The Knowledge Race: South Africa’s Response to Global Knowledge Creation
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Higher Education in Context

International Students in South Africa  
South African Higher Education  
Focus South Africa  
Useful Information for International Students

Features & Medical Aid

Creating a climate for internationalising the doctorate in South Africa  
Medical Aid Provision for International Students

In Every Issue

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Editor’s Letter

This, the 15th edition of Study South Africa, continues to provide a platform for South African universities to profile themselves. It also provides highlights from the South African Higher Education system for the past year. This edition will focus on research and the internationalisation of research in the South African context.

Study South Africa has established itself as the international mouthpiece for South African universities and without missing a beat has been produced by volunteers who, with enthusiasm, have dedicated their time and intellect to promote Higher Education Internationalisation as well as to promote South Africa as a knowledge destination for students, academics and professional staff. It is a special privilege and honour to write the introductory message for this 15th edition of Study South Africa as President of IEASA and Editor of the publication.

In an era where global re-organisation is dominating the Higher Education scene and new alliances are formed to emulate the new geopolitical landscape, we need to take note of all the challenges facing Higher Education Internationalisation. A number of trends can be identified as major influences on Higher Education on a global scale. I will focus on some of those trends affecting Higher Education in emerging economies and the developing world.

The first of these trends is the focus on regional and south-south cooperation. South African universities indicated their intent to further develop closer relationships with universities in Africa through their participation in the re-thinking of Africa’s future during the African Higher Education Summit on the Revitalisation of Higher Education for Africa’s future, in Dakar, Senegal during March 2015. The vision agreed upon during the summit is to ‘develop a high quality, massive, vibrant, diverse, differentiated, innovative, autonomous and socially responsible Higher Education sector. This sector will be a driving force to achieving the vision outlined in the Agenda 2063 by the African Union with a commitment to a shared strategic framework for the inclusive growth, sustainable development and global strategy to optimise the use of Africa’s resources for the benefit of all Africans’. The role of universities would be to develop closer cooperation as well as to advance research with a focus on innovation and sustainable economic growth that will integrate African economies as equal partners in the world economy. It is clear from the vision that although the emphasis should be on inter-African collaboration, collaboration with institutions outside the African continent should not be excluded to achieve the knowledge creation needed to achieve Agenda 2063.

Another Higher Education Internationalisation trend in South Africa is the development of closer cooperation within the BRICS countries. The agreements reached and strategies agreed to during the BRICS Summit in Ufa, and included in the Ufa Declaration of 17 June 2015, open doors to future collaborations between BRICS universities. It is envisaged that in the next year the constituent meeting of the BRICS University Network and the establishment of the BRICS Universities League will provide the necessary framework for future collaboration amongst universities from the BRICS member countries.

It is imperative that organisations like IEASA and the Brazilian FAUBAI play a key role in the establishment and function of the above mentioned networks. We can provide the necessary support and leadership to other member countries where Higher Education Internationalisation is still at the early stages of conceptualisation and organisation. It will be important to make effective use of the occasion of the Global Conference on Higher Education Internationalisation, scheduled to take place in South Africa in August 2016, to debate and set the future agenda for the BRICS University Network in relation to the rest of the world. It is also vital that the BRICS universities as well as the universities in Africa integrate fully with the rest of the world instead of developing a separate grouping.
The next year will be an important year for IEASA in providing the necessary leadership to assist with the further internationalisation of the South African Higher Education system. With the establishment of Universities South Africa (Formerly Higher Education South Africa – HESA), it is now up to the leadership of both organisations to facilitate their cooperation to enhance the system and its internationalisation. It is essential that through cooperation duplication is reduced so that we do not overburden a system that does not have an abundance of capacity.

It is also important for IEASA to assist, in collaboration with member institutions, with the building of the necessary capacity at institutional levels in order to implement comprehensive and integrated internationalisation strategies at all South African universities. This would assist greatly in the transformation of the system and ensure that we are locally as well as globally connected.

True to the theme of this edition it is also of critical importance to promote internationalisation amongst all people working in Higher Education, including academic staff, professional staff and students. It is thus imperative that research on Higher Education Internationalisation is done not only by international education professionals but also by academic staff from various fields. International collaboration at discipline and multi-disciplinary level should be evaluated in scholarly work in order to enhance future collaborations. It is envisaged that the 2016 Global Conference on Higher Education Internationalisation will not only provide the necessary platform for this but will also introduce the necessary collaboration required between Higher Education leaders, professionals and academic staff to create an integrated discussion of Higher Education internationalisation.

In conclusion, it is again a pleasure to present this publication and I hope this edition of *Study South Africa* will provide the necessary information on all our universities and in particular the three new universities that are for the first time formally featured in this edition, namely University of Mpumalanga, Sol Plaatje University and Sefako Makgatho Health Science University.

Nico Jooste
July 23, 2015 saw the re-launching of Higher Education South Africa (HESA) with the new title, Universities South Africa. This resulting from the decision made by the HESA Board of Directors in October 2014 aiming to refocus and reposition the organisation for its 26 public universities in South Africa.

This name changes also signifies a shift in identity for the organisation, previously perceived as representing the Vice-Chancellors. Now Universities South Africa will advocate for the needs, requirements and aspirations of the entire university sector.

Speaking at the launch function on the 22nd of July, Professor Adam Habib, Universities South Africa Chairperson said that the colours adopted in the new Universities South Africa logo, demonstrate a significant shift in the organisation’s modus operandi. “In our pursuit of sufficient consensus on the issues and challenges confronting our universities, we will be more consultative and more inclusive of the variety of interests and constituencies within the university sector and beyond. We are adopting a more activist stance with a stronger commitment to our Constitution Values and Principles,” said Professor Habib.

Professor Habib also singled out lobbying for an adequately funded university sector; transformation, and improved student access, in a differentiated university sector as top priorities in the next five years for Universities South Africa. Minister of higher education and Training, Dr Blade Nzimande, in his keynote address said that HESA had done much to unify the Higher Education sector in recent years, particularly under the leadership of the former Chief Executive Officer, Dr Jeffrey Mabebelebe. Minister Nzimande said that HESA had made significant strides in playing a constructive role in building a more equitable, quality Higher Education system. According to Minister Nzimande, a key focus for Universities South Africa is working collaboratively with government and its stakeholders in addressing the complex challenges faced by the entire Higher Education system.

Held at the Southern Sun, Pretoria on Wednesday the 22nd of July, the Universities South Africa launch event was attended by vice-chancellors from the 26 member institutions, senior government officials from the departments of Higher Education and Training, Science and Technology and the National Treasury. Representatives and Chief Executive Officers of research, statutory and other organisations operating in the Higher Education arena were also in attendance.

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Higher Education in Context

Author: Mr Patrick Fish

International Students in South Africa

Destination South Africa

Useful Information for International Students
International Students in South Africa

Global trends

In 2014, 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.

• 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, respective university’s ability to pay for such bursaries curtail these efforts.

In 2013, students from 161 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
(Upcoming) Policy and Practice

South African 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 7.4% 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, there are clear indications that this will take place within the coming year or two. Within its 2015/2016 Performance Plan it defines its internationalisation engagement under

International Relations: develops and promotes international relations: supports the activities of various multilateral agencies dealing with education and training. It also manages, monitors and reports on international donor grant funding.

This translates into the following indicators:

- Develop and implement an effective International Scholarships Management structure and policy, grow the number of scholarships, particularly at postgraduate level, and ensure that scholarships are aligned with departmental priorities and strategies.
- Publish the report of the Task Team on the Internationalisation of Higher Education by June 2015.

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

IEASA has sporadically engaged with the DHET on the matter of creating an internationalisation policy since 2006 and while it will, no doubt, feed off the input of the Task Team, it is anticipated that the final policy will smooth the path for greater student mobility, academic transfers and inter-university collaborations. 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.

The numbers in detail

The number of international students has grown dramatically since 1994. From 12,600 to 72,457 in 2013. From an overall student total of 364,508 in 1994, the number has grown to 911 241 students in 2013.

However, the number of international students should be further disaggregated. The international policy only reflects contact students when recording numbers of foreign students. 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 2014, this exercise has been carried out using the 2013 figures. The picture that emerges is far more modest in terms of actual students here. 39,015 international students were actually resident in the country during 2013.

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Table 1: Contact and distance students

Figure 2 offers a snapshot on preferred university destinations for international students. It may surprise some that Rhodes University – the smallest university in the country – has the highest percentage with 22%, followed by UCT, the University of Stellenbosch and the University of the Witwatersrand all with 10% or over.

![Figure 2: Ratio of international to total student enrollments (2012)](image-url)
Internationalisation in context

Many factors drive the choices of international students, who numbered 4.5 million in 2012. In 1975, when OECD began keeping records, there were only 800,000 registered international students. South Africa has become the most popular place to study in Africa, and is ranked 11th as a preferred study destination for USA students (Open Doors Report, 2014). South Africa shows the largest percentage growth (17.6%) of all USA destination countries over the 2013/2014 period. The same report also notes that USA students are trending towards more diverse destinations with countries like South Korea, Peru and Denmark all showing substantial increases in percentage terms.

A range of factors contributes to a student's desire to study outside his or her own country. These 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 (2014) South Africa also ranks 14th in the world as a preferred destination for international students and is the only African country that features. The OECD annual study is largely concerned with the G20 countries. In this context South Africa together with Russia and China are the only countries that feature in the OECD ranking. As mentioned above, part of the draw factors for South Africa is that English is the predominant language of instruction and that South Africa is still an inexpensive study destination, especially given the weak currency of 2015.

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 large higher education sector that is accessible and offers internationally recognised qualifications. In 2014 UNESCO released a report entitled New patterns in student mobility in the Southern Africa development community which argues that Sub-Saharan students are the most mobile in the world. It goes on to say that “while the majority of sub-Saharan students outside the SADC choose traditional study destinations such as France, the United States, the United Kingdom, Germany, or Canada, fully 48% of SADC mobile students choose South Africa for their studies”. An additional factor that encourages this mobility is that SADC students are charged local fees within South African as part of the agreement contained in the SADC Protocol.

87% of international students are from African countries. The continuing political uncertainty in Zimbabwe means that this country is the major 'source' country, sending 41% of all African students to South Africa - up from 27% in 2006. The next biggest sending countries are Namibia, with 5,352 students, followed by Lesotho, Swaziland, Nigeria, the Democratic Republic of Congo, Botswana, 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.

Audited statistics from the DHET for 2013 show that 41% of international students enrolled through the University of South Africa. The University of Cape Town (5,434) had the highest number of foreign students at a contact institution, closely followed by University of Pretoria (4,584). The North-West University has 4,061 international students who are both distance and contact.
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. They pay 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 freely through the region with the ability to accrue degree credits as they move. While the SADC ministers have shown strategic intent, political and financial commitment is less easy to achieve. Whether this will come to fruition is not certain and, gauging by the slow-moving efforts of these kinds of initiatives, when exactly it will become a reality is uncertain.

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 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, engineering and technology, 22% in humanities and social science and 23% in business. Just under 4% enrolled in education.

Of these, 63% who enlisted for an undergraduate degree, 8% enrolled for a B Tech and 29% for an undergraduate diploma or...
A slightly different picture emerges when we consider postgraduate enrolment. By only considering contact international students, 48% of them were pursuing a master’s degree, 22% and honours degree a 30% enrolled for the doctorate.

Figure 4: Contact international student postgraduate enrolment (2013)

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, 8.6% of the international cohort are enrolled at postgraduate level. Although this percentage is lower than 2012 (13% at postgraduate level) it still indicates that increasing numbers of international Masters and 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 2013, South Africa produced 180 823 graduates of which 8.6% were from outside the country and graduated from each and every one of our universities. Perhaps more importantly is 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 2013, our institutions had conferred 88,324 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.

Figure 5: Ratio of international doctoral enrolments (2013)

During 2013, South Africa produced 180 823 graduates of which 8.6% were from outside the country.
South African Higher Education

Shape and size

In 2006, the Vice-Chancellors of the universities and the universities of Technology came together to form a new unified body called Higher Education South Africa (HESA). The merger was politically fraught at the time but what was clear is that this new organisation was going to be a representative leadership body of higher education. And HESA has largely accomplished this over the intervening years. However, there was, in retrospect, a certain naivety in the process of naming. Of all the prospective names – put forward by the sector - for this new institution there was a cohesive sense that the ever-changing participants would be able to talk for higher education. But there was a semantic confusion at the heart of this term. "Higher" was taken to suggest a verticality, an ascending spectrum of intellectual endeavour, an elite space of the brightest and the best researching innovative solutions to the country's challenges.

So when the Department of Higher Education and Training was formed in 2009, there was a sense, among the universities, that this new ministry would immediately set upon the problems confronting the 'higher education' sector. Except that the DHET understood higher purely in the sense that it was higher than the schooling system. Higher, here meant after school, it had no elite valence. This definitional confusion has caused friction between the universities and the DHET with the latter blaming the former for not dealing with the educational blind spots that beset the country. Presently there is a fractious truce that has seen the establishment of three new universities and a host of new TVET colleges. The DHET is correct in the assumption that the most pressing and immediate challenges in South Africa are at the college and artisanal level.

According to Stats South Africa, the unemployment rate for young people aged 15–24 years increased from 45,6% in 2008 to 51,3% in 2014, constituting the largest increase among all age groups. Unemployment rates for persons with a qualification less than matric is close to three times that of persons with a tertiary qualification; the unemployment rate for this group also increased by the largest percentage over the period 2008–2014 (3,3 percentage points). Government’s belief is that education is the primary solution to lowering these rates, thus the establishment of community colleges able to absorb the anticipated 1 million influx.
the focus on rapidly increasing enrolment in Further Education and Training/Technical and Vocational Education and Training (FET/TVET) Colleges and Adult Education and Training (AET) Centers.

What this means in practice is that universities are an, admittedly sizable, part of a bigger system and that the DHET has to oversee a far more diverse and differentiated system. This consists of Higher Education Institutions (universities); FET/TVET Colleges and AET Centers. Each of these are again located in the public or private sphere. Higher education then is not the 900,000 students that comprise the public universities but rather the 2,1 million that are enrolled in institutions across the country. This has a series of consequences for South African universities and their future.

1. Universities are elitist institutions. They are not and cannot be the salve for all levels of skill acquisition. Their contribution to the country needs to concentrate firmly on building medium and high level skills and conducting world class research.

2. Universities still need to focus on their core functions of teaching, research and community service, but increasingly they will need to differentiate to focus on one or more of these functions to establish a niche market.

3. Increasingly universities will have to advocate for additional funding. The funding of universities has been declining in real terms and with the DHET focus on catering to those with little or no post-school education, it is unlikely that this pattern will change in the short to medium term.

It is against this renewed clarity of mission and purpose that HESA became Universities South Africa (USA) on 22 July 2015, re-defining itself as a leadership body that will deal exclusively with the concerns of universities.

Apartheid remnants

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 2015 saw a number of protests – epitomised by a campaign to remove the statue of Cecil Rhodes from UCT - by students who feel that transformation has stalled and that infrastructural racism continues to linger in our universities.

University forms

The South African university sector comprises 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.
- Eight comprehensive universities: offering both bachelor and technology qualifications, and focusing on teaching but also conducting research and postgraduate study.

The newly established universities – Sol Plaatje University and University of Mpumalanga – are designated as comprehensive universities. 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.

One of the mergers that formed the university of Limpopo, has been widely acknowledged as unsuccessful. Government has conducted a demerger process and has finalised the establishment of a new comprehensive University of Health Sciences on the Medunsa campus. This is more than just a demerger as the new university is an expanded institution which include not only the training of medical doctors, but also other health professionals such as dentists, veterinarians, nurses, physiotherapists, medical technologists and radiographers. The result of this demerger has been the launch of Sefako Makgatho Health Science University (SMU) in April 2015. The institution has 5,144 students already enrolled.

South Africa’s university sector is the strongest and most diverse in Africa. For 2013, figures from the DHET have 983,698 students enrolled in public universities and nearly one in five young South Africans entering higher education. There are 72,457 international students in 2013, most of whom are from other African countries but also thousands from Europe, Asia and the Americas. The number of international students present in the system is 7.4% of the total cohort.

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 355,000 - 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 54,000 at each institution. Although North-West University has over 60,000 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 44,000 students.

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

### Table 1 - Higher education landscape in South Africa.

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<th>Type</th>
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<td>University of Johannesburg</td>
<td>48,386</td>
</tr>
<tr>
<td>21 Universities of Technology</td>
<td>University of Venda</td>
<td>11,818</td>
</tr>
<tr>
<td>22 Comprehensive Universities</td>
<td>University of Zululand</td>
<td>16,591</td>
</tr>
<tr>
<td>23 Universities of Technology</td>
<td>Walter Sisulu University</td>
<td>24,122</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>983,698</strong></td>
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The NDP 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.

That said, the expansion of the South African student population has been astounding. Student numbers have more than doubled in the past 21 years, from 473,000 in 1993 to some 983,698 in 2013, 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 2013 that figure had risen to 639,618 students, a staggering 68% increase over 2011. Expectations based on the DHET’s Budget Vote 17 is that this number will further balloon to 725,000 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 19% and the African share had grown to 69% with Indian students at 5% and Coloured at 7%.

### 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 R9,5 billion 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%.

Students

The unemployment rate amongst young people (15-24) 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 (NDP) 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.
by 2015. Financial aid to university and TVET college students has increased substantially in the past six years. In 2015, 200,000 first time university students and 250,000 TVET students will receive NSFAS funding. This year’s budget allocations continue to show 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.

An important element of this strategy is to target potential students long before they enter higher education. Targeted campaigns 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 National Career Advice Portal (NCAP) which provides access to information on career pathways, occupations and relevant education and training opportunities. The department also operates the Central Application Clearing House to assist learners find a suitable institution for their interests and abilities.

Success rates
So how many students graduate and how quickly do they graduate? While the number per annum is easy to calculate (181,823 in 2013) 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 poor, underfunded students enter the university with their studies and books funded by NSFAS they, too, often, find themselves with insufficient funds to cover their basic needs – food, clothing etc. In order to physically sustain themselves, they take on part-time employment which impacts on their preparation for class and examination results. ‘First generation’ students are between 45 and 49%.

