STUDY
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THE GUIDE TO SOUTH AFRICAN TERTIARY EDUCATION
FOURTH EDITION
INTERNATIONAL EDUCATION ASSOCIATION OF SOUTH AFRICA
International Education Association of South Africa (IEASA)

in association with the

South African Universities Vice-Chancellors Association (SAUVCA)

and the

Committee of Technikon Principals (CTP)
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Every effort has been made to ensure that the information contained in this publication was accurate and correct at the time of going to press. IEASA, SAUCA and CTP will however not accept any liability resulting from the reliance by any person on information contained herein.

Study South Africa On-line
Visit the Study South Africa website: www.studysa.co.za for an electronic version of Study South Africa and to link directly to the institutions' websites.
The fourth edition of Study South Africa: Guide to South African Tertiary Education coincides with a momentous event in the history of South Africa. It is the 10th anniversary of the democracy after the 1994 elections that ended apartheid. It is time to celebrate the achievements, the development strides, and the reintegration of South Africa into the world community.

The International Education Association of South Africa (IEASA) welcomes the new Minister of Education, Ms Naledi Pandor, elected to the Cabinet after the April 2004 elections. We wish her well in her new and demanding portfolio. We are confident that the Minister will support the tertiary education sector to develop linkages between international education, skilled migration and the transition to knowledge economies.

While we believe that a free and democratic country may be the most powerful attraction for international students wishing to study in South Africa there are other reasons. South Africa is rated as a technological powerhouse on the African continent. Comparatively South Africa’s educational infrastructure can be compared with the best in the world. Its research sector is by far the strongest in Africa. The country has adopted English as one of its official languages and it is the main medium of instruction in the tertiary education sector.

A significant factor which makes South African qualifications attractive is the relatively lower cost of study. Study in South Africa offers the best of both worlds to international students, combining the experience of living in Africa with the opportunity to obtain quality education at a fraction of the cost.

In the ten years since 1994, the opening-up of the tertiary education sector in South Africa is evidenced by the dramatic increase of international students studying in the South African public education sector from about 13 000 to more than 47 000 in 2002. While the headcount numbers include distance education students, it is possible that South Africa is currently the leading host country for international students in Africa. An IDP report predicts that by 2025 almost eight million students will be educated trans-nationally. The growth in international student numbers presents South Africa with some exciting challenges in the global context. South Africa is expected to become one of the top nations in the world hosting international students in the next ten years.

Study South Africa is published in the middle of one of the most intense periods of change when the South African education system is being restructured to eliminate duplications created under the apartheid system. The number of public institutions is being reduced from 36 to 23 through mergers and incorporations. The binary divide that existed in the public higher education system pre-2002, where there were 21 universities and 15 technikons is blurred by the creation of the universities of technology.

In spite of the massive transformation, the South African higher education sector has much to offer in the form of quality education, advanced research facilities and internationally recognized qualifications. The information provided in this Guide introduces the individual institutions, their academic offerings, support services provided and other relevant details needed to make a choice of study destination.

Study South Africa is also a useful tool in the development of a strategy to market South African higher education into the competitive world of international education. The decision by IEASA to develop a marketing strategy is not only a reaction to global higher education pressures, but is also an acknowledgement of South Africa’s return to the global higher education community and in identified geographical areas. IEASA realised that past isolation can only be overturned by conscious new strategies. This ‘marketing initiative’ meant that the presence of South Africa was highly visible at some of the leading forums dealing with international education in the world.

Study South Africa is undertaken by IEASA in association with the South African Vice-Chancellors Association (SAUVA), the Committee of Technikon Principals (CTP). These organizations themselves are set to merge in the near future. We appreciate the support of the Council on Higher Education (CHE), the South African Qualifications Authority (SAQA), Unitech (Higher Education professional body for marketing, communication and development), and Professor T Mthembu. We are most grateful to Karen MacGregor, our specialist writer, who compiled the excellent articles in this publication on achievements during the ten years of transformation.

I wish to take this opportunity of thanking all those who made contributions for their support and all the tertiary education institutions in the public education sector for their participation. We are grateful to the Department of Foreign Affairs for the distribution of the Guide abroad and to members of the IEASA publications committee for their input. We appreciate the support of Artworks Publishing for working under pressure to meet publications deadline. Special thanks are due to Zandile Wanda for the work in co-ordination of the response from the tertiary education sector and to Alexandra van Essche for compiling and producing the Guide. Without their efforts it would not have been possible to publish the Guide.

ROSHEN KISHUN

www.und.ac.za/und/ieasa
It is a growing concern for higher education that the impact of globalisation will create 'plug and play' curricula where the same generic courses are taught throughout the world. The concern is that higher education runs the risk of becoming homogenised and addresses international demand at the expense of national needs. For tertiary education to answer the as yet unforeseen requirements of a future economy means that cultural, ethnic and intellectual differences have to be protected and encouraged in order to confront tomorrow's challenges from as many different angles as possible.

In the 10 years since democratic elections, the South African higher education experience has provided numerous antidotes to the bland homogenisation of curricula and, as a result, graduates. With 11 languages and many more cultures, South African higher education offers students from all over the world the opportunity to engage intellectually and physically with the multifarious nation. The university is not only the gateway to an internationally competitive degree, but is also becoming a hub that declares a message of inclusivity to all students.

The South African campus already is – and will increasingly become with the ongoing mergers - a celebration of diversity within a mutually respectful environment. Without ever ignoring international benchmarks of higher education excellence, a case can be made that emphasises the place where the students engage with this material. The site of learning shapes what is learned.

Study South Africa thus offers students from around the world a glimpse of the South African experience and a diverse set of campus conditions which can provide an alma mater for a multicultural audience that includes both African and international students.

PIYUSHI KOTECHA
CHIEF EXECUTIVE OFFICER, SOUTH AFRICAN UNIVERSITIES VICE-CHANCELLORS ASSOCIATION

Committee of Technikon Principals

New Universities of Technology for a winning nation

South Africa is celebrating 10 years of democracy, and the technikons can be proud of the role they have played, not only in educating our youth, but also in stimulating and supporting economic growth and technological development in South Africa. In 2004, technikons were re-designated into fully-fledged Universities of Technology in recognition of their achievements in the fields of relevant education and applied research. The move also assists and accelerates their development as institutions specializing in vocational education and innovative research and development.

In an environment where the labour market has become a skills market, technikon-type education is a vital national resource with its emphasis on relevance, applied research, transfer of technology and entrepreneurial training. Its provision for new advanced skills and lifelong education and training in collaboration with industry partners makes the technikon sector a critical powerhouse for the South African economy. Its graduates are empowered and equipped to become themselves creators of employment.

South Africa is currently experiencing only the initial growing pains of a modern economy. As the world moves from a resource-based to a knowledge-based economy, a new generation of knowledge workers will be needed. The challenge to our new Universities of Technology is to supply our beautiful country with a new generation of highly qualified graduates who not only have the knowledge and skills our growing economy needs, but also the entrepreneurial approach and initiative characteristic of a winning nation.

PROFESSOR AT MOKADI
For long a pariah and for good reason, South Africa under democracy has begun to break the shackles of isolation, to renew, revitalize and extend its political, economic, cultural and sporting relations with other countries and to take its rightful place in the international community of nations.

Higher education in particular in the first decade of democracy has witnessed exciting internationalisation in a number of areas, not least in the form of a considerable increase in student enrolments from Southern Africa, other parts of Africa and the rest of the world.

The international movement and exchange of students, scholars and researchers and of knowledge, ideas research, expertise and skills are vital for the dynamism of South African higher education and science and technology, and a necessary condition for South Africa’s economic and social reconstruction and transformation.

Our higher education and science and technology institutions have the wonderful opportunity of becoming ever more dynamic and vibrant institutions through the participation of students and scholars from around the globe. The quality of our institutions is enhanced through the rich and diverse contributions of international students to knowledge, research and social life. The quality of the knowledge and social experiences of South African students and academics is immensely enhanced through their contact with the diversity of language, culture and experiences of international students. Not without great importance, international students have the potential to help undermine xenophobia, prejudice and intolerance among some of our people and to contribute to a spirit of internationalism and to the idea of opportunities and justice for all and the oneness of humanity.

The internationalization of South African higher education is, however, not without challenges. Our institutions will need to ensure that they provide genuine opportunities and high quality higher education and social care to international students from a diversity of backgrounds, so that they may acquire the knowledge, competencies, skills and social commitments necessary to contribute powerfully to economic and social development and justice in their countries. The Higher Education Quality Committee of the Council on Higher Education, which is responsible for quality assurance, must ensure that there are appropriate regulations so that institutions do indeed produce knowledgeable, skilled and socially committed graduates. Finally, government will need to ensure that there are no unnecessary restrictions in the movement and enrolment of international students at our institutions.

Our government’s decision to provide public subsidies for all undergraduate students from the Southern African Development Community (SADC) countries and for all postgraduate students irrespective of country of origin is a major financial commitment. It is, however, also an exemplary instance of the practice of internationalism. We owe a huge debt to countries in Southern Africa and a number of countries in Africa, whose own development was severely undermined because of the support they provided us in the struggle against apartheid. Our democracy and development is tied to rebuilding their economies and societies and assisting in their economic and social development.

Finally, it is vitally important that the expanding internationalization of South African higher education continues to occur in the current context of development cooperation and exchange and a spirit of internationalism and is not reduced to commercial trade agreements enforced through the World Trade Organisation. The 1994 decision to define higher education as just another service and to extend the General Agreement on Trade in Services to higher education holds many dangers and no apparent benefits for South African higher education. A spirit of internationalism, reflected in our approach to SADC students must prevail rather than any rampant marketisation and commodification of higher education.
As we enter our tenth year of democracy in South Africa, we can look back with pride on our achievements in working together to build a South African education and training system for the twenty-first century.

It is significant that the first education and training legislation passed by our first democratically elected government in South Africa was the South African Qualifications Authority Act. Promulgated on 4 October 1995, the SAQA Act established the South African Qualifications Authority (SAQA) as a statutory body to oversee the development and implementation of the National Qualifications Framework (NQF).

