate to PhD level in all of the faculties.

Non-degree seekers can study through exchange programmes (from one of our more than 135 partner institutions), or as free-movers from other institutions, through a variety of summer and winter schools themed on development, historical, political and economic study material, engage in research internships or as postdoctoral research fellows.

The Postgraduate and International Office (PGIO) is the service hub for international students from the first enquiry to application, admission and assistance with visas, registration and during their stay on campus. On request new students are met at Cape Town International Airport and receive a comprehensive orientation. The International Students Organisation of Stellenbosch (ISOS) is dedicated to creating a platform for international student engagement in campus life among the centuries-old oak trees, vineyards and Boland Mountains.
The spirit of the North-West University (NWU) is reflected in the way it unlocks the future for people and enables them to find their place in the world. This spirit runs across all its activities and operations, from its academic offerings to the research it conducts, to its management model, campus structure, student body, community engagement and sports achievements.

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

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

Values
The NWU’s values, namely integrity, commitment, accountability and respect, guide the institution towards achieving its vision. These ‘do-values’ are seen as practical enablers in realising the goals of the NWU through the behaviour of all staff and students, building trust and fostering a team spirit across the university.
The University of Limpopo (UL) – for human and environmental wellness in a rural context: Finding solutions in Africa.

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

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

Mission
“A world-class African university which responds to education, research and community development needs through partnerships and knowledge generation continuing a long tradition of empowerment.”

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

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 post graduate programmes have been specifically designed to develop students into socially responsible, highly skilled, productive and globally competitive citizens.

The University's KwasDlangezwa Campus provides mainstream courses across he 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.

University of the Free State
The place to be

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

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

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 universities 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, with institutions including Yale University, Stanford University, and University of Minnesota in the USA. In Europe there are partnerships with the likes of the Catholic University of Leuven in Belgium, Ghent University, and the University of Antwerp.
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.

Sol Plaatjie University
Stimulating provincial and national heritage

Sol Plaatjie University has been conceived as a source of pride, both for the Northern Cape Province and for South Africa. It has been orientated to take a respectful place among the institutions of higher learning that serve our nation. It will provide young people with education and qualifications in a range of fields, as much for their personal advancement as for the benefit of our nation and economy. The university will draw on the distinctive strengths and heritage of the Northern Cape, stimulating provincial and national development.

In its first year (2014), the university will offer three programmes: a Diploma in Information Technology: Applications; a Diploma in Retail Management; and a Bachelor of Education Degree for secondary school and FET teachers of mathematics, natural science and technology. Decisions on future programmes are still under discussion but the areas that are being envisaged for future qualifications at the institution include renewable energy, African languages, mining, arid-terrain agriculture, commerce, heritage studies, museum studies, restoration architecture and archaeology. Given its location in the Northern Cape and proximity to as the Square Kilometre Array (SKA) and the South African Large Telescope (SALT), Sol Plaatjie University will also be developing knowledge and skills in disciplines related to space exploration.

As President Jacob Zuma said earlier this year, the university has the potential to inject new life and purpose into this historic mining city. Kimberley was the birthplace and hub of South Africa’s mining industry, a place bursting with energy that attracted people from all over southern Africa and from other continents. Sol Plaatjie University will now give Kimberley the opportunity to inject similar energies into the kinds of academic, intellectual and cultural pursuits that can revitalise the city (Sol Paaaijie University, 2014: www.spu.ac.za).
The University of Mpumalanga has been established as a centre of academic excellence to serve a province that hitherto had been without a university of its own. As an institution whose mission it is to satisfy the long-term academic and economic ambitions of the people of Mpumalanga, the university has also been conceived as a centre of learning for people from across South Africa and for the continent as a whole.

While the seat of the University of Mpumalanga is at Mbombela, it is committed to its vision of developing as an African university serving both our country and the continent, and of becoming a centre of knowledge, progress and academic achievement far beyond its region.

Incorporating the infrastructure of the three institutions that already exist – the Lowveld College of Agriculture at Mbombela, the hospitality school at KaNyamazane and the Siyabuswa Education Campus – the university is admitting its first students at the beginning of the 2014 academic year.

With the primary economic basis of the province founded in the fields of agriculture and tourism, and given the universal need to bolster South Africa’s education capacity, in its first year the University of Mpumalanga will offer diplomas in Agriculture and Hospitality, and a Bachelor degree in Foundation Phase Education. Year-on-year it will be increasing its capacity and programme and qualification range to encompass degrees in Life Sciences, Business Economics and Management Studies, Communication and Health and related sciences. (The University of Mpumalanga, 2014: www.ump.ac.za)
USEFUL CONTACTS

Study South Africa Associates
International Education Association of South Africa (IEASA)
PO. Box 27394, Sunnyside
Pretoria, 0132, South Africa
Ms Thilor Manikam
Tel: +27 (0)12 481 2908
Fax: +27 (0)86 649 1247
E-mail: admin@ieasa.studysa.org
Website: www.ieasa.studysa.org

Higher Education South Africa (HESA)
PO. Box 27392, Sunnyside
Pretoria, 0132, South Africa
Tel: +27 (0)12 481 2842
Fax: +27 (0)12 481 2843 or 2850
E-mail: admin@hesa.org.za
Website: www.hesa.org.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
Johannesburg, 2050
South Africa
Tel: +27 (0)11 717 3952
E-mail: info@sarua.org
Website: www.sarua.org

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

Government
South African Government
Website: www.gov.za

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

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

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

Department of Science and Technology
Private Bag X984
Pretoria, 0001, South Africa
Tel: +27 (0)12 843 6300
Website: www.dst.gov.za

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

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

South African Agency for Science and Technology Advancement
Website: www.saasta.ac.za

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

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

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

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

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

Useful websites for students and travellers
South Africa General Information
www.safirica.info
www.statssa.gov.za
www.rainbownation.com

South Africa in the News
Mail and Guardian: www.mg.co.za
The Times: www.thetimes.co.za
Sowetan: www.sowetan.co.za
Independent Newspapers: www.iol.co.za
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.com: www.kulula.com
Mango: www.flymango.com
South African Airways: www.flysaa.com

Travel and Tourism
www.southafrica.net
www.accommodation.co.za
www.wheretostay.co.za
www.aatravel.co.za
www.tourism.co.za

Arts and Culture
www.artlink.co.za
www.museums.org.za
www.music.org.za
www.jamati.com
www.eatout.co.za
19th - 21st August 2015
the Friendly City
Port Elizabeth • South Africa

19th ANNUAL CONFERENCE

www.ieasa.studysa.org
Study South Africa is the only comprehensive, up-to-date guide to South Africa’s rapidly evolving higher education system. The Guide is published by the International Education Association of South Africa (IEASA) in association with Higher Education South Africa (HESA).

South Africa’s university sector has undergone major transformation and restructuring processes geared to meet the higher education demands of the 21st century. The country is becoming Africa’s leader in the provision of quality higher education relevant to the demands of a rapidly globalising, competitive and information-driven world with 25 public higher education institutions.

Since the end of apartheid and the birth of democracy in the 1990s, South Africa has attracted growing numbers of international students from across Africa and around the world – in 2012 the country recorded 40 270 full-time international students registered with the 23 contact higher education institutions, as well as 32 589 distance education international students registered as distance education students.

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

This new edition of Study South Africa has been revised and updated to provide accurate information on each of the country’s 25 public higher education institutions.

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