Graduates
The number of graduates produced annually by South African universities has been steadily growing, from 74,000 in 1994 to 181,823 in 2013. 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) are in the fields of Science, Engineering and Technology (SET) and Business.

In 2013, the highest number of graduates were in Undergraduate Degree programmes (79,136), followed by Undergraduate Certificates and Diplomas (50,914), Postgraduate below Master’s Level (37,913), Master’s Degrees (10,809) and Doctoral Degrees (2,051).

The University of Pretoria currently produces the most Masters and PhD students in the country (1,718). The university produced the highest number of doctoral graduates in 2013 (242), followed by the University of Stellenbosch (225), Wits (221), the University of KwaZulu-Natal (207) and the University of Cape Town (205). The majority of Master’s graduates also came from the University of Pretoria (1,476), Stellenbosch (1,284) followed by the and the Universities of Cape Town (1,209) and the Witwatersrand (1,205).

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

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<th>Staff numbers and categories (DHET, 2015)</th>
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<td>% Black staff</td>
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<td>% Women</td>
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Figure 2: Major field of study (2012)

The University of Pretoria currently produces the most Masters and PhD students in the country (1,718). The university produced the highest number of doctoral graduates in 2013 (242), followed by the University of Stellenbosch (225), Wits (221), the University of KwaZulu-Natal (207) and the University of Cape Town (205). The majority of Master’s graduates also came from the University of Pretoria (1,476), Stellenbosch (1,284) followed by the and the Universities of Cape Town (1,209) and the Witwatersrand (1,205).

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Table 1: Staff numbers and categories (DHET, 2015)
departments often require students to have performed well in subjects appropriate to their study field.

There were 48,885 full-time staff in South Africa’s 23 public universities, including 17,838 academics, according to the DHET audited figures for 2013. 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.

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 ongoing 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 approved the Staffing South Africa’s higher education sector, which also emerged as one of the government’s strategic targets for 2008. In 2006/7 it was 0.95% but has since declined. The latest survey covers the period of 2012/2013 and reveals a R&D stagnation with gross investment in R&D of almost R23,9 billion.

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

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 2012/2013 and reveals a R&D stagnation with gross investment in R&D of almost R23.9 billion.

The growing headcount, driven largely by the increase in the number of researchers in the higher education sector, jumped 9.3% to 64,917 in 2012/13.

The higher education sector, which also emerged as one of the fastest-growing contributors of the year’s R&D spend, contributed 37.7% to the personnel increase. All R&D-performing sectors (government, science councils, higher education institutions, business enterprises, and not-for-profit organisations) registered an increase in R&D expenditure in 2013/14, in both nominal and real terms. The largest reported increase arose from the higher education sector, which grew at 5.9% in real terms and accounted for 67.9% of the total increase.

In the first Times Higher Education Summit held in July 2015, South African universities comprised two thirds of the African universities ranked, based purely on research output. The top 30 snapshot was calculated using the ratio of the citations received by an institution’s publication output between 2009 and 2013 and the total citations that would be expected based on the average of the subject field.

To be included in the table, an institution must have published a minimum of 500 research papers in the five-year period assessed, with at least 50 papers per year.

The NDP has set a target of 5,000 PhD graduates per annum by 2030. Presently South Africa produces nearly 1,400 PhDs or 38 PhDs per million of the population. This compares unfavourably with countries like Brazil’s 52, Korea’s 187 or Sweden’s 427. In 2013, there were 52,217 Masters students and 16,039 PhD students enrolled in South African universities. Of these, 12,860 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.

The DST have 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. Currently there are 150 occupied chairs. They have trained 406 doctoral students (42% female, 67% black), mentored 140 postdoctoral fellows, produced 1,568 peer-reviewed articles, 37
books and 197 book chapters in diverse fields. In 2014/15 the DST has awarded 20 new posts for women only.

**Rated researchers**

South Africa has 99 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. Of these, 95 are directly affiliated with universities. There are 2,959 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 99 A-rated scientists based at universities, 33 work at the University of Cape Town, 15 at the university of the Witwatersrand and 13 at Stellenbosch. There are 11 at the University of Pretoria, six at the University of Johannesburg and the University of KwaZulu-Natal, three at North-West, two at Rhodes, the Nelson Mandela Metropolitan University and UNISA. The University of the Western Cape has one A-rated researcher.

**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 R22bn in 2014 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. The minister has already implemented one of the report recommendations and has provided a Historically Disadvantaged Institutions Development Grant of R2.050 billion over the next five-year period.

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.

The figure below clearly shows South Africa’s position comparatively. The global mean is 0.8.

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**South African universities comprised two thirds of the African universities ranked, based purely on research output.**

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**Figure 4:**
(Source: OECD, downloaded from [http://data.uis.unesco.org](http://data.uis.unesco.org))

There are 97 registered and 28 provisionally registered private higher education institutions in South Africa.
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 subsection, 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 three 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 29,6%. 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**

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 is taking shape. The establishment of three new universities that have taken place 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 curricula being taught at these institutions. 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.

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.

Quality assurance

In November 2011 the Higher Education Quality Committee (HEQC) became the first quality agency in Africa to be formally recognised for its comprehensive adherence to the good practice guidelines for external quality assurance agencies by the International Network for Quality Assurance Agencies in Higher Education. 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 HEQC conducts audits of public universities and private higher education institutions based on self-evaluation by institutions of their performance against a range of criteria, and external peer assessment.

In the second cycle of quality assurance, institutional audits were replaced with 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. In this first phase of the QEP, institutions have reported on what they currently have in place, what they have achieved and what challenges they face with respect to: enhancing academics as teachers, student support and development, the learning environment and course and programme enrolment management. The Phase 1 report was published in June of this year.

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. 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.

In January 2014, the DHET released its White Paper on Post-School Education and Training.

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, the downsizing has turned to radical upsizing. The Department has announced that they have put aside infrastructural funding for the building of 6 new TVET College campuses within the next year and 12 campuses in the next 5 years.

The TVET sector has been identified as a lynchpin for the success of government’s upcoming 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 2015. 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 2013 with its enrolment of over 650,000 students in the system and 725,000 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 97 registered and 28 provisionally registered private higher education institutions operating legally in South Africa, according to the register of institutions published by the DHET (July 2015). 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. The number of students in the private sector is 119,941 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.

The FET/TVET sector comprised almost 680 public FET/TVET and private FET Colleges in 2013, of which 50 were public and 627 private, with 794,250 students enrolled.

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 folded. Of those in the 2015 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.

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. There is no doubt that to service the many and diverging post–schooling needs in the country, the private providers can play an important role. The DHET will need to support them – specifically through allowing them access to NSFAS funding – and include them if the NDP enrolment goals are to be met.
Focus 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.

In 2015, South Africa was ranked 43rd in the World Democracy Audit.

What follows is not 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 5th out of 48 countries in the “Big Mac Index 2015”. That means that a Big Mac costs $4.79 in the USA and costs $2.09 in South Africa as of the 16th July. The price of a Big Mac is 30% less in South Africa than in the USA.

In 2015, South Africa was ranked 43rd (out of 150 nations) in the World Democracy Audit, coming 2nd in the world in the categories of civil rights and political liberties. South Africa has been ranked first in Sub-Saharan Africa on the biennial World Economic Forum Travel’s global Travel and Tourism Competitiveness Index (TTCI) 2015. This means that it takes the lead from the Seychelles in the Sub-Saharan Africa category. South Africa is ranked at number 48 globally, while the archipelago of islands was second in the region, followed by Mauritius.

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.

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

In April 2011 South Africa became a member of BRIC (now BRICS), a powerful coalition of developing countries including Brazil, Russia, India and China. It is hoped that participation in this grouping will strengthen south–south ties and will become a guiding strategy in South Africa’s international relations. Part of the reason that South African was invited to this forum is that the BRIC countries see South Africa as an important stepping-stone to the rest of Africa.

During the 7th BRICS Summit held in July 2015, the National Development Bank (NDA BRICS) was established to “mobilize resources for infrastructure and sustainable development projects in BRICS and other emerging economies and developing countries”. The BRICS grouping has consequences for universities within the region and the DHET is actively targeting research and student mobility between these countries. In the Times Higher Education’s BRICS ranking, UCT is fourth overall followed by Wits (14), Stellenbosch University (17), University of KwaZulu-Natal (47), and University of Pretoria (77). The Quacquarelli Symonds (QS) University Rankings was released on 8 July 2015 and places eight of South Africa’s universities in the top 100 universities in BRICS with the highest placed institutions being UCT (14) Wits (28), Stellenbosch (34) and Pretoria (49).
Since the birth of democracy, South African companies and universities have ventured into Africa. South Africa has become the biggest investor in Africa, especially in areas like mining, banking, food production, mobile communications and hospitality. Higher education has also played its part and universities have forged formal (through agreements) and informal links with their counterparts across the continent, and are working with their fellow African universities towards building capacity where required. The University of Witwatersrand, for example, has more than 70 operational collaborations with African universities, NGOs and businesses. Most often these partnerships are as a result of two or three way partnerships that work towards the mutual benefit of all countries involved.

**A rapid tour**

What kind of country has emerged from the crippling damage wrought by apartheid? Although 21 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 turbulent 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 a 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). Although 2014 figures have not been released, it is expected that there will be some decline in figures primarily due to increasingly complicated visa requirements for tourists to enter the country.

According to Quandl, The Johannesburg Stock Exchange is by far the largest in Africa and ranks 19th in the world in terms of “largest stock market capitalisation”. South Africa is currently ranked 1st in the world in terms of regulation of securities exchanges in the World Economic Forum’s Global Competitiveness Survey for 2013-2014.

Cape Town was named the 9th best tourist destination in the world in 2015 by Trip Advisor. By July 2015, Cape Town ranked 32, Pretoria 46 and Johannesburg 44 on the Numbeo Quality of Life Index out of 97 cities. Other big cities are Durban which is ranked 85 on the 2015 Mercer Quality of Life Survey - which is home to the busiest port in Africa - Pretoria, Port Elizabeth and Bloemfontein. South Africa is ranked 56th out of 144 in the World Economic Forums Global Competitiveness Index.
Climate and regions

South Africa is a scenically beautiful country. 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.
- Mapungubwe Cultural Landscape offers a portrait of the social and political structures of a society that traded with China and India in the 11th century and was regarded as the most complex society in southern Africa and the first society since the San to settle in South Africa.
- Robben Island which imprisoned Nelson Mandela and other freedom fighters during apartheid.
- The Richtersveld Cultural and Botanical Landscape in the north–west of the country is a mountainous desert area with rich bio–diversity.
- The mountainous UKhahlamba–Drakensberg Park is home to a high level of endemic and globally threatened species, especially birds and plants. This natural site also contains many caves and rock-shelters with the largest and most concentrated group of rock paintings in Africa south of the Sahara, made by the San people over a period of 4,000 years.
- The Cape Floral Region Protected Areas represents less than 0.5% of the area of Africa but is home to nearly 20% of the continent’s flora. 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.

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.

There are 3,000 kilometres of pristine beaches which form South Africa’s eastern, western and southern borders.

- 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.

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 country 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 July 2015 was 59.4 million, according to Statistics South Africa. The two most populace regions, with just over 13.2 million people in Gauteng (a small province that includes the cities of Johannesburg and Pretoria) and the east coast province of KwaZulu-Natal with 10.9 million. The largest of

![Population](image.png)

Figure 1: Population by racial group (2015)
South Africa’s nine provinces is the Northern Cape, which has the smallest number of people with 1.2 million inhabitants.

South Africa’s population is diverse. Unlike countries like Japan and south Korea where the population is aging, 30% of the population is under the age of 15 and 45% of the population under 25. There are four main race groups: black (African), white, coloured (people of mixed race) and Indian. Four in five people are African (80.5%) and the rest are white (8.3%), coloured (9.8%) 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.

The cities are alive with cultural events and craft markets, coffee bars, pubs and clubs.

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, and which are a repository of rich hominid and mammal fossils that tell the story of our earliest ancestors.
The cities are alive with cultural events and craft markets, coffee bars, pubs and clubs. There are annual festivals of everything from rock music, dance to poetry and jazz, cinema complexes, art galleries and more than 100 active theatre venues. South Africa’s film, music and fashion industries are buzzing. There are scores of museums, most famous is the Apartheid museum in Johannesburg which brings to life the atrocity of the period under apartheid. The country has become a top site for filming 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 (28, up from 48 in 2014) is in the World’s 50 Best Restaurants for 2015. 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 (86%) 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 in 2014.

It is the 33rd largest country by GDP. The country has a strong economic infrastructure, rich mineral and metal resources, strong manufacturing and service sectors and a 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, and 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 43 (among 189 countries) on the ease of doing business.

The government is still committed to the targets set out 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.

Even with the optimistic outlines of the development plan, South Africa’s economic growth has weakened in 2015 on the back of electricity supply shortages, strike action and deteriorating sentiment, with consumer confidence also at a low point. Real gross domestic product (GDP) at market prices increased by 1.3%.
per cent during the first quarter of 2015. The main contributors to the increase in economic activity for the first quarter of 2015 were the mining and quarrying industry, finance, real estate and business services and the wholesale, retail and motor trade, catering and accommodation industry. However the strike action that beleaguered the mining industry last year has resulted in a number of the big mining houses indicating job cuts which may further impact GDP for the remainder of 2015.

Unemployment remains high. Although the potential labour force is almost 35,8 million (2015) unemployment, according to Stats South Africa, is at 26,4%. South Africa’s Rand currency weakened during 2015 and remains volatile. It’s currently trading at around R12,50 to the dollar, 19 to the British pound and 13,8 to the Euro. Consumer inflation was at 4,7% in June 2015.

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 poverty line is registered at R799 per month. Of the population, an estimated 54% of the population live below the poverty line. More than two-thirds of the households in Limpopo and the Eastern Cape, respectively, live below the poverty line.

As of 2014, just over 15,5 million people received social grants. For more than 29% of households in the country, social grants are the main source of income. The majority of grant recipients are the 11,13 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 significantly reduced from 0,7 to 0,59 in 2015.

The government has made significant strides in improving the lives of millions of poor people since 1994 when it inherited an essentially bankrupted country.

- Between 1994 and 2013, government built over 3,38 million homes for South Africans.
- 96% of households have access to water of reasonable standard compared with 61% in 1994. By January 2015, 400,00 solar geysers had been provided to poor communities.
- 79,5% of households have access to sanitation.
- 86% 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 R1,189 billion in 2015.
- 20 million people voluntarily tested for HIV.

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 school in 1990 the proportion has grown to 87,3% by 2014. In 2013, there were 13 million learners in ordinary public and independent schools in South Africa, who attended. Adult literacy is steadily improving and presently stands at 93,4%.

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). There are more than 6 million people living with HIV of which 2,7 million are receiving antiretroviral treatment (ART). ART allows people with HIV to live significantly longer, leading to greater percentage of HIV-infected people remaining in society. ART access doubled between 2008 and 2014.

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 reduce the high unemployment rate especially among the young and 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. These are the sizable challenges that will focus government energy over the coming decade.
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.

Even the smallest university has a dedicated International office.

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 BSocSc take three years to complete, while career focused degrees such as the BEng and BA (Ed) take four years and others, for instance medicine or architecture, take longer. Honours degrees, which require a completed Bachelor 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 BTech is four years, although in most cases there are exit points at lower levels enabling students to enter a career with a diploma qualification at an earlier stage. ‘Comprehensive’ universities offer a combination of both of these types of qualifications.

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

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

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

- Duly completed online form. Handwritten forms are not accepted by the Department of Home Affairs.
- A passport valid for not less than 30 days after intended studies.
- Administrative fee of R1350.00/Original Bank Payment/ Electronic Transfer receipt for applicant.
- 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 and undertaking to inform the Department of Home Affairs when the student deregisters.
- Medical and Radiological reports (less than six months old).
- Yellow Fever vaccination certificate, if required by the Act.
- 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.
- Proof of Guardianship for Minor if Applicable.
- Police Clearance Certificates in respect of applicants 18 years and older, in respect of all countries where the person resided one year or longer since having attained the age of 18.
- A cash deposit or a return ticket to country of origin.

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

Part-Time Study

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

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

There is no cost for the endorsement:

- Complete form BI1739.
- Letter of acceptance/firm offer letter from the university confirming that study is part time.
- Original Passport and Work Permit.
- Proof of Medical Aid.
- Proof of Finance.
- Proof of Employment.

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

Extension of a Study Permit

The following should be submitted to the Department of Home Affairs:

- BI1739 form (R425.00 – extension application fee) and R1350.00 Visa Facilitation Services Fee.
- Spouse ID & Marriage Certificate.
- Proof of Registration with an Institution and an accompanying letter from the Faculty/School/Department advising of extension period required including an undertaking to submit a report should the student no longer be registered with the institution.
- Proof of Payment of Tuition Fees.
- Proof of Funds Available.
- Proof of a South African based Medical Aid Cover.
- Proof of Repatriation Deposit Paid.
- Proof of Guardianship for Minor if Applicable.
- Passport (Original).
- Apply 30 days before Permit Expires.

Your application for the extension of a study permit needs to be signed by a representative at the university before it is submitted to the Department of Home Affairs. Though the university will make copies of these documents for your student file, it is advised that you retain a copy for your own records for safekeeping.
Part-time work
The holder of a study permit for studies at a higher education institution may conduct part-time work for a period not exceeding 20 hours per week during term and full time when the university is closed.

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

Application for change of conditions of a study permit constitutes a new application of a study permit. Though the applicant will need to complete a separate form, the requirements are the same as for the initial application of a study permit. These forms are available at any of the South African Visa Issuing Authorities (Home Affairs Offices, Consulates or Embassies).

Entrance Requirements
International student applicants have to qualify for either a certificate of complete exemption or a certificate of conditional exemption, as long as they are accepted as equivalent to the South African entrance requirement. To find out whether your school leaving or first degree applicants can assess their qualifications and apply to complete a separate form, the requirements are the same as for the initial application of a study permit. These forms are available at any of the South African Visa Issuing Authorities (Home Affairs Offices, Consulates or Embassies).

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

In terms of the Immigration Amendment Act 19 of 2004 any prospective student to the Republic of South Africa, must provide proof of medical cover with a medical scheme registered in terms of the Medical Schemes Act, 1998 Act 131 of 1998.