SAQA is the guardian of NQF, and one of the aims of the NQF is to create a system that will enable the development of the potential of each learner and, by doing so, contribute to the social and economic development of the country. In this regard, SAQA focuses on ensuring quality qualifications. Qualifications should be designed in such a manner that:
- Institutions can be responsive to discipline changes
- Provide learning that is needs-driven in a short period of time
- Provide learners with credits for achievements
- It is comparable to international evaluations

The NQF has brought together both private and public qualifications in South Africa. All higher education qualifications are registered in the National Learners' Records Database (NLRD) in an outcome-based format. The NLRD is accessible to every learner via the SAQA Website searchable database.

The Council on Higher Education (CHE) is a statutory body established by Higher Education Act of 1997. The aim of the Higher Education Act (No 101 of 1997) was to regulate the private providers of higher education to assure delivery of quality programmes. In this regard, an important process was initiated to ensure that quality learning would take place in the private sector in an effort to assure learners of recognition for their qualifications, and to enable articulation across institutions for portability of qualifications.

From 1998 to February 2001, SAQA accepted the responsibility of the accreditation of Private Higher Education Institutions on behalf of CHE. This function was handed over to the CHE in March 2001. The accreditation process that SAQA embarked upon brought private provisioning in South Africa into a regulatory framework for the first time.

As part of the review of higher education qualifications, standards-generating bodies for arts, social sciences, natural science and engineering were established and the first set of generic outcomes-based qualifications were registered. This will allow for articulation and transferability between programmes of higher education institutions.

What is clear from the standards-generating and quality assurance processes is that it is no longer possible for learners to be exposed to learning provision that does not meet minimum criteria. The quality assurance processes undertaken at all public and private institutions will go a long way to establishing a culture of quality in provisioning, and thereby building trust in South African education and training.

SAQA does not only create an enabling system for higher education institutions, but assists institutions in designing learning programmes that will meet the qualifications set. In this sense, also ensuring that what learners will learn will be of such a quality that knowledge will be to their benefit and that of the country as well.

SAMUEL B ISAACS
A large number of African students had until early 1990's preferred to study abroad. Numerous universities in the UK, the US, the EU, Canada and some parts of Asia Pacific have hosted African students through scholarship and tuition. Many of these students were sponsored by their home countries' governments in search of better education.

The return of South Africa to the global community opened an avenue for many African countries to send students for better educational prospects and relatively cheaper than venues outside the African continent. South Africa today has more students from other African countries than any other country on the continent.

The demand for a South African tertiary institution is a derived one. It is derived from, amongst others, the fact that SA institutions of higher learning are marketing, branding and promoting themselves. Universities and Universities of Technology (formerly technikons) are investing the necessary resources and competencies to marketing, branding and promotion processes. Just like in other developed countries, higher education has been given the critical mass of branding imperativeness, based on cost benefit analysis and return on investment.

The prevailing lack of resources and infrastructure, coupled with a poor image or reputation, faced by many African universities (ADEA Working Group on Higher Education – www.adeanet.org) is a cause for concern. This is a critical feature in a lack of confidence in many of these institutions. A high reliance on state funding is another source of paralysis.

Since its inception in the 1980s, Unitech (Higher Education professional body for marketing, communication and development) has stood for the advancement of marketing, communication and development capabilities of South African institutions of higher education. Today the organization boasts a full membership of all universities and universities of technology/technikons in the country. Practitioners in the marketing, communication and development disciplines or functions are prepared and given opportunities for continuous professional development to cope with the sectoral challenges.

Unitech membership is open to all SADC higher education institutions, individuals in the sector and education-related organizations for normal, associate individual or associate organization membership.

Universities in the SADC region will benefit and reap the membership rewards as stated in Unitech's mission statement which includes:

› Identify and promote common fundraising, marketing and communication interests of higher education institutions in Southern Africa.
› Commission research that will influence policy issues, scenarios and management of higher education through marketing, communication and development.
› Monitor changes in the higher education environment which impact on the profession and disseminate this information to members.
› Provide access to life-long learning and continuous upgrading of professional skills for members.
› Instil an understanding of the strategic value of the marketing, communication and development functions among senior university managers through workshops and relevant case studies.

CALEB T MAQUBELA
Resolving the triple crisis of higher education

Professor Thandwa Mthembu discusses the complexities of the transformation of higher education sector at this critical juncture in South Africa’s history.

If nothing else, the landscape of South African higher education is more certain now than it was in 1994. Then, there was consensus and certainty about creating a single national and coordinated system, but less certainty about what that entailed. Painful as transformation and restructuring of higher education is to all institutions (merging and non-merging), that is now an irreversible process - a certainty.

There is no ambivalence about who is in the driving seat for legislative and policy renewal: the Ministry of Education. Equally certain is that the rest of the sector is, proverbially, ripooing behind the Ministry, akin to a child being dragged by a parent along a busy street. This is less so an attack on the Ministry than it is self-criticism of higher education as a whole. In the mid-nineties, instead of taking leadership for change and offering well-researched practical alternatives to creating a single national coordinated system, higher education was somewhat ‘comatose’.

Certainty as a value is not absolute, neither necessarily virtuous nor vicious. But, it may be a desirable foundation for progress. How should higher education build on, instead of mull and sulk over, these certainties? For the next decade of our democracy what role should higher education play?

If Amaral and Magalhaes are to be believed, public higher education institutions have to resolve the triple crisis of hegemony, legitimacy and the institutional. Briefly, public higher education institutions in South Africa and the world over cannot claim exclusive omniscience in research and the academic in general. Their relevance and their efficacy are not axiomatic and self-evident. Hence there will continue to be lingering questions from government, business and industry and the rest of society about their legitimacy. At the institutional level, they require a lot of introspection, which should result not in insularity from, but in broader engagement with, the society they claim to serve.

Merging institutions - less so unmerging institutions - have the most exciting opportunity to resolve the triple crisis. They have an opportunity to re-invent themselves in innovative ways: their values, their cultures, their programmes, their systems, you name them. Non-merging institutions have less of this opportunity. Their self-actualization by virtue of not having been merged and therefore indirectly being spurred on to do what they have always done (well?) will be their Achilles Heel. They might fossilize latent mediocrity and bad practice. Thus, both merging and non-merging institutions have to grapple with the triple crisis and resolve it within the next ten years or so.

Once they have resolved the crisis, they should be ready to engage meaningfully with government, business and industry and other organs of civil society. In fact, they should then be able to take leadership in higher education rather than let the Ministry saunter alone. Even though the Australian higher education system may not be a good model for South Africa, it also underwent restructuring some years ago and there might be generic lessons to be learned. South African higher education must now have a collective vision, in a similar vein to the Australian Vice-Chancellors’ Committee’s (AVCC) 2020 vision. That vision is about massification of higher education. It is equally about increasing investment in higher education whilst adding value to the Australian economy, world-class research, teaching and engagement with society.

With reduced levels of complacence, if not kowtowing, South African higher education should lead through critical engagement, intellectually and otherwise, in shaping our still nascent democracy. It should not only call for redress and investment in higher education, but should provide innovations for adding value in research, teaching and engagement with society. That way, our legitimacy as change agents in society and as facilitators of development – which a developing country like South Africa needs acutely - will be restored. We may not want our own hegemony to return. But ubiquity in leadership and action does tend to bestow that naturally.

PROF THANDWA MTHEMBU

Thandwa Mthembu was born at Hlazakazi (near Isandlwana Mount) in KwaZulu-Natal, on 12 January 1963. He grew up there and at Ethalaneni in Nkandla in the same province. After finishing his junior secondary education in Nkandla, he enrolled at the St Chad’s High School in Ladysmith, KwaZulu-Natal, where he matriculated in 1980.

He then proceeded to the University of Fort Hare in 1982. In 1984 he graduated with a Bachelor of Science (BSc) with majors in Mathematics and Chemistry. After completing a BSc Honours in Mathematics in 1985, he enrolled at Vanderbilt University, in Tennessee in the USA, and completed a Master of Science (Mathematics) in 1987. On his return to South Africa, he enrolled for a PhD in Approximation Theory at the University of the Witwatersrand, Johannesburg, with which he graduated in 1991. The title of his thesis was: Weighted Polynomial Approximation.

During the period of his PhD studies, he was employed as a Junior Lecturer in Mathematics at the same university. He did his postdoctoral studies at Ohio State University in Columbus in 1991/1992, after which he continued as an Instructor/lecturer in Mathematics until 1994. Since his return to South Africa in 1994, he has held positions – from Senior Lectureship to Associate Professorship to Head of Department to Campus Principal and to Deputy Vice-Chancellor – at the Universities of the North, Vista and Durban-Westville. He is currently Deputy Vice-Chancellor: Partnerships and Advancement at the University of the Witwatersrand, Johannesburg.

He has published a number of mathematics papers in international journals. Since 1996, and mainly because of his leadership positions, his academic and scholarly interests have diversified to include higher education transformation, management and public intellectualism, on which he has written widely.

He serves on the Boards of a number of governmental and non-governmental organizations, councils and agencies.
South Africa is emerging as one of the world’s most exciting study destinations. This is demonstrated by the rapidly increasing number of international students, now exceeding 47,000. A large proportion of these students come from Africa and they are here to take advantage of the best tertiary opportunities that the continent has to offer, but many others come from much further afield. Because of international exchange rates, South Africa offers real educational value for money.

At the postgraduate level, many international students are here simply because the most exciting research in their particular field is being done in South Africa. The country’s rich natural and ecological resources, its multi-cultural population, its inspiring history and dynamic political milieu, and the vigour with which South African academics are approaching the world’s most pressing problems, are some of the reasons why international students and academics are attracted to this country.

South African scholars, often in collaboration with international partners, are involved in crucial research into the HIV/AIDS pandemic, the epidemiology of tropical diseases, urban renewal and area-based development, capacity-building and entrepreneurial skills development, outcomes-based education and the appropriate application of convergent technologies to developing economies, agricultural and seed research and many other important research areas. In all of these fields, academics have the opportunity to become directly involved with the social impact of their research, and often make a real difference to the lives of the people they are working with.

Academic research opportunities aside, there are many other reasons for choosing South Africa as a study destination. Some worth mentioning are the long, hot summers and balmy winters with an average of eight hours of sunshine per day, the nearly 3,000 kilometres of coastline with some of the most beautiful beaches in the world, the large areas of pristine wilderness with more animal species than Europe and Asia combined, and the fascinating mix of African, European and Asian cultures.

South Africa is cheap, easy and fun, especially for those international students who come from countries with stronger currencies. The international backpacker scene is highly developed, the roads are generally good and the financial infrastructure is excellent, with automatic teller machines (ATMs) everywhere. The suburban shopping malls in the larger cities are breathtakingly modern and one could be forgiven for imagining oneself in New York or Paris.

Once out of the cities, the real South Africa, with its wide-open spaces – and widespread poverty – becomes apparent. Here, at the local level, the kinds of inequalities that exist between rich and poor nations, and the problems facing Africa and the Third World generally, are thrown into sharp relief. South Africans are at the forefront of global awareness of the need for a more equitable and sustainable world order, and the experiences of the struggle against apartheid informs the work of academics, non-governmental agencies and state institutions involved in these issues. The choice of Johannesburg as the site for the 2002 World Conference on Sustainable Development is evidence of the importance attached to the South African experience by the rest of the world. Similarly, the launch of the African Union in Durban indicates the leading role played by South Africa in formulating responses to the challenges facing the continent.

South Africa’s entire educational system, from primary schools to tertiary institutions, is in the process of being redesigned for the post-apartheid future. The result of this process will be a better, more efficient educational infrastructure. South Africa is a nation at the cutting edge of change. This is why it is one of the world’s most exciting places to be a student.
South Africa celebrated 10 years of democracy on 27 April 2004, the anniversary of the 1994 liberation election that ended apartheid and delivered majority rule. It has been a momentous decade in which South Africans have enjoyed new freedoms, transformed socially, grown economically, made development strides and re-entered, after long isolation, a world that has itself profoundly changed. There is no going back, as former president Nelson Mandela said on his release from 27 years in prison on 11 February 1990:

“Our march to freedom is irreversible. We must not allow fear to stand in our way. Universal suffrage on a common voters’ role in a united democratic and non-racial South Africa is the only way to peace and racial harmony.”

South Africans are proud to be people who, after a lifetime of brutal oppression, were able to secure peace through negotiation and reconciliation through forgiveness; to attain what the world called a ‘miracle’, and what leading Afrikaner writer Antjie Krog believes is ‘one of the biggest moral contributions of the 20th century’; and proud to live today in a vibrant, free and progressive multicultural society with a rich history, spectacular natural beauty and areas of excellence – including higher education – that can compete with the best in the world.

These are interesting times. Change has swept through every facet of South African life, inspiring people to believe that they can make a positive difference to their lives and country. Africa’s southernmost country has by far its biggest and most sophisticated economy, and since the fall of apartheid South African companies have driven north and invested billions of Rand, the local currency, in other African countries. President Thabo Mbeki is leading the New Partnership for Africa’s Development (NEPAD), a pan-African development initiative, and South Africa has been involved in peace talks and peace-keeping across the continent.

South Africa is at crossroads between the developed and developing worlds, and brings its diverse economy and strong institutions to bear on challenges of poor health, poverty and lingering inequalities that are at the root of crime. Traditional rural African life coexists with rich natural diversity in nearby national parks, while the cities are cultural melting pots of African, European, Asian and ‘coloured’ (mixed race) influences.

This is a fascinating country to study, and to study in. It is also an easy place to be, with all the conveniences of modern society spiced with varied opportunities for cultural experience and nightlife, sport, travel and adventure. Despite the marked strengthening of the Rand on international markets, the country remains an affordable destination for foreign students, with relatively low living costs and university fees.

Indeed, South Africa has become a highly sought-after destination for students from Africa and around the world. After long years of international isolation, by 2000 there were 31 100 foreign students here, or 5% of the total student intake. The number has risen steadily since then, nearing 47 000 or 7% of all students, placing South Africa between the United States’s 4% and the United Kingdom’s 11% shares of international students. Four in five foreign students are from other African countries. As former Education Minister Kader Asmal stated:

“South Africa has become a major training ground for countries to the north of the Limpopo River and is more than fulfilling its obligations under the terms of the Southern African Development Community Protocol on education and training.”

During the first decade of democracy, intellectuals and activists who had led the liberation struggle set about constructing a stable, free and fair society founded on a progressive Constitution, the multiple institutions of democracy and a social democratic government led by the African National Congress, with its trade union and communist partners. The priorities of new policy were to break with the past, and to encourage democracy and equity in what had been one of the most unequal societies on earth.
Higher education

As generators of knowledge and producers of leaders, higher education institutions played a key role during apartheid, some in supporting and others in vigorously opposing the white regime, while students were on the frontline of resistance to minority rule. The new democracy inherited a large but inefficient and starkly uneven sector that was seriously skewed along race lines, in favour of whites.

Post-apartheid, universities and technikons (now universities of technology) have a different, less overtly political but critical role in providing the intellectual foundation for new processes and policies, seeking solutions to developing world challenges and themselves transforming into non-racial institutions that provide equal opportunities, redress past disadvantages and produce the high-level skills needed in a competitive technological world.

Institutions have become more accessible and user-friendly for students and have opened their doors to the world, forging international links and attracting foreign students and staff. The higher education sector has expanded and the government’s target is to further grow the participation rate – the percentage of 20 to 24-year-olds enrolled – from 15 to 20 percent in the coming decade, requiring another 200 000 students to enter a system that currently has some 700 000 students.

Higher education has transformed radically in the past decade, mirroring changes in broader society and aimed at building a stronger, more equitable and efficient system that provides quality courses across a full range of fields, both undergraduate and postgraduate. Dr Nasima Badsha, head of Higher Education for the Department of Education, explains further:

"Higher education in South Africa has seen extensive change in the past 10 years, in response to two main challenges – first, the need to address the inequalities that are our apartheid legacy and, second, to ensure that the higher education system is able to meet the challenges of the 21st century in the context of a globalizing world. "Change was thus geared to meet both equity and development imperatives. The government’s vision is for a higher education system made up of diverse institutions that are able to respond to the high-level learning and research needs of the country, region and continent."

The government set four main goals for higher education post-apartheid: growing access to higher education and producing graduates who meet South Africa’s human resource needs; promoting equity of access and outcomes and redressing past disadvantage by ensuring that staff and student profiles reflect the demographic profile of society; promoting institutional diversity to meet skills and knowledge needs; and strengthening research and ensuring that it contributes to development.
Positive change
Many more South Africans are completing higher education than during the apartheid era. In this developing country of 45 million, the proportion of people with tertiary qualifications rose from 6% in 1996 to 8% in 2001. The proportion of black people with tertiary qualifications grew from 3% to 5%; among coloured people the rise was from 4% to 5%, among Indians from 10% to 15% and among whites from 24% to 30%. Major strides were also been made towards other tertiary goals during the first decade of democracy:

Changing profiles
There has been rapid expansion of public and private higher education, and the racial and gender composition of the student and staff body in the public sector has changed markedly, in line with the government’s equity goals. Research by the Centre for Higher Education Transformation (CHET, March 2004), a Cape Town-based think tank, shows that:

► Student numbers at public institutions rose from 480 000 in 1993 to nearly 700 000 in 2002. Universities enrol two-thirds and technikons a third of public sector students.
► The proportion of African and coloured students grew from 46% in 1993 to 66% in 2002. The proportion of white students in public institutions fell from 47% to 27%.
► The proportion of female students increased from 43% in 1993 to 54% in 2002.
► The proportion of black (African, coloured and Indian) academics increased from 21% in 1998 to 34% in 2002. Black professional staff grew from 21% to 39%. The proportion of female academics remained steady at 39%.

Indeed, CHET director Dr Nico Cloete writes that South Africa has experienced a ‘revolution’ in terms of the increase in black students in higher education:

“By 2000, there was a majority of African students both in universities (60%) and technikons (72%). At some institutions the composition of the student population changed dramatically: for example, the University of Port Elizabeth changed from being 62% white in 1995 to being 87% black in 1999. These demographic changes must be some of the most remarkable in the world during the 1990s.”

The National Student Financial Aid Scheme (NSFAS) is one of the government’s most successful means of promoting equity and redress in higher education, through the provision of loans and bursaries to poor students. The number of awards made by the NSFAS grew from 7 240 grants worth R22 million in 1991, to 93 500 awards worth nearly R600 million in 2001. Today, nearly one in five South...
African students receive NSFAS grants, turning dreams of higher education into reality for the poor.

Changes in further education and training echo those in higher education, with 152 technical colleges restructured into 50 stronger institutions that government intends to fill the gap between schooling and higher education for many disadvantaged students, and to open up opportunities for the 85% of school leavers not accommodated in universities. Restructuring and change in the college sector has already yielded positive results, with the sector growing by 17% between 1998 and 2001, to enrol 350 000 students - half of the number in higher education. The government's target is for a million students in a further education sector offering 400 courses by 2010, and 750 000 students in universities.

Success rates and courses

South Africa's uneven school system, another legacy of apartheid, means that many bright but disadvantaged students - mostly from poor African families - are ill-prepared for university. This leads to high drop out and repeat rates, which are a personal disappointment and place a financial burden on the system. The country also has a pressing high-level skills shortage and needs more graduates, especially from science, engineering and technology (SET) and from masters and doctoral courses. Public higher education has responded to these demands in the past 10 years, according to CHET:

- Student success rates improved between 1998 and 2002, with the ratio of degree credits to enrolments increasing from 66% to 69%.
- The average success rates of African students rose from 57% in 1999 to 64% in 2002, closing in on the 75% rate for coloureds and Indians and 80% for whites.
- The share of SET students grew from 19% in 1993 to 30% in 2002.
- Graduate numbers grew by 10% in the five years to 2002, from 89 000 to 98 000.
- The number of qualified postgraduates grew by 40% in that period. Masters and doctoral enrolments rose by 52% from 31 000 to 47 000 students.

Restructuring

The apartheid regime created different universities for different race groups, often in close proximity and offering the same courses, but neglected the development of historically black institutions. In a country with scarce resources, with institutions of uneven capacity, there was an urgent need to cut down on costly duplication and improve quality across the sector.