Although you may, with some other foreign insurance products, secure a study visa from a South African diplomatic mission IEASA recommends that students purchase a South African medical aid product.

It is thus advisable that international students make the necessary financial arrangements for the medical aid cover prior to entry into South Africa. Should the student rely on sponsorship, he/she should ensure that the sponsor is advised of this requirement at the onset of the sponsorship or the admission offer from the institution. Most institutions do not accept a letter from the sponsor in lieu of payment. Payment for the required medical aid cover fee is normally made 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

If you are a holder of a Work or Business permit you may apply for an endorsement to study part-time.
Creating a climate for internationalising the doctorate in South Africa

Medical Aid Provision for International Students
Creating a climate for internationalising the doctorate in South Africa

Opinion piece by Dorothy Stevens and Huba Boshoff

Internationalisation in itself has become a crucial aspect of higher education in the 21st century. The International Association of Universities (IAU) states that internationalisation is an integral part of an incessant process of change that has grown in importance with the more general developments of globalisation that offers new opportunities but also poses new challenges (Egron-Polak and Hudson, 2014).

**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.

A number of recent studies have served to emphasise the important role that internationalisation plays in doctoral education. In the South African context, this connection is also made but far greater emphasis is placed on PhD production with widespread justifiable scepticism about the country’s ability to deliver.

The seminal report that examined PhD training in South Africa by the Academy of Science for South Africa (ASSAf, 2010) delivered crucial insights into the challenges that South Africa faces in its doctoral education. The ASSAf report also pointed to the need to look beyond our borders for solutions to increasing the number of doctoral graduates given the systemic challenges in South Africa.

Increasing emphasis on the importance of doctoral training to deliver the next generation of academics, investment in doctoral programmes and projects and prioritisation of early career researchers features in national research policies and agendas.
Eva Egron-Polak (2012) understands internationalisation as “a process that integrates the international, intercultural and global dimensions into the key functions of a university as well as into its mode of operation” (Egron-Polak, 2012). Doctoral education means the pursuit of the highest academic qualification obtainable albeit through different modes of organisation and/or supervision. The expectations attached to acquiring a doctoral qualification in South Africa are that a graduate should be able to demonstrate a range of specialist attributes, insights, possess knowledge, exercise judgements and “produce substantial, independent, in-depth and publishable work which meets international standards” (NQF). In other words, one is expected to make a significant and original academic contribution on national and international level at the frontiers of the discipline. The universal nature of doing research, making an original contribution, collaborating with fellow knowledge workers, being at the frontiers of one’s discipline and crossing virtual and physical boundaries means that as a doctoral student, one is therefore inevitably engaged in an international context. Doctoral education is thus by its very nature international. It follows that viewing it holistically and being conscious that the process of internationalisation is constantly at stake in an institution’s core functions of teaching and research we can conclude that the internationalisation of doctoral education is interwoven in the realisation of what Brandenburg and Federkeil (2007) call the internationality of institutions: a means to enhance capacity through the fostering of early phase researchers and the strengthening of an institution’s academic core (Cloete et al, 2011).

A Principles Statement which is due to be released by the FRINDOC project (see insert on the Framework for the Internationalisation of Doctoral Education for more information) in September 2015 summarises the role and responsibility of universities in the internationalisation of doctoral education with four statements:

- Universities need to provide access to good research environments with adequate supervision and resources
- Universities must be engaged in international activities at multiples levels that permeate the institution from the institutional level, through supervisors, through research groups and through the doctoral candidates
- Universities must have sufficient institution structures to manage, administer and develop internationalisation of doctoral education
- Universities must facilitate mobility for both doctoral candidates and staff

This article seeks to suggest that in light of the reiteration of what systems need to put in place, how can South Africa respond and what interventions may help to ensure that South African higher education institutions can build forth on the contributions they already make to knowledge generation across borders in the form of doctoral education?

**Statement 1:** Universities need to provide access to good research environments with adequate supervision and resources

The available statistics pertaining to PhD enrolment and graduate rates show that enrolments of PhD students have grown from 9994 in 2008 to 16039 in 2013 whilst the graduation numbers have only grown from 1182 in 2008 to 2051 in 2013. If these figures are put into the frame of the origin of students, the increase in enrolments from students from the rest of Africa is dramatic compared to South African enrolments. The annual growth rate was almost twice as fast for students from the rest of Africa compared to South Africa (17.7% against 9.6%) (Cloete, et al, 2015). If these numbers are seen against the backdrop of the availability of supervision (only 1 in 3 academics in the SA system holds a PhD) and the concentration of enrolment at 12 universities (out of 26), serious cracks appear in the argument that South Africa’s strive to produce 5000 PhD graduates (NDP: Vision 2030, 2011) can be achieved by building on the current position of the country as a regional hub for doctoral education.

The second aspect to consider in terms of creating a good research environment pertains to sustainable funding and appropriate infrastructure to perform research. The emphasis is on ensuring that funding issues do not prevent doctoral candidates from focussing on and completing their research. It is thus imperative for South Africa to continually review funding

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Footnotes:
2. See insert on further reading.
schemes for PhD students as well as the access that is created on national level to leverage external funding. It is furthermore complicated when the national funding scheme is challenged by the influx of international enrolments as illustrated by the preceding numbers.

**Statement 2:** Universities must be **engaged** in international activities at **multiple levels** that **permeate** the institution from the institutional level, through supervisors, through research groups and through the doctoral candidates.

The role of the international dimension in doctoral education has already been highlighted by the preceding discussion and through Egron-Polak’s (2012) definition. If this dimension is applied to the South African context, one should critically look at how the system is perceived internationally and look inward to the climate that is created for international collaboration and enhancing the profile of the country as a destination for quality education. Aspects to consider are the policy framework that on a macro level (see National Development Plan, 2011 and the White Paper on Post-secondary Education and Training, 2013) supports the principles of internationalisation but which is not supported by a specific policy on internationalisation or subsidiary policy frameworks that could enhance the country’s international profile, for example, a framework on internationalisation or a policy on joint degrees.

**Statement 3:** Universities must have **sufficient institutional structures** to **manage, administer and develop** the internationalisation of doctoral education.

The FRINDOC statement highlights that institutional (in this context also national) structures to support international doctoral education, including strategic capacity to set priorities for the institution, procedures to ensure and enhance quality, as well as ensuring that daily administration runs smoothly is crucial to the successful internationalisation of doctoral education.

The disparity between institutions participating in the production of doctoral students/graduates has been highlighted by the arguments in Statement 1 and also addresses the issue pertaining to “sufficient institutional structures”. This existing disparity between institutions in South Africa to participate in doctoral education based on institutional capacities and the tension that can be created within the system to further underscore a national contribution through the lens of doctoral education can potentially be managed through two mechanisms or approaches.

The first is to consider the bigger picture of **graduate education** as a point of departure rather than an overemphasis on PhDs. The role that a Master’s programme/qualification can play in preparing students for participating in the knowledge economy is undervalued. Furthermore by ensuring that master’s studies are taking place in an environment that puts the essential elements in place that are contained in the four statements, they would already be well groomed to expand the available pool of quality candidates for doctoral studies. The emphasis on graduate education can also be beneficial through creating a platform for broader participation from more institutions based on the contribution that they can make.

The second mechanism is to focus on the quality assurance principle. The issue of national legal frameworks and the barriers that such framework (or the absence thereof) creates for doctoral education is highlighted by the FRINDOC project. Whilst the PhD’s quality is assured through a clear definition of expected outcomes we lack a national framework for internationalisation of higher education and subsequent policies pertaining to activities that can add value to the internationalisation of doctoral education like joint programming. This has already been noted as detrimental to the advancement of South Africa’s ability to internationalise the doctorate.

**Statement 4:** Universities must **facilitate mobility** for both doctoral candidates and staff.

The preceding arguments have illustrated the challenges and responsibilities posed by embarking on a system wide emphasis on the internationalisation of doctoral education. It makes explicit that internationalisation in the context of doctoral education is embedded and intrinsic. Internationalisation of doctoral education cannot be seen as a mere coincidence or the result of other activities and should be a planned process. In conclusion we would argue that a more in-depth look at internationalisation on a system wide level is required to create a framework of engagement that would equip individual institutions to participate, establish quality assurance mechanisms and emphasise the necessity of dedicated resources for internationalisation.

**INSERT 1: Overview of FRINDOC project**

FRINDOC (Framework for the Internationalisation of Doctoral Education) is an Erasmus Mundus project the European University Association (EUA). The FRINDOC project is managed by a consortium of six partners, coordinated by EUA, and consisted of the University of Hong Kong, China, Stellenbosch University (South Africa), Imperial College London (United Kingdom), the University of Bergen (Norway) and the University of Camerino (Italy).

Its basic premise is that “successful internationalisation of doctoral education strengthens research, teaching and international outreach of universities” (FRINDOC, 2012). Given
Universities must facilitate mobility for both doctoral candidates and staff.

The project had two primary outputs:

- a statement of good practice which would systematically outline the different options concerning the internationalisation of doctoral education including the necessary resources for its implementation, illustrative examples of good practice and recommendations for institutions and policy makers; and
- an online tool which universities anywhere in the world could use to evaluate themselves within a particular context and aid the design and implementation of their internationalisation strategies related to doctoral education.

More information about the online tool and how institutions can benefit from it, can be found on the project website: http://www.eua.be/eua-projects/current-projects/FRINDOC.aspx

INSERT 2: Further reading references


IAU project on Changing Nature of Doctoral studies. Available online: http://www.iau-aiu.net/sites/all/files/Project’s%20initial%20conclusions_0.pdf


Footnotes:
8 A policy on Joint degrees was developed and submitted to the Department of Higher Education and Training by a task team in November 2014. This policy has however not been released to the higher education community.
Medical Aid Provision for International Students

ABSァ 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 ABSァ Health Care Consultants (ABSァ HCC), a specialised leading health care consulting firm, to assist IEASA in achieving the agreed goals.

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

**ABSァ 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.

**ABSァ 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, CompCare Wox, and Discovery from 2016, are available via ABSァ 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.
More than **25 000 students** started out on their journey to success by trusting us over the past **16 years**!

**Why?**

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<tr>
<td>We do business in 15 African countries</td>
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<td>Comprehensive in- and out-of-hospital benefits</td>
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<td>Value for money</td>
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<td>More than just a medical aid, free additional benefits</td>
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**studenthealth@momentum.co.za**

Momentum Health is a registered medical scheme in South Africa
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Join SA’s most loved medical aid

Concentrate on your studies, we’ll take care of your healthcare needs

- Unlimited private hospital cover
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One month’s contribution refund if you go home in December and have paid your 12 months contribution upfront for the benefit year (which runs from January to December)

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Terms and conditions apply.

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Health cover that is every bit as smart as you are!

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

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- Free membership of the Universal loyalty programme
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Contact us today on 086 112 INFO (4636) or SMS “STUDENT” to 32673 or e-mail us at student@universal.co.za or visit www.studentplan.co.za
Higher Education

University Profiles

The following contains the profiles of all 26 public universities in South Africa. The profiles are of varying length, and have been submitted by the universities themselves. It provides you, the reader, with basic information about the institutions, as well as further contact details if you would like to contact a specific institution or visit their website for further information.
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<td>University of the Western Cape</td>
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<td>Cape Peninsula University of Technology</td>
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<td>Stellenbosch University</td>
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<td>Nelson Mandela Metropolitan University</td>
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<td>Sefako Makgatho Health Science University</td>
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Nelson Mandela Metropolitan University (NMMU) opened on 1 January 2005, the result of the merging of the PE Technikon the University of Port Elizabeth (UPE) and the Port Elizabeth campus of Vista University (Vista PE). This union of three very different institutions came about as a result of government’s countrywide restructuring of higher education - intended to deliver a more equitable and efficient system to meet the needs of South Africa in the 21st century.

2015 marks the 10th anniversary of Nelson Mandela Metropolitan University, an opportunity to reflect, rejoice and re-ignite support in going forward.
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 regions of South Africa. The university currently has 21,848 undergraduate and 3,661 postgraduate students enrolled in various programmes on six different campuses. The international portion of the student body is drawn from diverse backgrounds outside of South Africa including countries such as Botswana, Burundi, Cameroon, China, countries in Europe, United States of America, South Korea, Congo, Egypt, Ethiopia, Ghana, India, Ireland, Ivory Coast, Kenya, Uganda, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Nigeria, Malawi, Namibia, 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 and January 2015, NMMU welcomed students from Mexico, Pakistan, Saudi Arabia, Cuba, India, Brazil, Czech Republic, Iran, Italy, Portugal, Malaysia and Yemen. NMMU also welcomed study abroad students from Germany, the Netherlands, Norway, Somalia, Sweden, United States and Vietnam.

NMMU has academic agreements with 65 universities in 19 countries on seven continents which contributes even more to its vast international connectedness across the world.

Our new generation university is 10 years old! We have so much to be proud of and celebrate.

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

2005 – 2015 Celebrating 10 years
Nelson Mandela Metropolitan University opened on 1 January 2005, the result of the merging of the PE Technikon the University of Port Elizabeth (UPE) and the Port Elizabeth campus of Vista University (Vista PE).

2015 marks the 10th anniversary of NMMU.
Going forward into the next decade, NMMU is poised to break exciting new grounds on the back of two major new developments.

Firstly, we plan to build a new Medical School to serve huge demand for medical and expanded health care training in the Eastern and Southern Cape regions – not only medical doctors, but also mid-level health care specialists to support the national health service. From 2013, we began introducing a new set of health care training programmes such as pharmacy technicians, assistants, dietetics, emergency health care, and clinical associates in preparation of full-scale medical education.

Secondly, our goal is to create a new Marine and Maritime Sciences faculty/campus via which NMMU will become the leading marine and maritime university on the continent.

We think NMMU is in the strongest position to do this: our current capabilities in marine sciences, engineering, law and development studies, modern infrastructure, prime location at the sea, two major ports in Port Elizabeth and Nqura, strong support from the private sector, including state corporations, and crucially, explicit and public support by the government for our marine and maritime strategy. Towards this end, NMMU has already launched a brand new South African International Maritime Institute (SAIMI); we are planning to launch a new Marine and Coastal Institute; acquire and retool a new campus in which our maritime and marine sciences assets would be located and developed; forge strong links with technical and vocational colleges; build strong linkages with industry; and attract major new investment for research, training and innovation.

10 years of exceptional building growth

Two new state-of-the-art buildings set for completion this year will cap a decade of unprecedented infrastructure growth at NMMU. A R57m Life and Physical Sciences building on South Campus and a R56m Foundation Phase building on Missionvale Campus form part of R1.1 billion spent by the Department of Higher Education and Training and NMMU since 2009 in support of teaching, learning and research.

Research and Engagement

As part of NMMU’s Vision 2020 our aim is to create and sustain an environment that encourages, supports and rewards a vibrant research, scholarship and innovation culture. To achieve this, the following goals have been set:

- To establish and expand research and innovation partnerships, collaborations, networks and linkages nationally and internationally.
- To identify and develop institutional research themes.
- To promote the commercialisation of research outcomes in the form of products, processes and services.
- To provide an enabling policy and funding framework to improve research quality and productivity.
- To increase and diversify external and internal financial resources available to support research-related activities.
- To provide appropriate research and innovation infrastructure and support.
- To promote, recognise, and reward research and innovation excellence.
- To attract, nurture and develop research potential.
- To attract and retain research talent.
- To provide support to emerging researchers, postgraduate students and postdoctoral fellows to become research active.

• To create a culture of research in undergraduate students.
• To enhance and improve the equity and gender and age profile of researchers.
• To grow the pool of rated researchers.
• To enhance and foster the scholarships of teaching, learning and engagement.
• To enhance and promote research responsiveness.

Innovation highlights

NMMU’s Institute for Chemical Technology, InnoVenton, has developed a new method of microalgae cultivation that has resulted in a cost-effective energy production using waste coal – a way to simultaneously clean up the environment and produce a cleaner source of energy.

NMMU’s consulting engineering group, eNtsa, has commercialised a novel sampling and welding technique that can extend the life of components at power station and petrochemical plants – this is a world first and is being rolled out across the country.

10 years of Internationalisation

Since the merger the Nelson Mandela Metropolitan University has built its Internationalisation activities on the foundations provided by the previous institutions. This however required the re-building and promotion of the new institutional brand on a global scale. The NMMU’s engagement with its partner institutions contributed to and allowed for an exciting and innovative process. The first Partners Week, consisting of a series of meetings, networking opportunities and discussions between Partner Universities was held in 2004.

The past ten years of Internationalisation saw the University developing a strategy that clearly brings the global and the local together.

NMMU’s International Graduates in 2015

At the graduation ceremonies in April 2015, NMMU saw 374 international students completing undergraduate and postgraduate diplomas and degrees. The graduates includes students from a diverse range of countries.

The majority of the international graduates come from Zimbabwe (138), Botswana (49), Namibia (19), Uganda (17), Nigeria (15), Camerooon (14), Kenya (14), Malawi (13), Lesotho (12) and Zambia (11).
Global Partnerships and Linkages at the NMMU

NMMU firmly believes in the benefits of a well-defined higher education network society. The active development of such networks enhances the NMMU’s internationalisation, and is clearly demonstrated by our 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 exchange and collaboration.

NMMU currently has 65 partnerships in 19 countries across the world. This has resulted in approximately 200 study abroad students arriving to NMMU each semester from all over the globe, as well as research and engagement, such as staff exchange, occurring in many key areas with many of our partners.

Internationalisation at Home at NMMU

Around the globe - in both the developed and developing countries – the majority of university students do not get a chance to travel and study abroad during their time at university. Over the last fifteen years, ‘internationalisation at home’ (I@H) has emerged as an important aspect of internationalisation of higher education. I@H aims to assist students who do not travel abroad during their studies to still gain knowledge about global issues, develop global competence and be ready for an active life and work in an ever-changing interconnected world.

As part of our internationalisation at home efforts, NMMU will focus on teaching, learning, research and engagement and bring in a strong internationalisation aspect to all these activities. We will work closely with NMMU’s Faculties and Departments on a comprehensive internationalisation of the curriculum so that all our students can learn about the most important issues facing Africa and the world in their specific areas of study in our own classrooms.

To be able to do this, the ‘buy-in’ from the academic staff will be the key. I@H has to become an academic project at the university and not remain a task/process of the international office.