After several years of investigation and consultation, the government announced plans to radically restructure higher education through mergers and incorporations that would be completed by January 2005 and would create 22 institutions out of an existing 36 universities and technikons. Out of the 36 institutions 22 were selected for mergers, four for major incorporations (or loss of facilities), one was being dismantled and its multi-sites slotted into other institutions, and there are 10 new university names (See page 20).

Dr Badsha stresses:

"No site of learning in South Africa has been closed. The idea of restructuring has been to build a stronger higher education system with new institutions that are better able to meet demands of the future, such as sustaining student growth, creating new programme areas and increasing research capacity. Students will benefit from the improved capacity and very different histories of each of the merging partners. We hope to give rise to truly South African institutions that can draw on the strengths of their partners and create new identities that are neither black nor white."

Restructuring, supported by a Merger Unit in the Department of Education, will create two additional institutions in Northern Cape and Mpumalanga provinces, which currently have no provision. It also introduces a new type of "comprehensive" university out of existing or merging institutions, which will differ from "research" and "technology" universities by offering a mix of programmes. "Comprehensive" universities, said Dr Asmal, were a 'creative contribution' to higher education, whose transformation and restructuring:

"...herald the way for a system that is equitable in its distribution of resources and opportunities, academically and financially sustainable and productive so that it can more effectively meet the teaching, skills development and research needs of our country. Far-reaching changes will contribute to the development of new institutional cultures able to nurture the future generations of black intellectuals and leaders."
Quality assurance

South Africa’s Council on Higher Education, established to help develop policy for the sector, has created a Higher Education Quality Committee (HEQC) charged with promoting and auditing quality assurance across higher education and accrediting its courses. Among the committee’s criteria are whether courses are: in line with national priorities and targets; contribute towards differentiation and diversity; offer value for money; and enhance personal development as well as social development and economic and employment growth.

The HEQC began conducting audits of public and private institutions in 2004. All institutions, strong and weak, will come under scrutiny in the coming five years to ensure that they are achieving quality in teaching, learning, research and community service. The audits will set a framework and criteria that in future will be used as benchmarks to measure quality. Institutions will be held accountable for improving quality, where it is lacking.

In a country that has until now had no agreed means of quality assurance, the HEQC’s activities will be key to improving the performance of institutions, to assuring students of the quality of their courses and in responding to the globalization of higher education, which has opened doors to an army of international institutions to set up shop in South Africa and elsewhere. Quality will be assessed in accordance with institutions’ mission statements and national policy goals, says Council on Higher Education CEO Saleem Badar:

“If an institution claims to be a world class African institution, it must prove that it has the internal quality management systems to validate the claim. The audits are fundamentally about higher education institutions becoming powerhouses of the production of highly knowledgeable, skilled and socially committed graduates, and of knowledge and research for reconstruction and development.”

Planning and funding

Higher education is one area of massive, positive post-apartheid change, and these are but a few examples of how the sector has changed. There have been many other developments, among them:

- The government has adopted a Language Policy Framework for Higher Education, which supports the widespread use of English in universities but is an attempt to nurture South Africa’s rich linguistic diversity, expressed in 11 official languages.
- In 2003 government announced new financial reporting regulations that compel institutions to comply with strict accounting and corporate governance standards. The regulations will hold institutions accountable for the effective and efficient usage of public funds, and will help identify issues that need urgent attention.
- Plans are afoot for a National Higher Education Information and Applications Service, which will for the first time supply would-be students with guidance and information about opportunities across the sector, and enable progress in equity to be monitored.
- Planning and funding are key mechanisms for steering higher education towards transformation goals. A new funding system was introduced in 2004, involving a cyclical process in which state funding depends on three-year rolling plans developed by universities, their graduation rates, research outputs, equity and other targets.

Education consumes the biggest slice of South Africa’s social services budget, drawing 23% or R76 billion during the 2004-05 financial year. Education spending will grow to R81 billion in 2005 and R86 billion in 2006. Nearly R10 billion was set aside for tertiary education in 2004-05, with an extra R3 billion allocated for restructuring and recapitalization over the coming years and R280 million to replenish the student aid scheme. Resources are scarce but South Africa’s commitment to education is deep. As Nelson Mandela wrote in his 1994 book, Long Walk to Freedom:

“Education is the great engine to personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of a mine, that the child of farm workers can become the president of a great nation. It is what we make of what we have, not what we are given, that separates one person from another.”

Footnotes

2. Census 2001, the national five-yearly survey of all people living in South Africa, conducted by Statistics South Africa.
Higher Education Facts and Figures
Source: Centre for Higher Education Transformation, 2004, Cape Town

Head count enrolment totals in public universities and technikons: 1993-2002 (thousands)

Head count enrolments of masters and doctoral students: 1995-2002 (thousands)

Head count enrolment by population group: 1993-2002

Masters & doctoral and other graduates: 1998-2002

Head count enrolment by gender: 1993-2002

Permanent academic staff by population group: 1998-2002

Head count enrolment by field of specialisation: 1993-2002

Executive and Professional support staff by population group: 1998-2002
Growth of the National Student Financial Aid Scheme

<table>
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<tr>
<th>Year</th>
<th>Amount Awarded</th>
<th>Awards Granted</th>
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<tr>
<td>1991</td>
<td>R22m</td>
<td>7240</td>
</tr>
<tr>
<td>1992</td>
<td>R41m</td>
<td>14161</td>
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<tr>
<td>1993</td>
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<tr>
<td>1996</td>
<td>R333m</td>
<td>72788</td>
</tr>
<tr>
<td>1997</td>
<td>R351m</td>
<td>70574</td>
</tr>
<tr>
<td>1998</td>
<td>R395m</td>
<td>75764</td>
</tr>
<tr>
<td>1999</td>
<td>R441m</td>
<td>75346</td>
</tr>
<tr>
<td>2000</td>
<td>R513m</td>
<td>82069</td>
</tr>
</tbody>
</table>

Note: The graph depicts the total Rand amount awarded per year and the number of students who received.
Source: NFSAS, Cape Town

Private higher education in South Africa

While public higher education is by far the biggest and strongest tertiary sector in South Africa, a vibrant private sector emerged during the first decade of democracy. Dozens of private institutions sprang up, ranging from small specialist colleges to fair-sized universities.

A small private sector existed in the early 1990s, offering mostly diploma and certificate courses. Rapid expansion occurred in response to growing demand for post-school qualifications and lingering apartheid-era instability in the public sector, which has since been resolved. As sanctions ended and the globalisation of higher education began, a number of international institutions also set up shop in South Africa.

In 2001, the private sector reported a total of 85,000 students. But 55,000 were enrolled at the same time in public institutions – many private colleges provide tuition for courses offered by public distance learning institutions – so the number of ‘private only’ students was around 30,000 students.

According to the Council on Higher Education (CHE), out of the 30,000 ‘private only’ students the great majority (96%) were registered with South African institutions and the rest with foreign-owned institutions. Eighty-eight percent were undergraduates and 12% postgraduates. The major fields of study were business and management (36%), science and technology (30%) and social and cultural studies (20%).

By the turn of the century there were four main types of private providers: foreign institutions operating in South Africa; colleges providing tuition for courses offered by public distance institutions; technical or vocational institutions aimed at niche markets; and lifelong learning centres developed by large companies to train their staff.

Concerned about the proliferation and quality of private institutions, and especially about ‘fly-by-night’ colleges out to make a quick buck, the CHE developed a strict process of registering private colleges and accrediting their courses. Regulations for the sector were gazetted, backed by legal powers to close institutions that fail to comply and to prosecute those that misrepresent the quality or clout of their courses.

While many private institutions are of excellent quality, a national review of the sector by the CHE found many others to be sub-standard: indeed, only 14 of 58 institutions reviewed were given the all-clear. A further 30 were given conditional accreditation and only a small proportion of 217 courses offered by private institutions around the country were reaccredited.

Also concerned about the ‘commodification of higher education into an economic activity categorized as a service, to the detriment of the public sector – a trend that has followed globalisation and the growth of for-profit courses offered in developing countries by rich country institutions – South Africa’s government has opposed aspects of World Trade Organisation agreements on higher education.
South Africa has a large and sophisticated Research and Development (R&D) system, both in the higher education and business sectors. The country spends more than R5 billion a year on R&D, much of it aimed at solving pressing socio-economic and industrial needs and some of it recognised globally.

The post-apartheid government initiated fundamental reforms aimed at stimulating research, based on a deep belief in its importance, which the National Plan for Higher Education (2001) stresses cannot be over-emphasised:

"Research, in all its forms and functions, is perhaps the most powerful vehicle that we have to deepen our democracy. Research engenders the values of inquiry, critical thinking, creativity and open-mindedness, which are fundamental to building a strong, democratic ethos in society. It creates communities of scholars who build collegiality and networks across geographic and disciplinary boundaries.

"It makes possible the growth of an innovation culture in which new ideas, approaches and applications increase the adaptive and responsive capacity of our society, thereby enhancing both our industrial competitiveness and our ability to solve our most pressing social challenges. It contributes to the global accumulation of knowledge and places South Africa among those nations that have active programmes of knowledge generation."

A Department of Science and Technology has been created to integrate and strengthen South African research. Among other things it developed a National System of Innovation, set up the National Research Foundation (NRF), and created an Innovation Fund that encourages multi-disciplinary collaboration on projects that tackle socio-economic problems.

The government’s massive Technology and Human Resources for Industry Programme (THRIP), which brings together the state, industry, science councils and higher education in joint ventures aimed at developing the skills and technology needed to improve South Africa’s competitiveness in key fields, has been highly successful.

Higher education has strong research capacity, clustered at some 12 research universities but increasingly dispersed through the system and population as NRF equity and capacity building projects targeting historically disadvantaged institutions, black people and women kick in.

In a highly competitive research-funding environment, higher education institutions have had to look, increasingly, outside of the state for their research funding, and this is being achieved through international and public-private partnerships.

International partnerships have burgeoned since 1994, and they usually have a developmental component aimed at strengthening South Africa’s research capacity. Universities and Universities of Technology are also working increasingly in collaboration with business on applied projects with economic and productive potential. A number of tertiary institutions have set up science parks or innovation centres where applied research is steaming ahead in many fields.