Global Studies at NMMU

The Global Studies will be a multi-disciplinary co-curricular programme that will be an integral part of the internationalisation at home and internationalisation of the curriculum at NMMU. The aim of the programme is to foster students’ understanding of global issues, challenges and perspectives and how these interact and relate to the local issues and challenges. The programme will focus on regional, continental and global social, economic, political, cultural and other important issues, giving students theoretical and practical knowledge and skills that will help them understand today’s complex and constantly changing world and issues that go beyond national and regional boundaries.

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.

NMMU has seven faculties housing a choice of more than 450 study programmes in a dynamic and supportive environment.
NMMU has a whole range of new programmes in the following fields:

- Diploma in Chemical Process Technology (currently the only one of its kind in South Africa)
- Magister Technologiae: Chemistry (Product and Process Development)
- 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)
- MPhil in Development Finance
- Bachelor of Nursing Degree to replace the traditional BCur Degree
- Bachelor of Emergency Medical Care
- BSc Dietetics degree
- Bachelor of Human Settlement Development launched in 2014
- MSc in Nanoscience offered since 2012
- BCom (Logistics and Transport Economics)
- BCom Hospitality Management
- Bachelor of Health Science in Medical Laboratory Science

To be a student at Nelson Mandela Metropolitan University and participate in one of our 450 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:

- Faculty of Arts
- Faculty of Business and Economic Sciences
- Faculty of Education
- Faculty of Engineering, the Built Environment and Information Technology
- Faculty of Health Sciences
- Faculty of Law
- Faculty of Science
- George Campus

Research

Research, both applied and fundamental, is one of the core business areas of higher education institutions. 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 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.

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
- 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

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 (SARChI) initiative
- Chair in HIV/AIDS Education
- General Motors South Africa Chair of Mechatronics
- Volkswagen South Africa – DAAD Chair in Automotive Engineering
- Chair for Education in Human Settlements

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

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

South African International Maritime Institute (SAIMI) in Nelson Mandela Bay

The South African International Maritime Institute (SAIMI) is facilitating the development of skills and knowledge base required to ensure the success of maritime economic development initiatives such as Operation Phakisa and the African Union’s African Integrated Maritime Strategy.

The institute will initially be hosted at NMMU in Port Elizabeth, with a network of maritime centres in the Western Cape, KwaZulu-Natal and Gauteng and a vision to become a fully-fledged maritime university.

NMMU ‘green’ Business School building a first for Africa

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 or education building from the Green Building Council of South Africa. The four-star green design rating for the three-storey building at the university’s Second 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.

Global Leadership Centre and George re-branding

Office for International Education

NMMU welcomes international students on our campuses. The Office for International Education (OIE) is responsible for the admission of all international students to NMMU. OIE 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**

OIE staff meet and greet new students at the airport and, above all, assists international students in adjusting to their new environment. There is a comprehensive orientation programme for international students, focusing on their needs, providing students with vital information and a tour of the campus and the city.

**Accommodation**

OIE 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.

**NMMU’s Unit for Higher Education Internationalisation in the Developing World**

In 2014, NMMU’s Office for International Education (OIE) 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.

**International Short Programmes**

**Mid-Year Experience (June - 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. Our short programmes are comprehensive, offering an introduction to South Africa’s extraordinary diversity and exploring country’s history forged by the multiple culture and language groups. Students can choose one of the following modules: Environmental Studies, Community Service Learning, Conflict Management and Transformation and Human Rights.

**Study Abroad**

NMMU offers a multitude of semester courses linked to academic programmes through our faculties and departments. Students can select modules from all faculties as well as modules such as Afrikaans or Xhosa, which further enhances their cultural experience in South Africa.

**English as a Foreign Language Programme**

NMMU offers two 17-weeks-long English as a Foreign Language programmes. The first programme is aimed at students who are at elementary level. The course is for students who need to improve their English in the four skill areas: listening, reading, writing and speaking. Those students who wish to study further at NMMU, but have a limited knowledge of English, will do the elementary programme first and then move into the pre-intermediate level programme (this will total 2 semesters of English).

The second programme is for students whose English is at pre-intermediate level. The course is designed for international students whose primary language is not English, and who do not meet the minimum language entrance requirements of NMMU. The semester-based intensive English skills programme is geared towards improving proficiency levels and academic English knowledge. This will allow students to cope with English as a medium of instruction once they begin their studies at NMMU.

Both programmes are presented bi-annually, from February to June and July to November, consisting of formal contact sessions, reading and writing assignments and computer-based interactive and reinforcement exercises. Field trips and regular cultural excursions make up the rest of the programme.

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

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**Nelson Mandela Metropolitan University**  
**Office for International Education**  
P.O. Box 77000  
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Republic of South Africa

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Website: [http://international.nmmu.ac.za](http://international.nmmu.ac.za)  
Student Online Brochure: [www.nmmu-international.com](http://international.nmmu.ac.za)  
www.facebook.com/NMMUInternationalOffice

**The Global Studies** will be a multi-disciplinary co-curricular programme.
In 2014, UCT was ranked among the top 10 BRICS universities and among the top 100 universities in the world for four of its subject areas, and top 200 overall in the Times Higher Education ranking.

UCT offers a range of postgraduate and undergraduate courses for students completing their full degree, or visiting for a semester.

7 reasons to study at UCT

1. **UCT is the top-ranked University in Africa**
   In 2014, UCT was ranked among the top 10 BRICS universities and among the top 100 universities in the world for four of its subject areas, and top 200 overall in the Times Higher Education ranking.

2. **All UCT courses are taught in English**
   International applicants for whom English is a second language are required to submit one of the following:
   - TOEFL: 570 (paper-based test) or 230 (computer-based test)
   - IELTS: Overall band score of 7.0 (with no individual element of the test scoring below 6.0)

3. **UCT is located in Cape Town, South Africa**
   Cape Town is the second largest city in South Africa. Located in the Western Cape, at the southernmost tip of Africa, it is surrounded by the majestic Table Mountain; one of the seven natural wonders of the world, and a string of beaches washed by the Atlantic and Indian oceans. It is a relatively affordable city to live in, and offers a diverse culture and wide range of activities for its visitors and residents. For more information see www.capetown.travel

4. **UCT Libraries offers state-of-the-art technology, vast collections of reading and research material, and the specialized services of friendly, efficient and helpful staff.**

5. **UCT works hard to make you feel at home wherever you come from, and supports you through your studies. The International Academic Programmes Office is positioned to empower internationalisation at UCT. We are here to help you. We advise on study visa and immigration issues, and assist with finding long or short-term accommodation, on or near to campus.**

6. **In 2014, UCT enrolled 26 322 students, of whom 18% were international students. Of this total, 63% were from the rest of Africa, 17% were from the USA, and 13% were from Europe. International students came from more than 105 countries, 65% enrolled for undergraduate studies and 35% enrolled for postgraduate studies.**

7. **UCT has excellent student research resources**

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@UCT_news
study@uct.ac.za
iapo.uct.ac.za/apply/studyincapetown
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UCT offers a diverse environment for global citizens.

UCT has excellent student research resources.

UCT has excellent student support.

UCT offers a wide range of study options.
The University of Cape Town
Promoting diversity and transformation within our institution and beyond

Location and Campuses

UCT has four campuses:

1. The Groote Schuur Campus is situated on the slopes of Devil’s Peak in the suburb of Rondebosch. This campus is sub-divided into three sections namely the Upper Campus, Middle Campus and Lower Campus.
2. The Medical Campus is situated in the suburb of Observatory and is the home to the Faculty of Health Sciences.
3. The Hiddingh Campus is situated in the suburb of Gardens close to the Cape Town city centre. The Drama Department and the Michaelis School of Fine Art can be found on this campus along with the Little Theatre Complex, Michaelis Galleries and the Centre for Curating the Archive.
4. The Breakwater Campus is situated at the popular V&A Waterfront. The Graduate School of Business can be found on this campus.

Brief history

UCT is South Africa’s oldest university. Established in 1829, it has maintained a proud tradition of academic excellence, which today sees it ranked among the world’s leading teaching and research institutes. Renowned for its striking location at the foot of Table Mountain’s Devil’s Peak, UCT is a microcosm of the city in its title. It is home to a vibrant, cosmopolitan community of over 26,000 students and 5,000 staff members from over 100 countries from the rest of Africa and abroad.

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 remains Africa’s top-ranked research-led university. More specifically UCT was placed in the top 200 in both the Times Higher Education and the Quacquarelli Symonds world university rankings in 2014, and in the top 300 of the Shanghai Jiao Tong Academic Ranking of World Universities.

Unique culture

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.
International student body

UCT welcomes nearly 5000 international students every year from over 100 countries. Thirty seven of these countries are from the rest of the African continent, with almost 2000 students from South African Development (SADC) countries. One of UCT’s key strategic goals is to place emphasis on “internationalisation with an Afropolitan Niche”.

Students’ Representative Council

The Students’ Representative Council (SRC) is a statutory structure consisting of 17 members who are elected annually in a general university-wide election. The SRC represents the interests of students at the UCT. For more information:

www.uct.ac.za/students/src

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Faculties

UCT has six faculties namely the faculties of:

- Commerce – including the Graduate School of Business
- Engineering & the Built Environment
- Health Sciences
- Humanities
- Law
- Science

Incorporating the UCT Academic Development Programme, the Faculties are supported by the Centre for Higher Education Development.

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 South Africa’s 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 480 NRF-rated researchers.
- UCT has 34 of the 153 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; Minerals to Metals; Big Data (particularly in relation to the SKA); Shale Gas Exploration; and Neurosciences.
- 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 73 formally established specialist research groupings that undergo rigorous peer review every five years.

- Eight national research units funded by the South African Medical Research Council are at UCT. UCT was awarded the UCT/MRC Flagship Project: Tuberculosis Transmission: Host, Bacterium and Environment in 2014.
- 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 2014, UCT’s external research income amounted to R1.2 billion. Funding to postgraduate students totalled R207 million and R62 million went to postdoctoral researchers.

Entrance Requirements

Undergraduate

The undergraduate prospectus is a guide for school-leavers and others who are interested in studying for a first degree at UCT. Details of all undergraduate programmes are provided. Download the undergraduate prospectus here:


Important Dates

UCT begins processing applications in April 2015 for 2016. Applications for undergraduate study must be received by 30 September 2015, as must applications for Student Housing and Financial Aid.

To Apply

To apply online, please go to applyonline.uct.ac.za alternatively, contact the Admissions Office for an application form.

Postgraduate

The criteria for admission to Postgraduate Diplomas and Honours, Masters and Doctoral degrees vary from one programme to another. Prospective applicants are advised to consult the faculty concerned directly in order to determine the requirements for admission. Please see the contacts page on the UCT website for Faculty contact details. In addition, can download the postgraduate prospectus here: www.uct.ac.za/downloads/uct.ac.za/apply/prospectus/pgprospectus2014_2016.pdf

Semester Study Abroad

UCT has a vibrant Semester Study Abroad (SSA) programme which offers a wide range of courses to international students who wish to spend one or two semesters at UCT taking courses for the purpose of transferring credit, on completion, to their home institution. Applications are pre-approved by academic selectors in UCT departments who will pay particular attention to your academic record of courses passed. Applicants from North America are expected to have an overall grade point average of 3.0 or higher. Applicants from other parts of the world are expected to have equivalent academic standing.

Deadlines for submitting applications for SSA study:

- For First Semester (February - June): 15 October prior to year of study.
- For Second Semester (July - November): 15 April of the year of the study.

For further information, visit: www.iapo.uct.ac.za/iapo/app
Facilities
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. For more information: www.uct.ac.za/students/recreation/societies

Sport and Recreation
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. For more information: www.uct.ac.za/students/recreation/sports/overview

UCT Libraries
UCT Libraries offer state-of-the-art technology, vast collections of reading and research material, and the specialized services of friendly, efficient, and helpful staff. UCT’s main library, the Chancellor Oppenheimer Library, and its eight 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 print million volumes and more than 87 000 electronic journals. For more information: www.lib.uct.ac.za

Accommodation
On campus Accommodation
UCT has a three-tier residence system, providing different services. This system accommodates first year students in residence with catering, and moves students to senior catering or self-catering thereafter. For more information: www.uct.ac.za/apply/residence/life/overview

Off Campus Accommodation
International full degree and SSA students may enquire about off-campus accommodation options through IAPO. For more information please go to: www.iapo.uct.ac.za/iapo/app/acc

International Students
The International Academic Programmes Office (IAPO) empowers internationalisation at UCT by being the partner and first port of call on all matters pertaining to internationalisation at the university. IAPO provides many core functions and services which include:
• establishing and maintaining partnerships with leading universities worldwide
• promoting the Afropolitan vision by initiating agreements with African universities
• running the Semester Study Abroad programme
• Short Term International Programmes (STIP) that provide customised short courses to international delegates. The programmes are designed in accordance with specialised topics to cover a broad range of strategic academic areas that are innovative, relevant and educative incorporating a multidisciplinary or discipline-focussed approach within the African and global context.
• coordinating funded consortium mobility programmes with African and worldwide partners
• working closely with student leadership structures and sponsoring certain international student societies’ events
• handling all enquiries regarding admission and fees for SSA students, International Occasional Students and Affiliates, as well as enquiries regarding fees for Full Degree international students
• running orientation programmes for new international students
• running the pre-registration process for all international students
• providing assistance and support on non-academic issues to all international and SADC students, including those studying for UCT undergraduate and postgraduate degrees
• providing a central contact point for all international students
• assisting students with visas and study permit information
• providing information and assistance on housing matters, including an off-campus housing resources list, specifically for international students
• serving as a resource centre for UCT staff and students on international universities and exchange opportunities abroad
• partnering with the Confucius Institute at UCT which promotes the learning of Chinese language and culture as well as a broader understanding of China in South Africa.

For more information on IAPO: www.iapo.uct.ac.za

University of Cape Town
International Academic Programmes Office (IAPO)
Locations: Main Office - Level 3, Masingene Building, Cross Campus Road, Middle Campus, 7700
IAPO Mobility Centre - Ivan Toms Building, Matopo Road, Mowbray, 7700

Phone: 021 650 2822 / 3740
Fax: 021 650 5667
E-mail: int-iapo@uct.ac.za
IAPO Website: www.iapo.uct.ac.za
Facebook: IAPO @ UCT
Twitter: @IAPOatUCT

Admissions Office
Location: Level 4, Masingene Building, Cross Campus Road, Middle Campus, 7700
Phone: 021 650 2128
Fax: 021 650 3736
E-mail: admissions@uct.ac.za
Online applications: applyonline.uct.ac.za
For more contact information: www.uct.ac.za/contact
University of Fort Hare
Celebrating 100 years of Excellence

Brief History
The University of Fort Hare is a proud African university with an illustrious history spanning 99-years. Founded in 1916 it will be celebrating its centenary in 2016. As the University approaches that historical landmark, it is proud to welcome new applicants who will be part of that great moment and share in the achievements of this iconic Institution.

Graduates of the University of Fort Hare are found in all spheres of social, economic, cultural and political life.

The University has now reached the 12 000 mark in the number of students enrolled and continues to grow not only in the quantity but the quality of students who graduate from it. The graduates of the University of Fort Hare are found in all spheres of social, economic, cultural and political life. The University continues to fulfill its mandate in the core areas of teaching/learning, research and community engagement. Teaching and learning in the various disciplines is accompanied by a ground-breaking Trans disciplinary module in Life Knowledge and Action, done by all first year students.

Walk into our cosmopolitan university and you immediately experience the long-standing tradition of non-racism, characterized by intellectually enriching and critical debate, an evident aspiration towards educational excellence and a vibrant social life.

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 wider community.

Mission Statement
To provide high quality education of international standards that contributes to the advancement of knowledge that is socially and ethically relevant, and applying that knowledge to the scientific, technological and social-economic development of our nation and the wider world.

Values
Integrity, Excellence, Innovation, and Ethics.

Location and Campuses
Main Campus –Alice Campus
The main campus of the university of Fort Hare is situated in the fertile valley, some 120 kilometres due west of East London. It lies adjacent to Alice, a small town in rural setting and the capital of Nkonkobe Municipality. The Campus has over 8000 registered students, the majority of which lives in the small town and contributes considerably to the development of its economy.

Bhisho Campus
The Bhisho campus, which is just outside King William’s Town and sited close to the seat of present-day provincial government, has developed a reputation in public-service-related courses. The Bhisho Campus specializes in proving capacity–building in public administration and finance to provincial, local and foreign governments. It houses the Fort Hare Solutions, the School of Government and Public Administration, as well as the Institute of Development Assistance Management.
The University of Fort Hare boasts of a new Human Settlement Programme that was launched on the 22nd of May 2015. The new qualification, Bachelor of Social Science in Human Settlement, is designed to strengthen the capacity for grounded and informed responsiveness to community needs, as well as to improve service delivery related to the various aspects of human settlement at local, provincial and national levels. The overarching aim of the qualification is to offer the opportunity for professionalization of careers in Human Settlement, thereby contributing to a more purposeful environment for implementation of policy and plans. The qualification aims at imparting relevant skills that are informed by specialised knowledge to students, in order to achieve greater effectiveness and efficiency in service delivery in the sector.

The university has a comprehensive range of academic programmes and career oriented programmes that are offered across five faculties. These programmes are designed to equip future leaders in various disciplines and fields, ranging from Law to Management and Commerce.

### Faculty of Law

The Nelson R. Mandela School of Law is fully committed to the University of Fort Hare’s strategic mission which enjoins the School to provide world class legal education offerings and research outputs of high quality and excellence. Consistent with the values that Nelson Mandela represents, the Law School envisions itself as an institution in which the values of humanism, societal leadership, equality and excellence are enthusiastically embraced and celebrated by staff and students.

#### Qualifications Offered

<table>
<thead>
<tr>
<th>Programme</th>
<th>Qualification</th>
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<tbody>
<tr>
<td>Diploma in local Government Law and Administration</td>
<td>Master of Philosophy in Human Rights</td>
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<tr>
<td>Extended Bachelor of Laws</td>
<td>Master of Law</td>
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<td>Revised Bachelors of Laws</td>
<td>Doctor of Law</td>
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<tr>
<td>Post Graduate Diploma in Human Rights</td>
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### Faculty of Education

The new Faculty of Education was established at the University of Fort Hare in 2004. The Faculty of Education comprises two distinct academic schools, namely the School of Further and Continuing Education and the School of General and Continuing Education under the leadership of the Dean. The Faculty is also the home of the Nelson Mandela Institute for Rural Education and Development (NMI), formally launched in 2007.