The government’s primary research goal is to maintain and grow current research strengths, both open-ended intellectual inquiry and research aimed at technological improvement and social development. This is being done, among other ways, by: raising the number of postgraduates, especially on Masters and doctoral programmes; increasing research outputs; sustaining existing research capacity and creating new centres of research excellence; facilitating collaboration and partnerships in research and postgraduate training; and promoting articulation between different parts of the research system, to enable development of a national research strategy linked to South Africa’s innovation system.

A National Research and Development Strategy, approved in 2002, is supporting government efforts to grow and strengthen South Africa’s community of scientists – especially researchers from previously disadvantaged communities – and to identify new research areas in which the country can achieve scientific excellence.

South Africa’s research sector is by far the strongest in Africa, and the government is harnessing the sector’s capacity to support its vision of an African Renaissance and the New Economic Partnership for Africa’s Development. South African universities have spawned a myriad collaborative research projects across Africa.

The government is also encouraging institutions to recruit postgraduate students from the rest of the continent and other developing countries, to help build research capacity nationally and across Africa. And it is putting its money where its mouth is – postgraduate students, wherever they come from, are treated as South African students for subsidy purposes.
Born free and colour blind

South Africa's 'Bom Frees' have grown up in a free and fair society that was previously heavily suppressed and divided by race.

From an article by Karen MacGregor

"South African kids are sick of negativity," says Wandi Nzimande, the super-cool co-founder of the hit local fashion brand Loxion Kulca, slang for location (black township) culture. "Our problems are not exclusive to this country. We have learned from Nelson Mandela and the truth and reconciliation process. They tell us: 'Forget about your mistakes and move on to better things - you can do it!'"

Nzimande embodies the spirit and dreams of 11 million seven to seventeen-year-olds, a generation known as the 'Bom Frees' because they entered the world (or spent their formative years) after apartheid began to crumble in 1990. Children have transformed as radically as South Africa has in the 10 years since first democratic elections in 1994.

Bom Frees - the generation now starting to enter higher education - are techno-literate, plugged into world trends and materialistic. They are hooked on brands, ambitious and convinced that they can change the world. Importantly for a still race-divided nation, they are also colour-blind. They mix freely, have similar attitudes and like the same products and brands.

Professor John Simpson, head of the University of Cape Town's Unilever Institute of Strategic Marketing, says: "In terms of attitudes and behaviour, black and white kids are identical. This is a significant change."

The Institute conducted a study of this age group called Trend Youth 2 involving 3 000 face-to-face interviews and 15 focus groups nationwide. Mostly black youth (83%) in cities were surveyed.

Two in five South Africans are under the age of 18 years and the 11 million Bom Frees are the country's largest generation. They are also economically influential, spending over R4 billion a year. A further R20 billion a year is spent on them by parents.

A youth model was created using developmental psychology principles, taking into account South Africa's steep wealth disparities. Born Frees were grouped into Have Lots and Have Nots, and further into Tweens (seven to 12-year-olds) and Teens (13 to 17-year-olds).

Race and class divides are blurring, but Tweens and Teens are very different. Indeed, each age group has its characteristics, with kids rejecting younger groups and aspiring to the age group ahead. Tastes change quickly and, as elsewhere, kids are getting older younger - especially township youth who often have to look after family at a young age.

Another of the study's key findings is that young South Africans are far more self-confident than their parents. "They've grown up in a free and fair society that was previously heavily suppressed," Prof Simpson explains.

Bom Frees are 'me'-oriented, with no memory of momentous events like Nelson Mandela's release from prison or the birth of the internet. On the 10th anniversary of democracy, rather worryingly, they consider politics to be a non-event. However, Nelson Mandela tops the list of famous people who all categories of Bom Frees would love to be like.

Like children elsewhere, Bom Frees are highly techno-literate, and are accessing technology in ever-growing numbers.

According to Trend Youth 2, 43% of all Teens use computers today against 27% just three years ago, while Tween use of computers has nearly doubled to a third. Among all Teens 44% have mobile phones, more than double than in 2001, while mobile ownership among Tweens has shot from 1% to a third. Almost all who have mobiles send SMS messages.

The study focused on children in South Africa's three big metropolitan areas - Cape Town, Durban and Johannesburg - and medium to upper income groups, because that is where the spending power is. There are likely to be big, and growing, differences between them and youngsters in very poor urban and rural areas.

The technology generation gap is also acute in South Africa, with many parents only recently introduced to electricity and appliances. Technological prowess generates a strong feeling of empowerment among Born Frees, who love being able to do things that their parents cannot.

Bom Frees appear to be the most brand-crazy generation ever. By the age of 12 brands and labels are the means to acceptance by peers and a route to self-confidence. By 17, brands are being used to construct individual identities.

A common theme until mid-teens is that if kids possess labels such as Levi's, Diesel, Adidas or Nike, they will have friends because people will think they are rich. One Bom Free put it this way: "I went to a braai (barbeque) and there's this guy and he says, 'What, is that a walkie-talkie you got?' It was the previous year's Nokia."

Bom Frees, Prof Simpson adds, are influenced by global and local trends and are integrating in nature. "They pick up what is happening overseas, take what they like and mix it with what appeals to them locally. They absorb, blend and churn out what they want."

A major trend is the increasing use of English, thanks to growing access to the media. Says Prof Simpson: "It used to be that a black kid speaking strong English would have come from a formerly white school. Today, township kids are also learning to speak English very well. English is becoming the lingua franca."

A gender sea change is also underway. Despite a traditionally patriarchal society, Born Frees do not hold the view that society is male-dominated, and girls have a "very strong self-belief."

The self-confidence and techno-literacy of Born Frees is starting to impact positively on universities. bolstered by large numbers of black students graduating from 'white' schools in an integrated environment, Prof Simpson says. "We are seeing the benefit of better secondary education flow into the tertiary system. In the past, students learned by rote. There is now a greater ability to understand and apply knowledge. As a result, students are also leaving university with a better education."
A Decade of Democracy – Report Card

Transforming South Africa
Since 1994 South Africa’s Government has dismantled apartheid and created a democracy based on equity, non-racialism and non-sexism. The country’s progressive Constitution and 780 pieces of legislation have created the framework for transforming South Africa.

Many challenges remain, but enormous strides have been taken towards improving the quality of the lives of many of South Africa’s 45 million people, and their access to basic services. Using figures compiled by various departments, the government reports that between 1994 and 2002:

► 8.4 million people gained access to clean water
► 3.8 million people were connected to the electricity grid
► 1.5 million subsidised houses were built or under construction by the government
► 32% of households have cell phones, 42% have land lines, 73% radios and 54% television
► 4.6 million poor children now fed by the new government’s school nutrition programme
► 5.1 million people receive social grants, double the number under apartheid
► 701 primary health care clinics have been built or upgraded
► Antiretroviral medication is now accessible to the one in 10 South Africans living with HIV-Aids
► 1.8 million hectares of land have been redistributed to those dispossessed under apartheid
► 31% decrease in murders, 34% in car hijackings and 52% in bank crimes
► 80 000 illegal firearms have been destroyed
► 12% growth in jobs, but 35% growth in the economically active population
► 72% of public servants are now African
► 9.4% black ownership of public companies, from virtually non-existent under apartheid
► 2.8% average annual growth of the economy, which suffered negative growth pre-1994
► 6.4 million international tourists in 2002.

Drawing on information from Statistics South Africa’s 1996 and 2001 Censuses, it is possible to measure government’s progress in broadening access to social services during the African National Congress’s second five-year term.

**Access to social services**

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<td>85%</td>
</tr>
<tr>
<td>Households using electricity for lighting</td>
<td>58%</td>
<td>70%</td>
</tr>
<tr>
<td>People who have completed grade 12 schooling</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>Households in formal housing</td>
<td>58%</td>
<td>64%</td>
</tr>
<tr>
<td>Households with chemical or flush toilets</td>
<td>51%</td>
<td>52%</td>
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</table>

SOWETO RESIDENTS QUEUE TO CAST THEIR VOTES IN THE THIRD DEMOCRATIC ELECTION HELD IN SOUTH AFRICA, EXACTLY TEN YEARS AFTER THE FIRST ELECTION OF 1994 WHEN ALL SOUTH AFRICANS OF ALL COLOURS AND CREEDS CAST THEIR VOTE FOR THE FIRST TIME.
South African higher education is being restructured to eradicate racial duplications created under apartheid, to cut costs and improve efficiency across the sector, and to build stronger and better institutions able to produce more and better graduates.

Transformation of the sector through institutional mergers and incorporations is laying the foundations for a higher education system that is in line with the vision, values, principles of a democratic order and which contributes to social and economic development. South Africa’s new higher education landscape will give rise to a system that is “equitable in its distribution of resources and opportunities, academically and financially sustainable and productive so that it can more effectively meet the teaching, skills development and research needs of South Africa,” according to Kader Asmal, South Africa’s former Minister of Education.

The number of public institutions is being reduced through mergers and incorporations affecting most of the country’s former 36 institutions.

The changes are taking place in two phases, creating a trim new-look sector that also sees technikons (polytechnics) changed to universities of technology, though they will retain their career orientation. New universities will be created out of existing colleges in the Northern Cape and Mpumalanga provinces, which currently have no higher education provision.

The multi-campus open learning Vista University has closed, but all its campuses have been incorporated into other universities and all sites of higher education remain open — indeed, the government has called on universities to grow student numbers. January 2004 brought a first set of mergers and incorporations. A second set of mergers takes place in January 2005. In most cases new institutions have chosen a new name. Some institutions have been relatively unaffected by restructuring and have retained their names, while one has changed in name only.

From 2005 the South African public higher education system will comprise:

**Limpopo Province**
- University of Limpopo (second set of mergers, January 2005) - the former Medical University of South Africa and the University of the North.

**KwaZulu-Natal Province**
- University of KwaZulu-Natal (first set of mergers, January 2004) — the former universities of Natal and Durban-Westville.
- University of Zululand (no merger, name retained) - incorporating a campus of Vista.
- Durban Institute of Technology (DIT) (first institutional merger in South Africa, January 2002) - a merger between Technikon Natal and ML Sultan Technikon. Mangosuthu Technikon will be incorporated into the DIT.