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<tr>
<td>Advanced Certificate in Education</td>
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<td>Postgraduate Certificate in Education</td>
<td>Bachelor of Education (Honours)</td>
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<td>National Professional Diploma in Education</td>
<td>Master of Education</td>
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<tr>
<td>Postgraduate Diploma</td>
<td>Doctor of Philosophy</td>
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### Faculty of Management and Commerce

The Faculty of Management and Commerce provides quality and challenging education that is aimed at filling the public and
private sector employment needs in not only the Eastern Cape but also the country and the SADC region. There is a strong focus on entrepreneurship so that our graduates can also create jobs and become employers themselves. We have a dedicated and experienced academic staff who are in close contact with the students and have built a strong relationship with both the industrial and public sectors in the Eastern Cape and nationally. Come and join us!! We are looking for bright and inquisitive minds for our faculty- people who will make a difference in the future. We produce leaders in the economy and in government.

Faculty of Social Sciences and Humanities
The Faculty of Social Sciences and Humanities (SSH) was established through an amalgamation of schools, departments and programmes, some of which have been in existence for close to a century. The Faculty was established on 1 January 2005 as a partial outcome of the University’s Strategic Planning process to facilitate the incorporation of the East London Campus. To this end, as a Faculty, we strive to offer our prospective learners academic programmes leading to qualifications that are stimulating, that will allow for individual intellectual growth, and at the end of the day, will make our graduates marketable in their careers of choice, as well as responsible citizens in their respective societies.

Faculty of Science and Agriculture
Our students come from every province in South Africa, as well as from many other countries. This gives us the desirable blend of cultures and ethnic groups that enhance the academic experience at the University of Fort Hare. At Fort Hare, you will receive outstanding education at a nationally recognised institution, located in an extremely friendly environment. The University of Fort Hare offers all the opportunities you expect from a major University, while retaining a friendly small campus atmosphere.

Postgraduate Office
The vision of the Postgraduate Office is to foster excellent postgraduate education through developing and empowering postgraduate and research environment and capacity building. As an Office, our goal is to make the experience of being a postgraduate at UFH one which is intellectually stimulating and

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<tr>
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<td>Economics</td>
<td>Development Studies</td>
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<td>Business Management</td>
<td>Information Systems</td>
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<td>Political Science</td>
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<td>Communication</td>
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<td>Criminology</td>
<td>Sociology</td>
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<td>English</td>
<td>Social Work &amp; Social Development</td>
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<td>Fine Arts</td>
<td>Theology</td>
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<td>History</td>
<td>Human Settlement</td>
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<td>Human Movement Studies</td>
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<td>Agronomy</td>
<td>Livestock and Pasture</td>
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<td>Biochemistry</td>
<td>Mathematics</td>
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<td>Botany</td>
<td>Microbiology</td>
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<td>Computer Science</td>
<td>Nursing Sciences</td>
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<tr>
<td>Chemistry</td>
<td>Physics</td>
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<tr>
<td>Geographic Information Systems</td>
<td>Zoology and Entomology</td>
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<tr>
<td>Geography and Environmental Science</td>
<td>Statistics</td>
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The UFH International Office encourages interplay of ideas and cultures so that all students benefit from a multicultural campus.
The vision of the Postgraduate Office is to foster excellent postgraduate education through developing and empowering postgraduate and research environment and capacity building.

The international office aids both 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.

Research and Development
The University research output has been growing at a very high rate and also achieving targets that were set by the Department of Higher Education and Training. The research niche areas are not only responsive to current societal needs, but also promote scholarship that is relevant to future needs in the production of knowledge.

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 or 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 or 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 applied scientist with the necessary skills required to participate and compete in the global economic market.

Risk and Vulnerable Assessment Centre
The centre focuses on research effort and resource towards a common vision for improving the scientific understand 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 of poverty alleviation; empowering community organisation for local action; and responding to challenge the climate.

Facilities
Social and cultural activities continue to generate enormous interest in our students. The various sporting codes, the choir and student political organisations continue to link the students with the community. The University continues to try and improve the quality of student life inside and outside the classroom. Student accommodation is aimed to improve with an additional 1250 beds to be provided in new residences. Refurbishment of old residences remains an ongoing priority.

All three Campuses have fully equipped computer labs, with internet connectivity and Wi-Fi accessible to all students. The National Heritage and Cultural Studies (NAHECS), which stores the archives of the African National Congress (ANC) and other liberation movements, is housed in the Alice Campus. NAHECS enjoys the access of all its students and staff. Other facilities include: a fully equipped gym, writing and editorial assistance, counselling unit and a post graduate development programme.

The Future & Transformation
The University promotes a responsive cadre of employees, sensitive to service excellence, recognition of the Batho Pele Principles, promotion of respect for the different cultural and ethnic backgrounds, sensitive to racism, xenophobia, gender (including sexual orientation) and disability. The University actively promotes both a humanising pedagogy and a humanising administration and further promotes the eradication of racism, sexism, xenophobia and all forms of prejudices and stereotypes that face humanity. The University of Fort Hare actively encourages good governance, ethical behaviour and accountability within the institution.

University of Fort Hare

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Alice Campus
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East London Campus
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E-mail: Aboysen@ufh.ac.za
Fax: +27 (0) 86 628 2221

The Nguni Project has made major inroads in the communities of the land redistribution.
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.

The University of KwaZulu-Natal (UKZN) is one of four African universities rated among the top 400 universities in the world.

Dr Albert van Jaarsveld at the helm for Strategic Change

Dr Albert van Jaarsveld is the new Vice-Chancellor and Principal of the University of KwaZulu-Natal, and assumed duty on the 2 February 2015. He was until recently Chief Executive Officer of the National Research Foundation. His career in research, teaching and leadership include academic and management positions at the Universities of Pretoria and Stellenbosch, as Dean of Science, Adjunct Professor: Environmental Studies Programme at Dartmouth College, USA, Vice President and more recently, President and CEO of the National Research Foundation.

He obtained his PhD in Zoology from the University of Pretoria. Pursued post-doctoral studies and research in Conservation Biology and Global security in Australia and the UK respectively and completed executive management training at Harvard University. His research work focused on biodiversity and conservation planning, biodiversity and climate change as well as ecosystem services. He was appointed full Professor at both the Universities of Pretoria and Stellenbosch and has published in excess of 100 primary research papers, including highly cited works in Science and Nature.

During his tenure as CEO of the National Research Foundation, the budget of the NRF increased from R 2bn to R 4bn and the organization contributed to driving excellence and transformation across the national research landscape. Over this period ISI research outputs increased by 48% and PhD graduations by 57%. The number of NRF rated researchers increased by 56%, black rated researchers by 55% and women rated researchers by 36%. The NRF increased doctoral support by 48% and the global research citation impact of South African science increased by 25% between 2009 and 2014. In addition, SALT became fully operational, Africa won the SKA bid and infrastructure investment at Universities and Science Councils were dramatically increased. Capital investments of R300m were made to rejuvenate the National Research Facilities.

Dr van Jaarsveld is recipient of numerous Professional Awards, including awards as an Outstanding Young Scientist; Outstanding Academic Achiever; the Chancellor’s award for Excellence in Tuition and Learning from the University of Pretoria; University of Stellenbosch Vice-Chancellors award for Research Excellence; and the Centenary Medal for distinguished career in research, teaching and leadership from the “South African Academy of Science and Arts”. He is co-recipient of the International Zayed prize for the Environment, a member of several professional and academic organizations and associations, including being a Fellow of the Royal Society of South Africa and an elected member of the South African Academy of Sciences.
On the international front, Dr van Jaarsveld has served as co-chair of the Millennium Ecosystem Assessment follow-up: Sub-global assessments; member of the ICSU nominations committee; as IPBES science focal point; Chair of the G8 science ministers Group of Senior Officials on Global Research Infrastructure; and Chair of the International Group of Funding Agencies (IGFA); Co-Chair of the Belmont Forum and as a member of the ICSU review panel (2013-2014).

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 Campus
The Edgewood campus in Pinetown is the University’s primary site for teacher education and the home of the School of Education.

Howard College
The Howard College campus offers a full range of degree options in the fields of Engineering, Law, Humanities, Development and Social Sciences, and Nursing.

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

Westville Campus
The Westville campus is the administrative headquarters of UKZN. The campus offers programmes in Science, Management Studies and Health Sciences.

Colleges and Schools: UKZN includes the following Colleges.

College of Agriculture, Engineering and Science
http://caes.ukzn.ac.za/Homepage.aspx

College of Health Sciences
http://chs.ukzn.ac.za/Homepage.aspx

College of Humanities
http://coh.ukzn.ac.za/Homepage.aspx

College of Law and Management Studies
http://clm.ukzn.ac.za/Homepage.aspx
A Research-led University

The research activities at UKZN 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.

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.

Facilities and Services

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.

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.

Accommodation

All five campuses have a fully computerized main library with excellent collections. 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.

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.

UKZN has an international reputation for academic excellence.
UNIVERSITY PROFILES

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:
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.

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.

University of KwaZulu-Natal Study Abroad Programme (UKZNSEP)
The University offers an exciting semester study abroad programme to students who wish to experience a diversity of cultures and languages, and to students who wish to gain hands-on experience of the challenges facing developing countries.

For more information on the courses for non-degree purposes please refer to the website on www.ukzn.ac.za/handbooks

Global Immersion Programme:
The Global Immersion Programme at the University of KwaZulu-Natal in Durban offers international students the opportunity to visit an area rich in cultural diversity and history for an intensive study programme from the end of June to the beginning of August.

The Global Immersion Programme offers educational experiences that complement the University’s curriculum while adding significant cultural dimensions to student’s life experiences.
Postgraduate credentials are becoming increasingly important. Today’s employers have shifted priorities and suggest that the master’s degree is the new bachelor’s. The international job market is also more competitive than ever before. Wits offers you that opportunity to become globally competitive while ensuring local relevance together with the recognition of having graduated from one of SA’s leading universities. A university that is renowned for its high calibre graduates, academic standing and research capabilities. Wits challenges you to strive towards new knowledge boundaries and develop original thinking, which we regard as the cornerstone of intellectual growth.

Did you know?

• Three Wits academics appeared on the 2014 Thomson-Reuters’ most highly cited authors in the world during the period 2002 to 2012

• Based on citations, Wits is ranked in the top 1% of institutions internationally in geosciences, chemistry, environment and ecology, physics and plant and animal sciences

• Nearly one third of our students are postgraduates.

Our five faculties offer programmes and degrees at the Honours, Masters and PhD level:

• Health Sciences • Science • Commerce, Law and Management

• Humanities • Engineering and the Built Environment.

The University is renowned for its strong multi-disciplinary research approach in the following areas:


Make Wits your first choice for postgraduate studies

apply online: www.wits.ac.za/applications
University of the Witwatersrand, Johannesburg (Wits)
Offering students a platform to engage in real-life research

About University of the Witwatersrand (Wits)
- Wits is a leading research and postgraduate university in the commercial heart of Africa.
- It is one of 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 challenges you to strive towards new knowledge boundaries and develop original thinking, which we regard as the cornerstone of intellectual growth.
- 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 challenges you to strive towards developing original thinking.

Wits is:
- Internationally recognised for its academic and research excellence
- A world-class destination for research
- An active social leader that takes a stand on social issues affecting communities, the country and globe
- An engaged university committed to local transformation and the advancement of the public good
- The intellectual hub of the continent, with over 40 major projects running throughout Africa
- A leader in the Palaeosciences and the curators of priceless faunal, floral and hominin collections including the Taung Skull, Little Foot and the Sediba fossils.
- Proud of the four Nobel Laureates and the more than 90 Rhodes Scholars that have emanated from the University.

“2 500 international students, hailing from over 80 countries, speaking over 130 languages.”
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.

Internationally recognised for its academic and research excellence.

Wits in Numbers
• 5 Faculties - Commerce, Law and Management; Engineering and the Built Environment; Health Sciences; Humanities and Science
• 33 Schools offering more than 3 000 courses
• 6 200 staff members (of whom 2 600 are permanent and 3 900 are academic)
• 32 500 students, of which 75% are Black, 55% are female and 33% are postgraduate
• More than 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, at least 400 000 journal titles and 50 000 new electronic resources
• About 100 student clubs and societies
• 14 places of interest including the Planetarium, the Origins Centre, the Wits Art Museum, the Wits Theatre Complex and the Life Sciences Museum
• More than 50% of all enrolments in the Science, Engineering and Technology fields
• More than 130 000 graduates developed over 92 years. More than 90% of Wits graduates obtain permanent employment within 12 months of graduation.

The Faculties are:
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/yclm

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

www.wits.ac.za/humanities

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

www.wits.ac.za/science
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 over 300 NRF-rated scientist, 16 of which, are A rated international leaders in their disciplines

Wits hosts 22 prestigious South African Research Chairs.

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
- Provide information and guidance on obtaining a Matriculation Exemption

The 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 more information visit: www.wits.ac.za and click on international

University of the Witwatersrand, Johannesburg
International Students Office, Private Bag X3
University of the Witwatersrand, Johannesburg
Johannesburg, 2050, Republic of South Africa

Tel: +27 (0)11 717 1054
Tel: +27(0)11 717 1059
E-mail: studysa.international@wits.ac.za

Website: www.wits.ac.za
Facebook: www.facebook.com/WitsInternationalStudentsOffice
Central University of Technology
The Foremost Higher Education Institution in the Heartland of South Africa

At a Glance
Central University of Technology, Free State (CUT) is the foremost higher education institution in the heartland of South Africa. Located in Bloemfontein, the judicial capital of South Africa, and Welkom, a major gold mining sector in the country. The two campuses brings quality education and training in science, technology, engineering, maths (STEM); as well as management sciences, humanities and education to the central region.

CUT’s Engineering Diplomas and BTech Degrees have achieved accreditation from the Engineering Council of South Africa.

Brief History
CUT (then still known as the Technikon Free State), opened its doors in 1981 with 285 students enrolled in mainly secretarial, art and design programmes. The institution boasts more than 13 500 students who have decided to make CUT their academic partner in earning a qualification and gaining appropriate work integrated learning to equip and prepare them for professional practice. With the restructuring of the higher education landscape a few years ago, CUT embraced its new status as a university of technology and thus positioned itself to succeed as such.

Academics
CUT delivers high quality higher education and training in applied sciences in the following four faculties: Engineering and Information Technology, Health and Environmental Sciences, Humanities and Management Sciences.

These faculties offer Certificates and Diplomas at undergraduate level as well as BTech degrees (honours level), MTech degrees and DTech degrees to develop and manage research at post-graduate level.

CUT’s vision statement is “By 2020, Central University of Technology, Free State, shall be an engaged university that focuses on producing quality social and technological innovations in socio-economic developments, primarily in the Central region of South Africa”.

Demand Driven User-Orientated Programmes
The university is a leader in many technology fields ranging from learning programmes in STEM a broad field in which CUT has about 43.9% of its enrolment, a claim which few universities in this country can make. As a new-generation institution, contributing to the development of the region and beyond, a career-focused, interdisciplinary curricula is needed. New programmes include: Community Development Work, Design and Studio Art, Renewable Energy Technologies, Logistics and Transportation Management, Health Management, Hydrology and water Management and Sustainable Energy Advising.
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. The South African Council for the Project and Construction Management Professions (SACPCMP) extended the accreditation status of Building and Construction Management programmes from three to five years. This is testimony to the breadth and depth of the academic offerings at CUT which are now growing more towards a strong STEM programme.

Recently the Human Resources Management programme was also accredited by the South African Board for People Practice (SABPP). The SABPP is the professional and statutory quality assurance body for all HRM learning programmes in South Africa.

**Research and Innovation**

As a university of technology, all research programmes are directed at solving problems in business, industry, government, and communities (this is known as the quad-helix approach), and are aimed at contributing to the socio-economic development of the region which is included in the Community Engagement strategy that is rolled-out via the curriculum.

**Research Clusters**

The cluster is based on a collection of related research programmes, based on the critical mass in a particular field of research, research outputs, completed qualifications and funding awarded.

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<tr>
<th>CLUSTER</th>
<th>PROGRAMME</th>
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<tr>
<td>Industrial Design, Communication and Development</td>
<td>• New product development and design</td>
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<td>• Evolvable Manufacturing, Automation and Vision- Systems</td>
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<td>• Sustainable Engineering</td>
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<td>• Water Resource Management</td>
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<td>• Information and Communication Technology</td>
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<tr>
<td>Quality of Health and Living</td>
<td>• Applied food safety and biotechnology</td>
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<td>• Sustainable Farming Systems</td>
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<td></td>
<td>• Applied Health Technology</td>
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<td></td>
<td>• Environmental Assessment and Management</td>
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<td>• Biotechnology</td>
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<td>Peoples and Skills Development</td>
<td>• Socio-economic development studies</td>
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<td>• Leisure Management</td>
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<td></td>
<td>• Education (sub-themes: Health Science Education, General Education, Service Learning, Academic &amp; Professional Pedagogy, and Scholarship of Teaching and Learning)</td>
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<td>• Research Education</td>
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Although these clusters build strength in areas of focus, the principle of multi-, inter- and trans-disciplinary research, amongst listed programmes, is strongly supported.

CUT has a number of special research areas and centres of excellence. The Centre for Rapid Prototyping and Manufacturing (CRPM) and the Product Development Technology Station (PDTS) 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. 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. The newly established Unit for Lean Construction and Sustainability (ULCS) rely on multidisciplinary knowledge endeavours to change and improve the built environment.
Internationalisation
The university's vision is that, by 2020, 10% of its students should be international students from Africa and beyond. CUT has strategically positioned the International Office to enhance scholarships, research service and operations in the international education landscape.

Every year, Central University of Technology exchange students with institutions located in Belgium, Germany, France, Rwanda and many more - through partnership agreements with universities the world over. We have an active collaboration agreement with Aalen University, 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.

We are exploring opportunities for international and strategic partnerships.