**Eastern Cape Province**
- University of Fort Hare (first set of incorporations) - incorporating the East London campus of Rhodes University.
- Rhodes University (no merger, name retained) - its East London campus has been incorporated into Fort Hare University.
- Eastern Cape University of Technology (second set of mergers, January 2005) — the former University of the Transkei and the Border and Eastern Cape technikons.
- Nelson Mandela Metropolitan University (second set of mergers, January 2005) — the former University of Port Elizabeth and Port Elizabeth Technikon, and a campus of Vista.

**Western Cape Province**
- University of Cape Town (no mergers, name retained).
- University of Stellenbosch (no mergers, name retained) — its dental faculty has moved to the University of the Western Cape.
- University of the Western Cape (first set of incorporations, name retained) — incorporating the dental faculty of the University of Stellenbosch.
- Cape Peninsula University of Technology (second set of mergers January 2005) - the former Cape and Peninsula technikons.

**North West Province**
- University of the North-West (first set of mergers) — the former Universities of Potchefstroom and North-West, and a campus of Vista.

**Free State Province**
- University of the Free State (first set of incorporations, name retained) — incorporating a campus of Vista.
- Central University of Technology, Free State (first set of incorporations) — the former Technikon Free State, incorporating a campus of Vista.

**Gauteng Province**
- University of Johannesburg (second set of mergers, January 2005) — the former Rand Afrikaans University and Techikon Witwatersrand, and two campuses of Vista.
- University of Pretoria (first set of incorporations, name retained) — incorporating a campus of Vista.
- University of South Africa (first set of mergers) — the former University of South Africa, Technikon SA and a campus of Vista. Unisa’s main campus is based in Pretoria but it is a distance learning university and has campuses countrywide.
- University of Venda (no mergers, name retained).
- University of the Witwatersrand (no mergers, name retained).
- Tshwane University of Technology (first set of mergers) — the former technikons Pretoria, Northern Gauteng and NorthWest.
- Vaal University of Technology (changed in name only) — the former Vaal Triangle Technikon.

**Northern Cape and Mpumalanga Provinces**
- No higher education institutions were ever established in these provinces. National Institutes for Higher Education will be created.
NOTE: The material contained in the profiles of the universities and universities of technology and of those institutions currently operating as technikons has been supplied by the institutions themselves. Collectively, the profiles reflect the changing reality of South Africa's tertiary system. Within this Fourth Edition of Study South Africa, some of the institutions merging in January 2005 are reflected according to their new status while others are reflected in their status prior to the 2005 mergers and incorporations. From January 2005, all mergers and incorporations and name changes will be official and in place.
South Africa’s Public Higher Education Sector
Universities and Universities of Technology

The Universities
South African universities are vibrant academic centres offering quality teaching, ground-breaking research and the opportunity for meaningful social involvement.

The policy of racial segregation led during the 20th century to the establishment of universities along racial lines. While to some extent these origins are still evident in the composition of the student bodies at some campuses, South African higher education has moved beyond the legacy of apartheid. The 1997 Higher Education Act unified all higher education institutions under one Act of Parliament, governed by the Council for Higher Education. Today, South African universities are vibrant centres of multiculturalism and the divisions of the past have largely been replaced by an effervescent South Africanism which celebrates unity in diversity.

Qualifications
The basic university qualification is the Bachelor’s degree, followed by Honours, Master’s and Doctoral degrees, while numerous undergraduate and postgraduate diplomas and certificates are also offered. Bachelor’s degrees such as BA, BCom, BSc or BSoCSc usually take three years, while specific career-focused degrees like the BEng and BA (Ed) take four years. Integrated professional career degrees, in medicine or architecture for instance, take longer. Honours degrees are generally one-year courses following the Bachelor’s degree, focusing on one subject. Master’s degrees are awarded after a minimum one-year full-time study programme following a prerequisite four-year undergraduate qualification, or two years after a prerequisite three-year qualification. Master’s curricula consist of research work or coursework, or a combination of the two. Doctoral studies follow a prerequisite Master’s qualification, and are awarded after a minimum of two years study and an original research thesis. Diplomas generally match the course levels of the degree structure, but are often highly specialised.

Universities of Technology
Previously referred to as technikons, universities of technology in South Africa offer career-orientated educational programmes designed to meet the needs of industry and commerce in a hi-tech global economic environment. Their approach to education is practical and outcomes-based, with the result that graduates are immediately employable and productive.

Universities of technology represent a dynamic and highly innovative sector of higher education in South Africa. Since 1995, technikons offered degree programmes up to doctoral level. They were distinguished from the universities not by the quality of their educational product, but rather by their focus. According to the Committee of Technikon Principals (CTP), technikons aim to “provide and promote, in conjunction with the private and public sectors, quality career and technology education and research for the development needs of a transforming South Africa and a changing world.”

The contemporary business environment is characterised by globalisation and rapidly evolving information technology (IT).
University of technology education has accordingly become more international in outlook and flexible in its method of delivery, with distance and online programmes playing an increasingly important role, and IT and computer literacy are integrated into university of technology education at all levels.

Many universities of technology are involved in collaborative industry-directed research programmes and this involvement is in turn reflected in curriculum design. The ability of graduates to 'hit the ground running' and immediately begin to be economically productive is a key objective. Another key objective is the promotion of entrepreneurial skills, since the development of small, medium and micro enterprises (SMMEs) has been identified as a key priority for job creation and economic growth in South Africa, and indeed throughout the developing world. In this way, graduates are being trained not only to be ideal employees, but employers in the rapidly-expanding SMME sector.

The basic university of technology qualification is the three-year National Diploma, which may be followed by a fourth-year degree programme. The introduction of degree programmes has resulted in accredited BTech (four-year), MTech (five-year) and DTech (six-year) programmes.

Key elements of education at a University of Technology include the application of technological knowledge; the training of technicians and technologists; a focus on applied research; direct interaction with employment providers; cost-effective and quality career-orientated education; multidisciplinary subject packages; outcomes-based, demand-driven curricula; and emphasis on immediate and productive employability.

Student government and academic freedom

Most Universities and Universities of Technology in South Africa have active student populations represented by elected Student Representative Councils (SRCs). These have played an important role in the dramatic unfolding of the country's political life. Tertiary students have been in the vanguard of political views which, despite often heavy-handed reprisals by government authorities in the past, have been vindicated by the course of history. This spirit of independent thought has not only been reflected in the political sphere, however. It is also evident in the remarkable scientific research and social development programmes that have emanated from universities.

Community involvement

Today, the concept of community involvement is inherent in the South African tertiary system. Universities and universities of technology consider themselves to be pillars of the associational 'civil society' of South Africa, in partnership with churches, civic institutions, community and non-governmental organisations upholding the new South Africa's democratic standards. Partnerships with non-governmental organisations, private sector foundations and public sector bodies have been the basis for the establishment of numerous social programmes.

Most institutions have a strong commitment to development both locally and regionally, providing exciting opportunities for applied study and research.

University and University of Technology Profiles

The university and university of technology profiles on the following pages provide basic standard information about each institution, but most have their own websites and these should be consulted for details of the academic programmes on offer. Website addresses, mail addresses and telecommunication details are provided in each profile.
The University of KwaZulu-Natal

HOWARD COLLEGE (DURBAN), EDGECWOOD, MEDICAL SCHOOL, PIETERMARITZBURG AND WESTVILLE

Welcome to the University of KwaZulu-Natal

The University of Natal merged with the University of Durban-Westville on 1 January 2004. The name of the new institution is the University of KwaZulu-Natal.

According to the University statement:
“The creation of a new institution is an exciting opportunity to bring into being a genuinely South African university, with a new culture and form, designed to meet the challenges of serving the country and the region in innovative and effective ways. This socially responsive institution will be a world-class university, and an active global player while still serving the KwaZulu-Natal and SADC regions.”

As a premier university of African Scholarship, one of its strategic aims is to expand collaboration across international boundaries, thereby promoting multiculturalism and diversity within our university, region and country. Our aim is to provide quality education serving the needs of Africa and the rest of the world.

THE UNIVERSITY OF KWAZULU-NATAL’S CORPORATE IDENTITY

The new corporate identity of the University of KwaZulu-Natal consists of two main elements: the symbol and logotype. The elements of the symbol include:

- **The African Shield** - a symbol of protection, for our most valuable assets i.e. Education and Culture, and by extension African Scholarship.
- **Multi-coloured bars** - representing five founding campuses of the University of KwaZulu-Natal.
- **The Globe** with the multi-coloured rays symbolises a rising sun i.e. a new beginning, a symbol of enlightenment. The globe represents a University that is a global player, producing world-class graduates.
- **Multi-coloured rays** represent diversity – race, culture, language and social values
- **The wave bookwings** underscoring the visual represent the foundation of knowledge; the spirit of the eastern seaboard and soaring to new heights.

THE WESTVILLE CAMPUS OF THE UNIVERSITY OF KWAZULU-NATAL.
A centre of excellence in Africa

The University of KwaZulu-Natal has formal and informal affiliations with more than 260 universities in Africa, the United States, Canada, Europe, Australia, the Far East and elsewhere. The University of KwaZulu-Natal has formed strategic links with institutions abroad, which are committed to programmes of mutual benefit.

Location, culture and history

The University is spread over the province of KwaZulu-Natal in Durban, Westville and Pietermaritzburg. KwaZulu-Natal is one of the country's foremost tourism destinations, with good reason. Its magnificent coastline stretches from Durban's 'Golden Mile' of tourist beaches, northwards to the remote estuaries and world heritage sites of Maputaland and southwards to the rugged coves of the Wild Coast. Its game reserves offer the chance to see the 'Big 5' in their natural habitat and the imposing Drakensberg mountain range offers wonderful hiking, climbing and trout fishing opportunities. Of great interest to historians are the battlefield sites of the Anglo-Boer War.

The former University of Natal was first established in 1910 in Pietermaritzburg with 57 students. This picturesque city in the KwaZulu-Natal Midlands is a two-hour drive from the Drakensberg and has a fascinating history and a rich architectural heritage. The Pietermaritzburg campus' Fine Arts programme is highly regarded and its Faculty of Agriculture is at the forefront of agricultural research in southern Africa.

Established in 1923, Howard College (Durban) is situated on a verdant ridge overlooking the city and enjoys spectacular views across the southern hemisphere's busiest harbour. Durban is famous for its fine weather, extensive beaches and a buzzing cultural scene. Its unique mix of Zulu, Indian and European influences has generated several important arts and culture programmes. Durban enjoys a special cultural exchange partnership with several international cities and the University's Centre for Creative Arts has been at the forefront of groundbreaking international collaborations. The University hosts the highly regarded annual Durban International Film Festival as well as poetry, creative writing, dance and music festivals, attracting poets, writers and musicians from all over the world and exporting our unique rhythms and styles abroad. The University's Centre for Jazz and Popular Music is a world leader in the study and performance of African jazz.

Located within an environmental conservancy just ten minutes from the city of Durban is the Westville campus, which combines a state of the art infrastructure with beautiful natural surroundings. The former University of Durban-Westville was punctuated with some of the most powerful moments in South African politics. It was established at the height of political repression 40 years ago as the University College for Indians on Salisbury Island in Durban Bay. In 1971, the College was granted academic independence and became a fully-fledged University. The following year, the newly named University of Durban-Westville moved to its impressive modern campus in Westville.

The Faculty of Education is located on the Edgewood campus, in Pinetown. It offers initial teacher education as well as postgraduate study opportunities.

The University's Nelson R Mandela School of Medicine, renamed in honour of South Africa's most famous citizen is within five minutes from the Howard College campus. The faculty has made a unique contribution to medical education in South Africa since its establishment in 1951, and many leading figures in South African political and public life, including several government ministers and the celebrated anti-apartheid activist, Steve Biko, studied there during the turbulent apartheid era.

Support for International Initiatives at the University

UKZN International full complement of staff includes the Director, Assistant Director, Principal International Advisor, Student Exchange and Study Abroad Coordinator, International School Coordinator and the SADC/Africa Officer. UKZN has International Student Support Offices on its three main campuses staffed by two people each.

The University is committed to providing specialised services to support internationalisation initiatives. UKZN International aims to support the University's strategic initiatives, particularly those related to achieving excellence in teaching, research and community services. Through UKZN International, the University will strive to deepen its connections and roots within the continent of Africa and the rest of the world. Professional staff proactively provides guidance to international students. The unique needs and challenges are addressed by the International Student Support Offices located strategically to serve the five campuses.

The International Students Application Office is geared towards providing support to the special needs of all international students interested in studying at the University of KwaZulu-Natal. Guidance is given in the areas of applications
and the verification of international credentials in order to ensure efficient and effective feedback to prospective international students. Enquiries and applications are given personal attention by the International Student Application Office.

Advice is given to staff and students seeking to achieve excellence through international opportunities. UKZN is actively involved in establishing, developing and nurturing strategic international linkages, academic exchanges and research collaboration initiatives. Specialised services aim to support initiatives in SADC/Africa, Student Exchange, Study Abroad as well as full-time international students and international visitors. The International School offers unique multicultural programmes. UKZN International is actively involved in discussion and debates addressing issues of access, diversity, capacity building, multiculturalism, curriculum and GATS, on various forums locally, nationally, in the continent of Africa and the rest of the world.

Disciplines and Courses

For 2005, the University of KwaZulu-Natal campuses will continue to offer a range of undergraduate and postgraduate programmes in the following disciplines. It must be noted that the University of KwaZulu-Natal is currently engaged in restructur­ing courses across all disciplines. Community and Development Disciplines, Education, Engineering, Health Sciences, Human and Management Studies, Human Science, Law, Science, Science and Agriculture, Management Studies.

Students and staff

Today the University of KwaZulu-Natal has more than 40,000 students, reflecting the broad demographics of South Africa's population. There are currently over 2,700 international students from more than 70 countries attending the University of KwaZulu-Natal. As one of the leading research institutions in Africa, the University is particularly geared to enhance the experience of international students.

The University of KwaZulu-Natal has approximately 2,284 teaching staff, many of whom are internationally acclaimed for their research and writing.

Entrance requirements

Applicants to Bachelor's degree studies should be in possession of a matriculation exemption endorsement. Those with non-South African school leaving certificates must enclose certified copies of documents, and translations where necessary. For some qualifications (e.g. Engineering, Commerce, Health Science and Science) there are additional requirements, such as a minimum pass in mathematics. Applicants from non-English speaking countries should provide proof of English language ability. The minimum requirement for a postgraduate qualification is a Bachelor's degree.

Facilities and services

Each campus has a fully computerised main library with branch­es to serve special needs. Other facilities include computer services, theatres, art galleries, a vast archive, student newspapers, campus bookshops, health clinics and a large number of sport-

Research

The University of KwaZulu-Natal is a pre­eminent research university in South Africa. Its research activities are supported by laboratories housing the most modern equipment, a library fully resourced with leading international research journals, and a highly sophisticated information technology division that provides all the necessary research support, e.g. software and internet facilities. Research is conducted in a conducive and vibrant environment that promotes innovative and creative thinking. Centres of Excellence have been developed in several areas, ranging from social sciences and humanities, through to medical sciences, natural science and engineering. The University is at the cutting edge of international research in several areas, especially HIV/AIDS, Forestry, Water Technology, Biodiversity and Conservation, and Economic Development. In addition, there has been a significant growth in the university's international research partnerships.

The comprehensive postgraduate programmes offered at the University attract an increasing number of Masters and Doctoral students from the African continent, as well as abroad. The University's vision and mission to be a leading research institution on the African continent is led by the Office of the Deputy Vice-Chancellor (Research).

Accommodation

The University offers accommodation in its comfortable, well-secured, self-catering residences. Residence and housing officers also assist students to find suitable off-campus accommodation.

Unique courses

The multidisciplinary approach to study has led to the creation of a number of unique courses and programmes, designed to research and solve real problems. This multi-disciplinarity recogn­ises that nothing operates in isolation and everything is interde­pendent. The University of KwaZulu-Natal aims to produce stu­dents who are critical thinkers, able to operate across disciplines with an understanding of the inherent multi-disciplinarity of all fields of study.

Innovative courses and degree subjects have been devised to foster this, and many faculties are incorporating new courses and seminars into their curriculum.
An affordable international qualification
While it has become very expensive to attend a university in Europe or the United States, the University of KwaZulu-Natal offers international students the opportunity to acquire a top class, internationally recognised academic qualification at a very affordable cost. The fees for undergraduate and postgraduate students from non-SADC countries are $4400. Research Masters and Doctoral students are charged local fees plus an international levy of R600 per semester.

Living costs in South Africa, for students in residence, average R9 000. Tuition fees for international students spending one or more semester for non-degree purposes are only $660 per course or module.

The University of KwaZulu-Natal offers unique international programmes, namely student exchange, study abroad and the International School.

UNIVERSITY OF KWAZULU-NATAL STUDY ABROAD PROGRAMME:
Looking for an opportunity to study abroad? Want to learn about another culture?

Then why don't you study abroad in South Africa at the University of KwaZulu-Natal? The University of KwaZulu-Natal, as one of the leading research institutions in Africa, is particularly geared to enhance the experience of study abroad students. The University has affiliations with more than 260 institutions around the world. The University is at the forefront of curriculum restructuring for the 21st century to ensure multi-disciplinarity in its teaching and research. It is spread over five campuses serving more than 40 000 students.

Highly rated scientists and other academic staff offer original and often unique courses across the range of humanities and sciences. With the development of support structures for international students, the University is able to provide professional services to all study abroad candidates. Our study abroad programmes would be applicable to:

► Students who wish to experience a wide diversity of cultures and languages.
► Students who wish to gain hands-on experience of real-life problems facing developing countries.

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SADC/AFRICA INITIATIVES
The University of KwaZulu-Natal is committed to developing partnerships in Africa. The University of KwaZulu-Natal's International Office is focused on working more closely within the continent by being academically interactive and by contributing to programmes, projects and research agendas through partnerships. Initiatives are co-ordinated by the SADC/Africa Officer, and support the maintenance of existing linkages and the building of new partnerships within Africa. Collaborations within the African continent are guided firstly by the 1997 Southern African Development Community (SADC) Protocol on Education and Training, which promotes the development of the SADC region by providing educational opportunities and enabling the movement of students and staff within the region, and secondly by the national government's commitment to the New Partnership for Africa's Development (NEPAD) plan which in part, aims to promote networks with Higher Education institutions and build the human capacity of the African continent. In particular, the UKZN International markets scholarships offered to graduates from Africa and conducts other fundraising activities; acts as the liaison for the development of academic partnerships; and markets courses that are relevant and which meet specific developmental needs of countries in Africa. There is a growing number of students from Africa at the University. Students from SADC and postgraduate students from Africa are attracted to programmes that are internationally renowned and to the courses that are relevant to their local context. Courses are tailored to meet development needs of the continent. Students from SADC and postgraduate students from Africa pay local fees and a minimum levy.
The University of KwaZulu-Natal offers a five-week International School from June to July. The vibrant atmosphere at both our campuses (Durban and Pietermaritzburg), together with high academic standards, has received overwhelmingly positive feedback.

The International School offers a wonderful opportunity to study in KwaZulu-Natal, the scenic and culturally rich province situated on the eastern seaboard of South Africa. Bordered by the Indian Ocean to the east and the high escarpment of Drakensberg mountains to the west, the province has a sub-tropical climate with temperatures moderated by the expanse of the Indian Ocean. KwaZulu-Natal has an all-year round friendly climate. The province has an abundance of beautiful natural settings from the Drakensberg Mountains, to the brilliant lakes and wetlands of the Great St Lucia Wetland Park (both world heritage sites) and the tropical savannahs of Zululand where the elephant, rhino, lion, buffalo and leopard inhabit Hluhluwe-Umfolozi Game Reserve.

The International School offers the educational experiences that appropriately complement the institution’s curriculum while adding significant cultural dimensions to students’ life experiences. The programme in 2004 will run at two campuses: Durban and Pietermaritzburg. Students must attend at either Howard College campus (Durban) or the Pietermaritzburg campus.

Courses offered are:

**Durban Campus**
1. **Culture & Diversity in the Rainbow Nation:** Overview of language policy & film in Modern South Africa.
2. **Zulu language & Culture:** Opportunity to experience Zulu language, culture and History.
3. **Service Learning:** Community service: visit to development projects.