CUT applications for 2016 are now open and close on 31 August 2015. For more information contact us:

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

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

Website: www.cut.ac.za


Twitter: https://twitter.com/cutfsonline
University of Pretoria
Internationally recognised for its quality, relevance and impact.

The University of Pretoria (UP) is one of Africa’s leading higher education institutions. The University’s 2025 strategic plan charts a course for the UP to deliver on its vision of becoming a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also for developing people, creating knowledge and making a difference locally and globally. More than 61 577 students from South Africa and further afield enrol at the UP each year.

The University of Pretoria (UP) is one of Africa’s leading higher education institutions.

Academic offerings and programmes
The University has nine faculties, including the Faculty of Veterinary Science 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 1 781 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 one business school, produced, on average, 15% of South Africa’s doctoral degrees, 27% of its professional engineers, 16% of all healthcare professionals and all the country’s veterinary scientists annually, according to 2013 figures.

The Gordon Institute of Business Science (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 2014, making it the 11 consecutive year of being ranked among the top business schools worldwide. In the same year GIBS’s executive education rose to number 42 worldwide, with GIBS remaining the only business school in Africa and the Middle East in the global top 50. This highlights the international standing and recognition of its executive programmes.

Research excellence
Research and postgraduate education are central to the University of Pretoria's academic mission and the research-intensive identity it pursues. Positioned as one of the top research universities in South Africa, UP has consistency produced the highest number of doctoral graduates, and achieved among the highest research output when postgraduate students and research publications are combined.

The University’s focus on local contexts as a means through which to develop increased international visibility and impact is reflected in several strategies. It means, for example, that areas of research strength and new research frontiers receive priority attention, as can be seen in the international stature of a growing number of UP’s top researchers, and in the choice of institution-wide research themes. The focus on multidisciplinary research teams has further enhanced the University’s capacity in specific research areas, resulting in increased productivity and in strong regional and international networks.

International partnerships are central to the University’s research strategy, as is worldwide collaboration with researchers and higher education institutions. UP continually extends its global reach and, in particular, its focus on Africa. Several institutes, centres and units support research that reaches into the continent, and that prioritises pressing development, social justice and leadership issues.
Also central to the University’s international profile are staff and student exchanges and visiting international scholars. This diversity of intellectual input is further enhanced by numerous high profile visitors and events hosted by the University that together make UP an active participant in national, regional and international networks of knowledge exchange.

International students
The University of Pretoria’s International Students Division will ensure that your interaction with the University of Pretoria is a positive experience. With over 4 500 international students at the University of Pretoria, you are embarking on an exciting academic journey. The International Students Division in the Client Service Centre provides a wide range of services to the international student community. Undergraduates, Postgraduates, Postdoctoral fellows, Semester Study Abroad Students, and Elective Students can be assured of our support at all times.

Services of the ISD include:
• Assistance to all full degree international students
• Immigration information and compliance checking
• Special orientation events for students
• Information on Study Semester Abroad programmes
• Comprehensive services to Postdoctoral fellows

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.

Fees and funding
Prospective students are encouraged to familiarise themselves with the initial and subsequent payments required for tuition and accommodation fees, together with the dates these amounts are payable on www.up.ac.za/feesfunding. The website also provides extensive information on awards, bursaries and loans.

The campuses and faculties of the University of Pretoria
The University of Pretoria is a research intensive university in South Africa. There are six campuses in Tshwane (ie Pretoria) while the Gordon Institute of Business Science presents modules on both the Hatfield and Sandton campuses.

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

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

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

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

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

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

Sport represents a significant part of student life and has a long and proud tradition at the University. The UP provides students with opportunities to participate at club, national and international levels in 34 sporting disciplines. TuksSport, along with the hpc and the hpc Hotel provides world-class sport facilities for visiting sportsmen and women. Over the years, the University has produced many national and international sport stars. For more information consult www.up.ac.za/tuksport or email 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 email from arts@up.ac.za.

Application for admission
Applications open on 1 March of the year preceding the year of study. Owing to the large number of applications received every year, prospective students are encouraged to apply as soon as possible from 1 March. It is recommended that students apply online at www.up.ac.za/apply. 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 Student 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 current year’s application form is used. Application forms may be requested by dialing +27 (0)12 420 3111. A non-refundable application fee of 50 US Dollars (or South African R300) must be paid electronically and the proof of payment must accompany your application. The University will only accept original application forms. Faxed, scanned, or emailed 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 BScArch – BSc Architecture or BScInt – BSc Interior Architecture 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 and a certified copy of the student’s ID or birth certificate.

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 in the following table in the year preceding the year of study.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>South African citizens</th>
<th>Non-South African citizens</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Selection programmes</td>
<td>Other study programmes</td>
</tr>
<tr>
<td>Economic and Management Sciences</td>
<td>30 Sept</td>
<td>31 Aug</td>
</tr>
<tr>
<td>Education</td>
<td>30 Sept</td>
<td>31 Aug</td>
</tr>
<tr>
<td>Engineering, Built Environment and Information Technology</td>
<td>30 June</td>
<td>30 Sept</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>31 May</td>
<td>31 May</td>
</tr>
<tr>
<td>Higher Certificate in Sport Science</td>
<td>31 July</td>
<td>31 July</td>
</tr>
<tr>
<td>Humanities</td>
<td>30 June</td>
<td>30 Sept</td>
</tr>
<tr>
<td>Law</td>
<td>30 Sept</td>
<td>31 Aug</td>
</tr>
<tr>
<td>Natural and Agricultural Sciences</td>
<td>30 Sept</td>
<td>31 August</td>
</tr>
<tr>
<td>Theology</td>
<td>30 Sept</td>
<td>31 Aug</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>31 May</td>
<td>31 May</td>
</tr>
</tbody>
</table>

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

University of Pretoria
Tel: +27 (0)12 420 3111
Email: csc@up.ac.za
Website: www.up.ac.za
Parent’s page: www.up.ac.za/parents

Physical address:
University of Pretoria, cnr Lynnwood Road and Roper Street, Hatfield 0083, South Africa

Postal address:
University of Pretoria, Private Bag X20, Hatfield 0028, South Africa
Durban University of Technology (DUT)
Local Learning, Global Impact

Unique Location and Culture
With seven campuses spread between the beautiful and historic cities of Durban and Pietermaritzburg, DUT gives its students unique access to the vibrant culture and diversity of one of South Africa’s foremost tourist destinations, KwaZulu-Natal. From the “golden mile” of beaches to the grandeur of the Drakensberg Mountains, and the bustling metropolis of Durban to the tranquillity of the Midlands, KwaZulu-Natal offers an experience of South Africa that is both diverse and rewarding.

Our students have the opportunity to visit important historical sites, such as the Nelson Mandela Capture Site, the Luthuli Museum, the Gandhi Settlement, and many others. They can interact with our rich cultural diversity, a blend of African, Eastern, and Western influences that makes for a unique local identity. They can experience the activity of one of the continent’s busiest ports and commercial centres, and explore the province’s many game reserves and heritage sites.

DUT’s unique location provides an ideal opportunity for students to interact with other cultures and learn the true meaning of “Ubuntu,” enriching themselves through engagement with others.

DUT: Past, Present, and Future
With over a century of producing award-winning graduates, including well-known figures, Mr Dion Chang - Trend Analyst, Mr Zakes Bantwini - Solo and Kwaito Musician, and Mr Gordon Murray - Gordon Murray Design, DUT has a long history of academic excellence and engagement with the local community.

Today the university boasts a world-class reputation as a member of the International Association of Universities and the Commonwealth Universities, and has long-standing partnerships with leading institutions across the globe.

This reflects DUT’s commitment to local learning, globally applied. Our students receive a uniquely South African learning experience, and one that is tailored to the demands of the global community. DUT aims to make knowledge relevant and useful, not only to our students but to the people and communities with whom they interact.

A Student-Centred Education
The DUT learning experience is founded on two intertwining principles, two threads that underpin the entire fabric of the university. We believe that education should be student-centred and engaged.

At DUT the focus is on you, the student. We are committed to helping you make positive decisions about your future, and to providing you with the tools, knowledge, and facilities to achieve your goals.

We have nearly 1300 full-time academic and support staff, at the cutting edge of research, science, technology, and academic excellence. By engaging with them our students...
learn the skills to become leaders in their fields, are able to obtain employment both at home and abroad, and learn to be empowering figures in their communities.

We believe in promoting a healthy and holistic student life, and to this end we provide access to on-campus sporting, educational, recreational facilities and clubs. With accommodation both on- and off-campus, DUT students are encouraged to foster a sense of community with one another, resulting in a shared and memorable student experience.

DUT students are encouraged to foster a sense of community with one another, resulting in a shared and memorable student experience.

Qualification and Programme Offerings
DUT offers undergraduate and postgraduate studies from six different faculties, including:

- Accounting and Informatics
- Applied Sciences
- Arts & Design
- Engineering and the Built Environment
- Health Sciences
- Management Sciences

Creating Specialised Knowledge and Skills
DUT offers qualifications at the Diploma, Bachelor’s, Master’s and Doctoral level. We offer 65 courses from six different faculties, including a number of specialised programmes (such as Nautical Studies in the Applied Science Faculty) that are not regularly offered by other institutions.

Some of our research focus areas include Nano composites, Indigenous Knowledge Systems and Drug Discovery Systems, Transformational Educational Studies, Food and Nutrition Security, Urban Futures, to name but a few.

DUT aims to equip its students with both the specialised knowledge and the unique skills needed to have an impact in their chosen field, as well as in their local and global communities. Today’s graduates need to have a skillset that is both specialised and practical, and DUT has tailored its academic programmes to provide exactly that.

Admission Requirements
South African students must submit a South African Senior Certificate as certified by the South African Qualifications Authority (SAQA), or a recognised equivalent qualification. Students who are not native South Africans will be evaluated by SAQA, or in accordance with the G7(9) ruling.
North-West University...  
...It all starts here

The spirit of the North-West University is reflected in the way it unlocks the future for people and enables them to find their place in the world.

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

The university, with a strong human rights culture, officially came into being on the 1st of January 2004 after a merger. NWU consists of an Institutional Office responsible for policy and procedure, and three campuses that operate as coordinated business units. The campuses are situated in Mafikeng, Potchefstroom and the Vaal Triangle. The vision of the NWU is to be a pre-eminent university in Africa, driven by the pursuit of knowledge and innovation.

The NWU’s values, namely integrity, commitment, accountability and respect, guide the institution towards achieving its vision. These values are seen as practical enablers in realising the goals of the NWU through the behaviour of all staff and students. They build trust and foster a team spirit across the NWU.

The NWU’s mission is to become a balanced teaching-learning and research university, and to implement its expertise in an innovative way. This the institution will achieve as it lives its values, strives for sound management and pursues transformation, while being locally engaged, nationally relevant and internationally recognised.

Faculties on the various campuses are the following:

<table>
<thead>
<tr>
<th>Mafikeng</th>
<th>Potchefstroom</th>
<th>Vaal Triangle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Science and Technology</td>
<td>Arts</td>
<td>Economic Sciences and Information Technology</td>
</tr>
<tr>
<td>Commerce and Administration</td>
<td>Economic and Management Sciences</td>
<td>Humanities</td>
</tr>
<tr>
<td>Education and Training</td>
<td>Education Sciences</td>
<td></td>
</tr>
<tr>
<td>Human and Social Sciences</td>
<td>Engineering</td>
<td></td>
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<tr>
<td>Law</td>
<td>Health Sciences</td>
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<td></td>
<td>Law</td>
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<td></td>
<td>Theology</td>
<td></td>
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</tbody>
</table>

The “keys” that the university uses to unlock the future for its stakeholders, include the following:

**Unique programmes:** The NWU is the only university to offer a Master of Engineering in Nuclear Engineering (on its Potchefstroom Campus), and a Master’s of Arts in Positive Psychology (on its Potchefstroom and Vaal Triangle campuses).

The Potchefstroom Campus’s BSc Honours in Environmental Sciences with specialisation in Waste Management is the only postgraduate degree of its kind in South Africa. This
campus also offers a BPharm programme by the largest School of Pharmacy in the country.

Addressing the need of access to tertiary education, the Vaal Triangle Campus furthermore introduced six new extended degree programmes. They are in marketing management, financial accountancy, international trade, data mining and financial mathematics.

Additionally, the Mafikeng Campus offers the only BScAgric (Animal Health) programme in South Africa that is recognised for registration by the South African Veterinary Council. This campus also launched the first South Africa Qualifications Authority (SAQA) accredited multi-disciplinary Bachelor of IKS teaching programme.

Furthermore, the Centre for Business Mathematics and Informatics on the Potchefstroom Campus offers a new master’s programme in advanced Business Analytics which runs parallel with the Quantitative Risk Management programme.

The NWU is the only university to offer a Master of Engineering in Nuclear Engineering.

Top research entities: In terms of the NWU’s Research Entities Model, the university boasts three centres of excellence, namely the Centre of Excellence for Nutrition (CEN), the Centre for Space Research and the Centre of Excellence for Pharmaceutical Sciences (PharMaCen). All three are situated on the Potchefstroom Campus.

Entrepreneurial learning: Academic programmes in entrepreneurship are included in the BCom Entrepreneurship and Business Management degree and in the MBA qualification.

Focus on internationalisation: As globalisation is a phenomenon of the modern era, the NWU focuses on internationalisation through its International Office. This office coordinates and facilitates the internationalisation efforts of the university, such as student and staff exchanges, and contracts with regard to academic, research, cultural and sports matters.

Royalties: Patents and income from product sales generate around R3 m a year in royalties, licence income and product sales. The NWU holds numerous patents in South Africa and in the USA.

Sporting excellence: The NWU boasts a Rugby Institute and a Hockey Academy on the Potchefstroom Campus, a Soccer Institute on the Mafikeng Campus, and a Canoeing Club on the Vaal Triangle Campus.

Top training venue: In 2014, this university was the preferred training destination for international athletes from countries around the globe.

Centre of specialisation: The Institute for Sport Science and Development (ISSD) renders scientific support services to national and provincial sports federations, the North-West Academy of Sport, various sporting codes on the Potchefstroom campus (for instance the Rugby Institute and Hockey Academy) and the Soccer Institute on the Mafikeng Campus. The institute has been a member of the International Association of High Performance Sports Training Centres for more than ten years.

Community engagement: Community engagement is a strategic priority, with more than 200 projects currently running. The NWU demonstrates an innovative spirit in the implementation of expertise and regards this spirit as an extended activity of the core business of the University, with community development being part of it.

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

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

North-West University

International Office:
Tel: +27 18 285 2008
Email: nicholas.allen@nwu.ac.za

Mafikeng Campus:
Tel: +27 18 389 2025
Email: dingaan.ramatshego@nwu.ac.za

Potchefstroom Campus:
Tel: +27 18 285 2445
Email: shernice.soobramoney@nwu.ac.za

Vaal Triangle Campus:
Tel: +27 16 910 3093
Email: tumi.lesole@nwu.ac.za

Website: www.nwu.ac.za
Rhodes University
Global Knowledge Production at Rhodes University

Brief History
Rhodes University is a 111-year old institution with a well-established reputation for academic excellence located in the historic city of Grahamstown, Eastern Cape. The University owes its distinctive character to a combination of historical, geographical, cultural and architectural factors. Rhodes has six Faculties, 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 Rhodes 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. In 2015, research initiatives reach across countries in every continent, including Antarctica, where Professor Ian Meiklejohn from the Geography Department conducts his research in geomorphology. For further information on research, please visit http://www.ru.ac.za/research/research/annualresearchreports/

The last quarter of 2014 saw the opening of our new Centre for Nanotechnology Innovation, headed up by Professor Nyokong, who was a recent recipient of the NRF Life Time Achievement Award and was the key note speaker for the IEASA 2015 conference. She was recently nominated as one of the 21 icons of South Africa post-democracy. The Department of Physics and Electronics joined an extensive international collaboration consisting of 163 institutions from 37 countries, as an associate member of the ALICE (A Large Ion Collider Experiment) project at the CERN (European Organization for Nuclear Research) Large Hadron Collider (LHC). Rhodes University will initially contribute to the Transition Radiation Detector (TRD) and, more specifically, in the replacement of the Global Tracking Unit.

Rhodes University was among 14 African Research Universities, who formed a new Alliance (ARUA), at a key higher education summit in Senegal in 2015, attended by the AU Chairperson, Dr Dlamini-Zuma and politicians, stakeholders and professors from Africa’s higher education sector. ARUA aims to unite their distinctive fields of expertise, in order to achieve complementary and coordinated programmes of research and training.

Rhodes Graduates
7, 983 students are currently enrolled at Rhodes University. In the 6 graduation ceremonies of 2015, a total of 2,298 students received their degrees and diplomas. Of these, 1,244 (or 54%) were undergraduate Bachelor’s degrees and 1,054 (or 46%) were postgraduate degrees and diplomas. Of the 1,054 postgraduate students, 281 received their Master’s degrees. We celebrated a new University record of 75 PhD degrees. Of the 2,298 graduates, 61% are women and 23% are international students.

Internationalisation at Rhodes
Post-1994, South Africa recruited academics from a broader range of countries, 15% of academics are international, with many coming from neighboring counties. Altogether, Rhodes is currently home to people from over 68 countries of origin.
In 2011, the first full-time Director of the International Office was recruited and the Internationalisation policy, first developed in 2007, was redefined to aspire to comprehensive Internationalisation: 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. Regular collaborators are frequently formally recognized 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, United States, Africa and Asia.

In 2014, we initiated an Internationalisation Award for academic staff. The recipients of the award were Professor Roddy Fox, Geography Department and Professor Sunitha Srinivas, Pharmacy, who also received one of the 2014 National Teaching Excellence Awards from HELTSA.

Starting with only three student exchange programmes with US institutions in 1996, Rhodes 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 which is why the “Internationalisation at Home” now receives considerable attention. Internationalisation and the appreciation of cultural diversity is closely linked to the post-1994 transformation agenda.

Rhodes University Condemns Xenophobia
Condemning the recent xenophobic violence, in 2015 the International Office mobilized the entire community in Grahamstown to reassure all our international residents that they are welcome in this community. There was unanimous support from the local Municipality, the Unemployed People’s Movement, religious leaders and individual members of the local community. A few weeks later, we opened International Week with our fifth annual parade, celebrating the diversity on campus and ended with a wonderful human formation of the map of Africa on the Rhodes University Great Field.

Pre-empting some of the socio political issues that were emerging, this year, the International Office focused International Week on “Knowing Africa”. The week contained elements targeting intercultural engagement as well as internationally focused intellectual stimulation, including a robust panel discussion on the relationship between Africa and the International Criminal Court. This included visiting Professors Tiyanjana Maluwa and Makau Mutua. Another Highlight of International Week was the Annual Africa Day Lecture by Former President of South Africa, Kgalema Motlanthe, organized by the Pan Africa Youth Dialogue (PAYD) Organization. In addition to this, the feature film “A Letter to Nelson Mandela” featuring many internationally renowned figures including the Dalai Lama and Wole Soyinka, was screened on campus. The week ended with the growing annual Africa Ball, a resplendent multicultural event celebrating Africa Day, attended by academic and support staff, students and Visiting Professors.

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
University of Mpumalanga
Creating Opportunities

Established in 2013 as one of the first public universities to be established in South Africa since 1994, the University of Mpumalanga (UMP) stands as a symbol of the ambitions of the new South African society.

UMP aspires to be an academic destination of choice for qualifying school leavers not only from the Mpumalanga Province, but from across South Africa and the continent.

Vision
To be an African University leading in creating opportunities for sustainable development through innovation.

Mission
To offer high quality educational and training opportunities that foster the holistic development of students through teaching and learning, research and scholarship, and engagement, in collaboration with strategic partners.

Values
- Excellence; uphold the highest standards of excellence in all its actions, functions and services
- Integrity; undeviating honesty, by utmost fairness, caring for one another as fellow human beings, and treating one another with the utmost respect
- Diversity; unlocking a range of interactions, and enhancing exposure to a wide variety of diverse cultures, backgrounds, views and opinions
- Collaboration; actively seek out opportunities for collaboration with all its stakeholders in maximising the development of human potential and socio-economic development
- Adaptability; acknowledging our ever changing knowledge contexts, institutional environments, and social situations and therefore the need to promote and foster adaptability
- Relevance; endorses the need for its academic programmes, research activities, and engagement projects to respond to its context
- Inspiration; allows and encourages others to be more and do more than what at first seems possible

Location and Campuses
“The Place where the Sun Rises”
Mpumalanga – “the place where the sun rises” – is a province with spectacular scenic beauty and an abundance of wildlife. Lying in the northeast of South Africa, Mpumalanga is bordered by the countries of Mozambique and Swaziland to the east and Gauteng to the west.

The only university in the Mpumalanga Province, UMP has two campuses, the Mbombela Campus as the main campus, the Siyabuswa Campus, and two sites of delivery in Marapyane and the Mpumalanga Regional Training Trust (MRTT). The province lies in the northeast of South Africa, bordered by Mozambique and Swaziland to the east and Gauteng to the west. UMP aspires to be an academic destination of choice for qualifying school leavers from across the province, South Africa and the continent.
Programmes and Qualifications

UMP is a comprehensive higher education institution offering a broad range of qualifications;

• Bachelor of Education
• Diploma in Hospitality Management
• Bachelor of Agriculture
• Diploma in Agriculture in Plant Production
• Diploma in Information Communication Technology in Application Development

To be introduced in 2016:
• Bachelor of Commerce in Development Studies
• Bachelor of Science
• Bachelor of Science in Agriculture
• Diploma in Tourism & Heritage Studies
• Diploma in Conservation
• Advanced Diploma in Agriculture

Educational Philosophy

The University of Mpumalanga, as a comprehensive University, understands that its academic project must combine both the creation and transfer of knowledge and skills, and the development of students as independent and critical thinkers with a passion for knowledge and its application.

Our curricula and extra curricula activities expose students to different ways of knowing and to the value of Indigenous Knowledge Systems.

Our teaching is theoretically informed, pedagogically appropriate, and sensitive to diversity in all its forms in the educational environment. Our teaching will emphasize the interconnectedness of teaching and learning, research and scholarship, and engagement. The development of our qualifications and curricula will be context sensitive. Our curricula and extra curricula activities will expose students to different ways of knowing and to the value of Indigenous Knowledge Systems.

Our academic staff is reflective and reflexive practitioners who use information communication technologies to improve learning, which will occur in a diverse range of formal and informal settings. Development programmes for academic staff and student support programmes will support a broadening of access, with increased levels of student success.

Graduate Attributes

Our graduates will be (or have): Resourceful, Responsive and Responsible: capable of self-directed, life-long learning; authentic research-led enquiry; who are motivated, conscientious and self-sufficient individuals capable of substantial independent work, who set aspirational goals for continuing personal, professional, and career development.

Sound Discipline Knowledge: who understand and respect the values, theoretical principles, ethical aspects, methods and limitations of their discipline; and who possess discipline-relevant professional or vocational or academic knowledge, skills and competencies.

Innovative and Entrepreneurial: who are intellectually curious, independent, creative and critical thinkers who are able to innovate by applying their knowledge and skills to the solution of novel as well as routine problems for sustainable development.

Confident and Effective Communicators: who are able to engage meaningfully with a range of diverse audiences.

Ethically and Socially Aware Change Agents: who are socially aware and ethically inclined, to bring about change.

Adaptable: having an understanding of their discipline within dynamically changing, inter and multi-disciplinary contexts; respond flexibly and adapt their skills and knowledge to excel in new situations.

Facilities

The envisaged iconic infrastructure at UMP will provide a multifaceted environment inspiring both social and intellectual exchange in an atmosphere that is unconventional, original and creative. These spaces will be modern, stimulating and inspiring environment that promotes and rewards academic excellence.

Currently underway is the development of buildings envisaged to go onsite before the end of 2015 and at the beginning of the 2016 academic year. These include; executive offices, library, resource centre, student residences, student life centre, health and wellness centre, sports facilities and multi-purpose hall. The Science Building will have a Library and Resource Centre as well as a 250 seat raked lecture venue while the Student Residences will have 236 student beds and study areas.

Applications

To study at UMP please visit www.ump.ac.za. The application form is accessible on the following link www.ump.ac.za/appform.html

University of Mpumalanga

Mbombela Campus (Main Campus)
Cnr R40 and D725 Roads, Mbombela,
South Africa, 1200
Tel: +27 (0)13 – 002 0001

Siyabuswa Campus
Bhekimbundo Drive, Siyabuswa,
South Africa, 0472
Tel: +27 (0)13 – 590 0590

General enquiries (Switchboard)
Tel: +27 (0)13 – 002 0001
Email: info@ump.ac.za
Web: www.ump.ac.za
The University of South Africa (Unisa) is the only higher education institution to carry the name of the country, and is the people’s university in every sense of the word. Throughout its history, spanning more than 141 years, Unisa has shaped futures through education. Evolving from distance education pioneer in the 1940s to today’s pacesetter as an open distance learning (ODL) institution, Unisa has always been driven to unlock access to higher education for as many people as possible. Committed to providing inclusive education and keeping abreast of an ever-evolving higher education landscape, Unisa’s journey has been one of continuous growth and transformation.

Unisa takes pride in its identity and has the interests of the continent at heart.

Here, there and Every-where
Unisa has over 350 000 students and is the largest university in South Africa and on the African continent, and one of the world’s mega-universities. With offices across South Africa and attracting students from 130 countries, the university has an extensive geographical footprint and global reach. Unisa’s scenic main campus is located in Tshwane. It is supplemented by a student campus (also in the city), a Science Campus in Johannesburg, five regional offices, an Ethiopian office and 28 learning centres countrywide.

However, as an open distance learning (ODL) institution Unisa’s presence is not restricted to buildings and campuses. Unisa is literally at the fingertips of everyone with a suitable device and internet access.

Innovative in Teaching and Learning
Unisa is a comprehensive university offering both vocational and academic programmes from the level of short courses, and under - and postgraduate certificates and diplomas to degrees, including honours, master’s and doctoral qualifications.

As an open distance learning pioneer, Unisa is known for delivering well-designed, interactive study material and integrated student support. Students have access to a menu of support services ranging from face-to-face tutorials to video conferences, satellite broadcasts and e-tutors.

Learning programmes in a wide spectrum of disciplines are offered at Unisa’s eight colleges, comprising of the following:

College of Accounting Sciences
The college is geared towards establishing 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 20% of accounting graduates.
College of Agriculture and Environmental Sciences
The college 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 programmes offered by the college 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. The Graduate School of Business Leadership (SBL) is an autonomous academic department within the college.

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

College of Human Sciences
The college 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 confers professional qualifications that provide access to the legal profession, as well as various career-based qualifications in subjects such as police practice. With 250 experienced and well qualified teaching staff and close to 37 000 students, the college is the largest faculty of law in Africa.

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 differs from Unisa’s other colleges in that it doesn’t offer graduate programmes. Instead, it provides a range of university-wide research training programmes, enrichment activities and support mechanisms to assist postgraduate students and contribute to the development of researchers. The college provides a virtual research platform for postgraduate students in all colleges, thus promoting both interdisciplinary and research excellence.

Research that matters
Unisa has a strong commitment to conducting basic, strategic and applied research and the university aims to build research capacity and address challenges pertinent to the country and the African continent.

The university has in a pool of talented researchers, 145 of whom have received National Research Foundation (NRF) ratings. Unisa also boasts more than 10 000 master’s and doctoral students.

At the Unisa Science Campus the focus is on growing research capacity and supporting research activities in the fields of science, engineering, technology, as well as agriculture and environmental sciences. With leading-edge laboratories (facilities not generally associated with open and distance e-learning institutions) the Science Campus is the place where scientists get to do what they love to do – putting theory into practice.

At the heart of the university and offering exceptional support to researchers, the Unisa Library is the largest academic library in Africa and one of the best-endowed in terms of information resources and information technology. It is, moreover, one of the largest dedicated distance and open education libraries in the world.

Research chairs
Unisa hosts numerous research chairs, including the following:

• The DST/NRF South African Research Chair Initiative (SARChI) Research Chair in Development Education
• The UNESCO-UNISA Africa Chair in Nanosciences and Nanotechnology
• The DST/NRF SARChI Chair in Social Policy
• The WINPHOLD-Brigalia Barn Chair in Electoral Democracy in Africa
• The EXXARO Chair in Business and Climate Change

Recently five new chairs were established to bolster the research capacity in the following niche areas: high performance scientific computing, ecotoxicology, macroeconomic policy analysis, superconductivity energy technology, and topology.

Engaging with our Community
In yet another expression of its vision to shape futures in the service of humanity, Unisa is embarking on various community engagement (CE) and outreach initiatives. In aid of this the university is putting its academic resources to work to assist in solving problems and meeting the pressing needs of communities.

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University of the Free State
The place to be

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

UFS is driving a research agenda aimed at not only regional and national impact.

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 UFS is proud to be associated with a new class of honourees. In recent years, honorary doctorates were awarded to Nobel laureates Nelson Mandela and Desmond Tutu, internationally renowned jurist Justice Richard Goldstone and US media icon and humanitarian Oprah Winfrey.

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

Firm foundation of more than a century
With its central campus situated in Bloemfontein, the capital of the Free State province, the UFS is one of the oldest institutions of higher education in South Africa. It opened its doors in 1904 with a mere six students in the Humanities and has since grown to more than 31 000 students spread across seven faculties. Besides the Bloemfontein campus, the university also has a South campus in Bloemfontein.

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

The university’s seven faculties with 128 academic departments are served by more 1912 academic staff members supported by a strong administrative and support staff.

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

Research
As a university we are fully aware of the challenges that face many people of our province with regard to access to higher education in order to better their lives and the lives of their children. In spite of the regional challenges we are driving a research agenda aimed at not only regional and national impact, but at the same time research that is globally groundbreaking and cutting edge. In a world in which the sustainability of our natural resources is increasingly under pressure, we must research what is relevant and make a contribution to the improvement of our world, our country and our province. In order to achieve this it is of the utmost importance that we build partnerships, as no institution of higher learning can do research in isolation.
Research Chairs at UFS

In pursuit of becoming a research intensive university, the research agenda at UFS has been intensified by the establishment of strategic research initiatives. The following research chairs are with noting at UFS:

1. The Department of Medical Physics at the UFS School of Medicine was awarded a research chair for research on cancer imaging and treatment by the Medical Research Council (MRC). The research outcomes hope to develop state-of-the-art radiation treatment facilities and calculation protocols for cancer patients.

2. The Department of Physics was awarded the National Research Foundation’s South African Research Chairs Initiative (SARChI) chair in solid state luminescent and advanced materials, for research in solid state luminescent and advanced materials.

3. The SARChI chair for research in disease resistance in field crops was awarded to the Department of Plant Sciences. The lead scholar has been conducting research focusing in rust diseases in field crops, in particular wheat rusts for 33 years.

4. Another SARChI chair in higher education and human development is hosted in the UFS Centre for Research on Higher Education and Development in the Faculty of Education. The main focus is to interrogate the role of higher education in order to advance justice in education and in society, especially (but not only) in relation to severe inequalities and poverty in South Africa. The research addresses questions about what kind of society we want, what is important in a democratic society, and hence, what kind of higher education is valuable, relevant and desirable? The research focus proposes that questions and strategies of economic growth cannot be sustainably addressed in the absence of these questions.

5. South African National Roads Agency (Sanral) launched the Sanral Chair in Science, Mathematics and Technology at UFS in 2014. The primary focus of the Chair is to improve the quality of teaching in these vital subjects at schools in the province. It complements the university’s School Partnership Project (SPP) – a flagship initiative that addresses concerns about under-performance in South African schools.

The UFS has also excelled in other research areas through various centres of excellence.

Trauma, Forgiveness and Reconciliation Studies

The aim of the research focus on trauma, forgiveness and reconciliation is to explore new terrain of investigation in the field of trauma and its repair.

Jonathan Edwards Centre

Jonathan Edwards Centre Africa is the hub of an African (online) network of educational partners providing accessible, affordable, and academically credible programs in historical theology, primary sources, and religious history.

Archive for Contemporary Affairs

The Archive is responsible for the collection, safekeeping, arrangement and description of archivalia and for making it accessible to researchers.

At present the Archive houses 957 private document collections, covering approximately 3 500m of shelving space. This includes collections from economists, politicians, churches and cultural and community leaders.

The Institute for Reconciliation and Social Justice

The mission of the Institute entails the study of the manifestations of race in higher education, linking such inquiry to the related matters of reconciliation and social justice in the South African context against the backdrop of racial, ethnic and tribal conflicts elsewhere in the world.

International footprint

The objective of our international cooperation strategy is to foster high-quality and productive scholarship through partnerships, networks and coalitions with leading international organisations, universities, scholarly networks and individuals. Internationalisation remains a very important strategic objective of the UFS which is owned and implemented by all entities of the university.

Our diversity of international partners enables the university to increase our research revenues, to enrich multicultural understandings, to enhance out teaching and learning programmes and to collaborate in scholarships across geographical and social boundaries.

Our established partnerships are to be found in Africa, Asia, USA and Europe. Partnerships facilitated by the European Union’s Action 2 Erasmus Mundus programme, Erasmus+, Horizon 2020 and European South African Science and Technology Advancement Programme (ESASTAP) funding mechanisms have expanded our international footprint.

Our academic footprint on the African continent is a key strategic objective and the collaboration between the UFS and the Council for the Development of Social Science Research in Africa (CODESRIA) will give momentum to the establishment of strategic and impact making partnerships with African universities and strategic organisations. Through the international partnerships and collaborations we have been able to continuously improve the quality of teaching and learning and research as we aim to produce graduates with competencies that will allow them to complete globally and to support our academic staff to become the best in their disciplines and contribute through their research to finding solutions to global challenges.
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.

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

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

Engaging with change
UWC sees itself as an Engaged University, facing the future in a way that transcends the past, and embracing the complex reality of transformation and global technological advances. We are committed to being:

- A research-led learning-focused university – where holistic and flexible learning and research takes place inside and outside the classroom;
- An anchor institution in the region, connecting communities, industries and academics;
- A hub in the research and innovation landscape, focusing on the strategic international development of key north-south, east-west academic alliances;
- A place with a sense of community, where collective leadership matters and we draw our inspiration from the exceptional people surrounding us.

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’).

For admission to degree and diploma programmes UWC uses a weighted system for calculating points. In order to be admitted to degree studies the candidate should have attained a minimum of 27 points, and admission to diploma studies requires a minimum of 23 points.
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.

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

• 1: UWC is the leading University in South Africa in the fields of Ecology, Nuclear Physics, Genetics & Heredity, Planning & Development, Multidisciplinary Sciences (Web of science citation impact for 1993-2012)
• 2: UWC has been elected South Africa’s Greenest Campus twice since the Green Campus Initiative awards began in 2012
• 3: The number of World Health Organization Collaborating Centres hosted by UWC (in Oral Health, Health Systems Complexity and Change and Bioinformatics and Human Health)
• 3 current Vice-Chancellors of South African universities are UWC alumni (including UWC’s VC, Prof Tyrone Pretorius)
• 4: UWC’s rank overall among South African institutions for research citations
• 7: The spot UWC holds on the Times Higher Education’s rankings of the top universities in Africa for research influence
• 11: The number of SARChI Chairs hosted at UWC
• 25 (and counting): The number of state-of-the-art school science labs developed by UWC’s Science Learning Centre for Africa
• 47% of South Africa’s dentists are produced by UWC’s Faculty of Dentistry
• 55: UWC is celebrating its 55th anniversary this year
• 56% of UWC’s teaching staff hold doctorates
• 100: The number of PhDs who graduated from UWC in 2014 (alongside 4000 graduates total)
• 100: UWC’s rank amongst all 2500 BRICS universities (placing it comfortably in the top 5%)
• 365%: How much UWC’s research output grew from 2001 to 2013

Graduating Citizens of the World

“UWC graduates are people who have both sufficient depth in their discipline and extensive breadth in deploying the range of skills that 21st century society demands,” Prof. Tyrone Pretorius, Rector and Vice-Chancellor of UWC, explains. “We owe it to our students to develop in them the ability to learn and re-learn, and to take their place in an ethical citizenry able to advance the development of a democratic society.”

Recent rankings place UWC 5th overall among South African universities and 7th among African Universities. UWC has been ranked 100th out of approximately 2500 universities world-wide in the BRICS countries, placing it comfortably in the top 5%.

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 Dullah Omar Institute in human rights law and children’s right continues to impact on policy formulation and development at national and international level.

In the sciences, the recently-launched Energy Storage Innovation Lab works to find new ways to meet the energy challenges facing South Africa. The South African National Bioinformatics Initiative (SANBI) at UWC is Africa’s leading Centre for Bioinformatics and Human Health. Furthermore, 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 Kilometre Array Project.

UWC excels in teaching as well as research – staff have received awards from the Higher Education Learning and Teaching Association of Southern Africa (HETASA) for five years in a row.

And UWC students continue to excel – students from the University have featured in international competitions such as the International Student Cluster Competition, the American Association of Petroleum Geologists Imperial Barrel Award challenge, and the Jessup International Moot Court, and have received prestigious L’Oreal Women in Science fellowships, among many other triumphs.

“There is a saying that the greatest use of life is to spend it on something that will outlast us,” UWC Rector and Vice-Chancellor Prof Tyrone Pretorius notes. “Society has entrusted us with a special university. It is our duty to future generations to pass on the gift we have received – and to build on it as well.”

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

A University in Transformation
Univen wholly embraces transformation in its fullest sense. Its university community is committed to working together in the spirit of Ubuntu to achieve the transformation necessary to ensure that it strengthens its position as locally relevant, but globally competitive institution of higher learning in which all members of the community, irrespective of race, gender or nationality feel welcome and motivated to contribute to its success. The University has left its past as an originally ethnic group-focused higher education institution behind and transformed itself into an academically excellent, diverse higher education institution which has assumed its rightful place amongst its South African and international peers. The launch of the Univen Transformation Charter in May 2015 was a significant milestone in the University’s transformation process.

Infrastructure Development
As part of the on-going academic re-engineering and transformation process UNIVEN has achieved significant milestones of an aggressive infrastructure redevelopment exercise in support of its core business of teaching, learning, research and community engagement. Presently a new phase of infrastructure developments is being implemented, which includes the construction of a new School of Human and Social Sciences, a new School of Health Sciences and new Student Centre.

Massive new student residence developments continue, UNIVEN has been able to grow the number of students accommodated in residences on campus by 52% over the past four years. In 2014, 4 530 students (of which 2 478 were female) could be accommodated, compared to only 2 982 students in 2011.

What makes UNIVEN unique
Excellence characterises the delivery of UNIVEN’s core academic project. UNIVEN’s research output continues to grow exponentially. The University has seventeen National Research Foundation rated researchers. The quality of teaching and learning is continuously improving. Since 2010, the success rate has grown by 5%, in 2014 it stood at 84.71 percent for the University.

Today, UNIVEN’s academic community is constituted by approximately 14,000 students and a core of dedicated academics, among who are international staff members from all over the world. Its institutional culture is based on the core values of quality and excellence, accountability, transparency, integrity, respect, diversity, Ubuntu and social responsibility. It has established a research chair funded by the South African Research Chairs Initiative (SARChI) titled ‘Biodiversity Value and Change in the Vhembe District’.

UNIVEN’s vision is to be at the centre of tertiary education for rural and regional development in Southern Africa.
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.

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.

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The Vaal University of Technology
The University that leads in innovative knowledge and quality technology education

The Vaal University of Technology will be celebrating 50 years of Academic Excellence in 2016. The Vaal University of Technology is one of the largest residential universities of technology (UoT) in South Africa. VUT has approximately 19 000 students and 2100 staff members.

It started its life as a tertiary institution catering specifically to address the skills shortage of the industrial heartland of the Vaal Triangle.

The Vaal Triangle College for Advanced Technical Education opened its doors under the leadership of Mr C A J Bornman in 1966 with an enrolment of 189 students.

The Vaal University of Technology will be celebrating 50 years of Academic Excellence in 2016.

In 1977 Dr Isak Steyl, a visionary who saw a multiracial institution with more than 20 000 students, took the reins and held fast for 20 years. He admitted that his vision was deemed unrealistic and no one back then could have imagined what it has become today – a well-established, internationally recognized university of technology with students from diverse backgrounds and partnerships with business, institutes and other tertiary institutions abroad.

“People thought that technical education was meant for people who could not handle basic academic education and this created a huge barrier for us to build this institution. I remember how difficult it was to get qualified and experienced lecturers” said Dr Isak Steyl.

In 1979 South African colleges were officially renamed “Technikons” and as such VUT became known as the Vaal Triangle Technikon until, once again, these institutions were reclassified as universities of technology in 2004.

Today, VUT boasts four campuses in Secunda, Ekurhuleni, Upington and Vanderbijlpark. Its intake of students from more than 30 countries has provided it with a rich tapestry of many and diverse cultures from the rest of Africa, Europe and Asia. For this reason, the VUT has embarked on a “learn a foreign language” campaign and actively encourages staff and students to participate in international exchange programmes.

In the last 2 years VUT hosted 18 German exchange students from Germany, France and The Netherlands.

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.
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 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/Centres of excellence.

<table>
<thead>
<tr>
<th>Centre/Institutes</th>
<th>Director &amp; Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre of Sustainable Livelihoods</td>
<td>Dr. Abdulkadir Egal</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:postdoc1@vut.ac.za">postdoc1@vut.ac.za</a></td>
</tr>
<tr>
<td></td>
<td>Telephone: +27 (0) 16 930 5091</td>
</tr>
<tr>
<td>Centre for Alternative Energy</td>
<td>Prof. Christo Renaar</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:christop@vut.ac.za">christop@vut.ac.za</a></td>
</tr>
<tr>
<td></td>
<td>Telephone: +27 (0) 16 950 9381</td>
</tr>
<tr>
<td>Centre for Renewable Energy and Water</td>
<td>Prof. Ochieng Aoyi</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:ochienga@vut.ac.za">ochienga@vut.ac.za</a></td>
</tr>
<tr>
<td></td>
<td>Telephone: +27 (0) 16 950 9884</td>
</tr>
<tr>
<td>Focus Areas</td>
<td><strong>Leader &amp; Contact Details</strong></td>
</tr>
<tr>
<td>Plant Molecular Genetics/Biotechnology</td>
<td>Prof. Michael Pillay</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:mpillay@vut.ac.za">mpillay@vut.ac.za</a></td>
</tr>
<tr>
<td></td>
<td>Telephone: +27 (0) 16 950 9614</td>
</tr>
<tr>
<td>Materials &amp; Minerals Technology</td>
<td>Prof. Peter Mendonidis</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:peter@vut.ac.za">peter@vut.ac.za</a></td>
</tr>
<tr>
<td></td>
<td>Telephone: +27 (0) 16 950 9165</td>
</tr>
<tr>
<td>Technology Transfer &amp; Innovation</td>
<td><strong>Leader &amp; Contact details</strong></td>
</tr>
<tr>
<td>Innovative Product Development and Advanced Manufacturing Technology</td>
<td>Mr Jan Jooste</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:ji@vut.ac.za">ji@vut.ac.za</a></td>
</tr>
<tr>
<td></td>
<td>Telephone: +27 (0) 16 930 5008</td>
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</table>

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 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

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<th>2010</th>
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<th>2012</th>
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<td>2008</td>
<td>20.68</td>
<td>36.5</td>
<td>44.73</td>
<td>75.05</td>
<td>75.3</td>
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</tr>
</tbody>
</table>

*2014: submitted to DHET - not yet approved

**Research Outputs 2014**

**Vaal University of Technology**
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Mangosuthu University of Technology (MUT) is situated in Durban and more specifically in South Africa’s second largest and sprawling township, Umlazi. University education is tertiary education that provides students with career oriented skills through a combination of theoretical knowledge and practical experience in the work place.

As a University of Technology, MUT co-operates closely with commerce and industry to ensure that the curriculum of a particular qualification is completely relevant to the chosen field and that the qualification is market related and market-relevant. Theoretical studies as well as a period of in-service training form part of the study programme. Graduates enter the workplace equipped with the essential knowledge, range of abilities and practical experience relevant to their chosen careers.

Accreditation

The qualifications of Mangosuthu University of Technology are recognised by all other Universities of Technology in South Africa and to this end the institution operates on a system of external moderators drawn from other Universities of Technology, Universities and Industry. The standards of Mangosuthu University of Technology are closely monitored by the Higher Education Quality Committee (HEQC).

Our Academic Offerings

MUT has three faculties;
- Faculty of Engineering
- Faculty of Natural Sciences
- Faculty of Management Sciences

Theses faculties offer up to 21 different three year national diploma programmes. Over the 35 years of the University’s existence we have graduated over 20 000 professionals who are now entrepreneurs, leaders of industry and professionals in various fields from Nature Conservation, Agriculture, Engineering, IT, Public Administration, Chemistry to Marketing and Accounting. The following are the undergraduate offerings we offer. They are three year national diplomas that require a matric/NSC pass with relevant matric subject offerings;

<table>
<thead>
<tr>
<th>Faculty of Engineering</th>
<th>Faculty of Management Sciences</th>
<th>Faculty of Natural Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Diploma in Chemical Engineering</td>
<td>National Diploma in Accounting</td>
<td>National Diploma in Agriculture</td>
</tr>
<tr>
<td>National Diploma in Civil Engineering</td>
<td>National Diploma in Cost &amp; Management Accounting</td>
<td>National Diploma in Biomedical Technology</td>
</tr>
<tr>
<td>National Diploma in Electrical Engineering</td>
<td>National Diploma in Public Finance &amp; Accounting</td>
<td>National Diploma in Analytical Chemistry</td>
</tr>
<tr>
<td>National Diploma in Mechanical Engineering</td>
<td>National Diploma in Human Resource Management</td>
<td>National Diploma in Environmental Health</td>
</tr>
<tr>
<td>National Diploma in Surveying</td>
<td>National Diploma in Marketing</td>
<td>National Diploma in Information Technology</td>
</tr>
<tr>
<td>National Diploma in Building</td>
<td>National Diploma in Office Management &amp; Technology</td>
<td>National Diploma in Nature Conservation</td>
</tr>
<tr>
<td></td>
<td>Advanced Diploma in Marketing</td>
<td>Postgraduate Diploma in nature Conservation</td>
</tr>
<tr>
<td></td>
<td>Advanced Diploma in Human Resource Management</td>
<td>Bachelor of Science in Environmental Health</td>
</tr>
</tbody>
</table>

Why MUT?

- MUT offers relevant career focused qualifications.
- MUT produces internationally recognised qualifications in Engineering, Natural Sciences and Management Sciences.
- MUT has produced over 20 000 graduates in the 35 years of its existence.

For more information about MUT and our academic offerings, visit www.mut.ac.za or call 031 907 7181
Stellenbosch University
Inclusive, Innovative and Future Focused

Location and Campuses
The main campus is in the picturesque university town of Stellenbosch in the heart of the Western Cape Winelands.

Stellenbosch University offers a unique university-town experience.

Eight faculties are on the main campus, with the Faculty of Medicine and Health Sciences situated on the Tygerberg campus, the Faculty of Military Sciences at the South African Defence Force Military Academy in Saldanha and the University of Stellenbosch Business School located on the Bellville Park campus. The fifth campus, in Worcester, was officially opened in 2012 with the launch of the Ukwanda Rural Clinical School of the Faculty of Medicine and Health Sciences.

Brief History
Stellenbosch University (SU) is among the country’s leading institutions and is recognised internationally as an institution of excellence. SU pursues an inspiring vision – to be inclusive, innovative and future focused, a place of discovery and excellence where both staff and students are thought leaders in advancing knowledge in the service of all stakeholders. It is a vision articulated by new Rector & Vice Chancellor, Prof Wim De Villiers, who took office in April 2015.

Faculties
SU has 10 faculties: AgriSciences, Economic and Management Sciences, Medicine and Health Sciences, Engineering, Arts and Social Sciences, Military Science, Science, Education, Law, Theology.

Get information here: www.sun.ac.za/english/faculty

Research
Stellenbosch University is regarded as a leader in the fields of biomedical tuberculosis research and management, wine biotechnology, animal sciences and mathematical biosciences.

Read more about the interesting research done at SU here: www.sun.ac.za/research

International students
Annually SU enrolls around 25 000 students. Of these more than 4000 are international students from over 100 countries. The Postgraduate and International Office (PGIO) is the service hub for international students. The PGIO offers a range of services from logistical to academic and social. Each year in January and July the office welcomes students from as far as Iran, the Czech Republic, China, Sweden and Madagascar for a three-day welcome session where they learn about life at SU, the community and country.

Entrance requirements
International students have to submit the following documents at registration: a valid passport, a valid study visa, proof of medical aid for the academic year and proof of payment of tuition fees.
“An international university of choice, anchored in Africa, dynamically shaping the future,”

To find UJ, just look among the Top 4% Globally

The University of Johannesburg is Ranked among the top 4% of Global Universities, and among the top 1% of universities in the BRICS countries, that is, (Brazil, Russia, India, China and South Africa).

The URAP rankings that focus solely on research output, research impact and global research collaboration, place UJ among the top ten universities in Africa. UJ is also the only African university that is admitted to the highly respected consortium of 28 research-intensive universities in the world - Universitas 21.

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

The University of Johannesburg offers a comprehensive menu of Undergraduate and Postgraduate programmes in nine (9) faculties on a bedrock of distinguished scholarship, excellence in teaching, reputable research, and Innovation.

Faculties

Faculty of Art, Design and Architecture
Faculty of Economic and Financial Sciences
Faculty of Education
Faculty of Engineering and the Built Environment
Faculty of Health Sciences
Faculty of Humanities
Faculty of Law
Faculty of Management
Faculty of Science

At UJ we strive to inspire our students to develop a philosophy of life that engenders strong principles, dignity and the pursuit of honour.

International students

The UJ welcomes various categories of international students:
➢ Fulltime Undergraduate applicants who need a post-school Diploma or a relevant first degree qualification
➢ Postgraduate applicants
➢ Affiliate students, normally master’s and doctoral students, who are registered at a home university, but want to be affiliated with the UJ for a period for research purposes
➢ International postdoctoral researchers who undertake research for varying periods up to one year in a specific academic department.

A few good reasons to study at the UJ
❖ Academic Excellence
❖ Global recognition
❖ Continuous fantastic support
❖ Diversity which broadens your thought processes
❖ Cutting edge and latest technology
❖ Enriching learning and life experience

Enquiries

Email: mampoum@uj.ac.za | Telefax: +27 11 559 4517
Website: www.uj.ac.za/international

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

The past decade has seen CPUT introducing 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, 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. baking, motor repair work skills, computer literacy, sewing, and fashion designing.

The Minister of Higher Education and Training, Dr Blade Nzimande has established a new institution, i.e., the Sefako Makgatho Health Sciences University (SMU) whose main purpose is teaching, research and community engagement. This was published in the South African Government Gazette no: 37658 of the 16 May 2014. The University is located at Ga-Rankuwa at the then Medunsa campus of the University of Limpopo, previously known as the Medical University of Southern Africa (MEDUNSA). The University opened its doors in January 2015 and continues with the academic programmes offered at the then Medunsa campus.

**Vision**

Given the poor quality of the South African health care system it is essential that SMU produces highly qualified health personnel whose competency is similar to those who have highly effective health care systems in the world. For this reason, the vision of the university is:

**Mission**

The mission of the university is informed by the need for the development of relevant evidenced-based health care system that is staffed by highly competent health care personnel and scientists who can understand the research and other related matters to improve the system.

This mission will be achieved through strengthening of human resources and research capacity, improved physical infrastructure and improved recruitment and selection of both students and faculty.
The Sol Plaatje University in Kimberley draws on distinctive strengths and heritage of the Northern Cape, stimulating provincial and national development and has the potential to inject new life and purpose into Kimberley and the Northern Cape – a place bursting with energy, attracting people from all over Southern Africa and from other continents.

The following programmes are currently offered at Sol Plaatje University.

- Bachelor of Education Degree (Senior Phase and FET Phase)
- Bachelor of Education Degree (Intermediate Phase)
- Bachelor of Science Degree in Data Sciences
- Diploma in Information Technology
- Diploma in Retail Business Management
- Higher Certificate in Heritage Studies

New programmes that are envisaged for qualifications in 2016 at Sol Plaatje University include the following degree studies:

- Bachelor of Natural Science
- Bachelor of Arts
- Bachelor of Commerce. (Sol Plaatje University, 2015: http://www.spu.ac.za)

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

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

**Career-focused**

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

**Faculties**

Academically, TUT is divided into seven faculties:

- Arts
- Economics and Finance
- Engineering and the Built Environment
- Humanities
- Information and Communication Technology
- Management Sciences
- Science
University of Limpopo
Finding solutions for Africa

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

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

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

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

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

University of Zululand
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.
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.
**Study South Africa Associates**

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South African Government
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Government Communication and Information Service
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Website: www.gcis.gov.za

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Fax: +27 (0) 12 321 6770
Website: www.dhet.gov.za

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Website: www.dirco.gov.za

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E-mail: admin@che.ac.za
Website: www.che.ac.za

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

**SARUA (Southern African Regional Universities Association)**
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**MACE (Marketing, Advancement and Communication in Education)**
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Website: http://blogs.sun.ac.za/mace

**Research**

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Tel: +27 (0) 12 481 4000
Fax: +27 (0) 12 349 1179
E-mail: info@nrf.ac.za
Website: www.nrf.ac.za

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

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

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

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

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

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

**Hartbeeshoek Radio Astronomy Observatory**
Website: www.hrano.ac.za

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

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

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

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

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

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

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

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

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

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

**Useful websites for students and travellers**

**South Africa General Information**
www.safrique.info
www.statssa.gov.za
www.bowdownation.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.citpress.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.tourism.co.za
www.aatravel.co.za
www.wheretostay.co.za
www.accommodation.co.za
www.sa-travelindex.com
www.info.gov.za/faq/travel

**Arts and Culture**
www.atlink.co.za
www.museums.org.za
www.music.org.za
www.jamati.com
www.eatout.co.za
Study South Africa is the only comprehensive, up-to-date guide to South Africa’s rapidly evolving higher education system. The Guide is published by the International Education Association of South Africa (IEASA).

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 26 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 2013, the country recorded 40,213 full time international students registered with the 23 contact higher education institutions, as well as 33,646 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 26 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.