**Pietermaritzburg Campus**
1. **Policy Issues & Community Services:** Building democracy through sharing of citizenship in a land, etc.
2. **Turbulent Times:** KwaZulu-Natal from earliest days to the present.
3. **Zulu Language, Art and Culture:** Language, culture and African Art.

**EVALUATION AND CREDIT**
Participating students are required to submit assignments and write class tests and a final examination for each course. There are ±50 contact hours per course. One final grade will be submitted per course and the official transcript will be sent to the home institution after completion. The University of KwaZulu-Natal awards 16 credits per course with a maximum of 32 (two courses) for the International School Programme.

**FEES**
The cost of a full five-week International School Programme is between US$ 2,200 and US$ 3,000. Please refer to the website for current rates. The programme costs cover transport, accommodation at the University of KwaZulu-Natal residences and fees for on-site activities.

**ADMISSION REQUIREMENTS**
1. An endorsed visitors’ Visa
2. Recent academic transcript
3. Full payment of fees
4. Medical Health care insurance from student’s home country

For current application procedures, students are advised to refer to the website.

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UNIVERSITY OF KWAZULU-NATAL STUDENT EXCHANGE PROGRAMME

Broaden your horizons and spend a semester abroad
Linking you to the rest of the world

"To travel is to gain wisdom and understanding". It is a philosophy that the University of KwaZulu-Natal embraced when it began its Student Exchange Programme with Australia, Canada, Singapore and the United States. We now collaborate with approximately 54 institutions from France, Finland, Ghana, Germany, Italy, India, Japan, Korea, Mexico, Palestine, Malaysia, Pakistan, Sweden, Tanzania and the United Kingdom.

The Student Exchange Programme provides an opportunity for local students to interact academically, culturally and socially across the globe. It allows students to move beyond an academic exchange and embrace a new culture, a different lifestyle, which may instil lifelong values. The wealth of knowledge that an undergraduate student gains from this experience is endless.

The University of KwaZulu-Natal's Student Exchange programme empowers students with the valuable tools to gain a local and international educational experience.

The programme is designed exclusively for registered undergraduate South African students who are enrolled in a full degree course. Candidates who have completed at least one year of study, with good academic results and strong motivation, are normally selected to participate in the exchange programme. As a matter of policy, exchange students are required to obtain credit for the courses taken at the host institution towards their degree at the University of KwaZulu-Natal. All participants are required to obtain approval from their Head of School and Faculty Board for courses to be taken at the host university before their departure abroad. This ensures credit transferability.

Exchange programme participants will be guaranteed tuition waivers and in some cases also for accommodation and meals depending on the contractual agreement.

The Student Exchange Programme opens up opportunities to:
- Students who wish to experience a wide diversity of cultures and languages.
- Students who wish to gain hands-on experience of real-life issues facing the African continent.

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UNIVERSITY OF KWAZULU-NATAL
UKZN INTERNATIONAL
APPLICATIONS
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A new university will be born on 1 January 2005 when the Port Elizabeth Technikon and the University of Port Elizabeth (UPE) merge to form Nelson Mandela Metropolitan University (NMMU).

The main campuses of these two institutions are situated in the coastal city of Port Elizabeth in the Eastern Cape on the south-eastern coast of South Africa. The Eastern Cape is the home province of former president Nelson Mandela. Port Elizabeth, together with its neighbouring towns of Uitenhage and Despatch, form a metropole known as Nelson Mandela Bay.

The new university will have some 20 000 students enrolled across eight campuses in the Nelson Mandela Metropole and in George on the Garden Route of the Southern Cape. NMMU will offer a wide variety of courses ranging from career-oriented to traditional academic programmes, in diverse fields with multiple exit and entry points.

The creation of Nelson Mandela Metropolitan University is part of a countrywide restructuring process intended to deliver higher education that is more effective and efficient, accessible and equitable. The new system aims to meet the demand for high quality education that is responsive to the region's and South Africa's needs, as well as in tune with the global village.

Enrolments and courses from 2005

In 2005, all students will enrol at NMMU, at campuses designated during 2004. Courses currently offered at the University of Port Elizabeth and Port Elizabeth Technikon will continue to be offered and admission requirements will remain the same during the initial period. New courses, rules and options to study at different campuses will be introduced.

The new university will offer both career-focussed and academic programmes – from foundation programmes to certificates and diplomas through to university degrees up to doctoral level. The number of levels, and wide range of disciplines, will lead to greater accessibility and flexibility for students.

Admission requirements

Admission requirements will vary depending on the programme. International students are advised to contact the International Office for further information.

A name to be proud of

The Nelson Mandela Metropolitan University (NMMU) is named after the Nelson Mandela Metropole where the University of Port Elizabeth and the Port Elizabeth Technikons are situated. Importantly, we are happy to share the name of one of our most respected citizens with the metropole. Nelson Mandela is a statesman and humanitarian of world stature. The new university is likely to closely align itself with his values, such as freedom, unity, reconciliation, transformation, and respect for human dignity. Our graduates will go out into the world with a qualification bearing a name that is instantly recognizable and internationally respected.
University of Port Elizabeth
PORT ELIZABETH, NELSON MANDELA METROPOLE, EASTERN CAPE

Study at a unique African address - cutting edge programmes in a natural setting

The University of Port Elizabeth (UPE) offers students a wide choice of stimulating and market-oriented courses, opening up a variety of career opportunities. Academic support, the opportunity to participate in cutting-edge research and relevant community services, and a variety of sporting and social activities are all part of the package at this vibrant university.

Our vibrant, multicultural student population makes UPE one of the most racially, culturally and linguistically diverse universities. The increasing number of international students contributes to this diversity.

Location and brief history
UPE is located in Port Elizabeth, a port city with a strong industrial sector and an important centre for the South African motor industry. PE boasts interesting architectural and historical sites, beautiful beaches, excellent sporting facilities and a vibrant cultural life. The Eastern Cape is malaria-free and has numerous game reserves where game, including the 'Big Five' (elephant, buffalo, lion, leopard and rhinoceros), can be viewed. Port Elizabeth has more sunshine than any other coastal town in South Africa and temperatures are moderate all year around.

The University of Port Elizabeth has the biggest campus in the southern hemisphere and it is the southernmost in Africa. It enjoys a unique location in a nature reserve and is close to the sea. The 830-hectare nature reserve protects one of the most threatened fynbos habitats and is home to many species of birds, mammals, reptiles and amphibians.

The University of Port Elizabeth was founded in 1964. Today, it has more than 8 000 contact students, with the Faculty of Economic and Building Sciences being the most popular. In addition, over 10 000 students throughout Southern Africa are enrolled via distance learning.

Decade of democracy
UPE prides itself on being at the forefront of the political and educational transformation of higher education in South Africa. A proactive approach to transformation has resulted in a peaceful, stable campus environment where students and other stakeholders play a significant role in decision-making. The University is committed to providing students with equal opportunities for access to tertiary education, and ensuring that everyone has a chance to succeed in their studies.

Academic structure
UPE operates on a semester system. The academic year starts at the end of January and this first semester ends in June. The second semester runs from July to November. Programmes are modularised and international students may choose to enrol for either a full degree programme or selected stand-alone modules.

Faculties and degrees
Courses are offered in six faculties: Arts, Education, Economic Sciences, Science, Law and Health Sciences.

Degree and diploma programmes are offered at undergraduate, Honours, Masters and Doctoral level in all faculties. All the institution's qualifications are internationally recognised. UPE's academic programmes are designed to equip students with the knowledge and skills in demand in today's workplace.

The UPE Advancement Programme (UPEAP) is a one-year foundation course for students who do not meet UPE's standard admission requirements. UPEAP bridges the gap between school and university and provides students with a solid foundation for success in their degree studies.

The UPE website www.upe.ac.za has been upgraded with comprehensive information on academic programmes, curricula and syllabi. One can access a timetable for each module, with a map to the lecture venue(s).

Entrance requirements
The basic entrance requirement for undergraduate studies is a matriculation exemption certificate or equivalent. Some subjects have certain minimum requirements. Holders of international school-leaving certificates must provide original certificates (or copies certified by a South African embassy, consulate or trade mission) to the University for submission to the Matriculation Board.

For admission to postgraduate studies (Honours/ Masters/ Doctoral degrees), the University may require an evaluation of the student's previous qualifications.

Students who wish to enrol for selected modules, and not for a full degree, will be registered as visiting students. Such students are required to have a school-leaving certificate or equivalent qualification.

Applicants from non-English speaking countries must submit proof of English proficiency.

Application forms are available online at www.upe.ac.za or from the Office for International Education.

Facilities and services
Students can get involved in community outreach projects and have access to various sporting and social activities. An indoor sports centre, a sports stadium, international-standard athletics track and a covered heated swimming pool are among the sporting facilities which cater for a wide range of sports at both competitive and social levels. Sport for the disabled is also offered.

UPE offers a vibrant international student culture. A number of societies operate on campus, giving students the opportunity to
make friends and interact with students with the same interests. These student societies cover a wide range of academic, religious, social and recreational interests. UPE’s choir has claimed international success and was one of the first multicultural choirs in South Africa. Student media includes a campus newspaper and a youth community radio station.

UPE’s modern campus offers convenient facilities including a well-stocked library, information technology infrastructure, laboratories and scientific equipment, cafeteria, tuck-shops and second-hand book/stationery shop. Health services include a campus clinic and the Unit for Student Counselling (trained counsellors assist students with academic, career and personal issues).

**Undergraduate programmes**

- **Faculty of Arts**: The Faculty of Arts incorporates the schools of Languages, Music, and Social Sciences & Humanities. The traditional Bachelor of Arts has been replaced with career-oriented programmes in fields such as Media, Communication & Culture, Human Resource Management, Public Administration and Music. **Bachelor Degree Programmes**: Languages; Media, Communication & Culture; Social Sciences (Anthropology, Geography, Political Studies, Psychology, and Sociology); Human Resources Management; Public Administration and Music (Education, Performing Arts, Music Technology). Diplomas are offered in: Music Education and Music Technology.

- **Faculty of Economics & Building Sciences**: The Faculty of Economic Sciences includes the building disciplines of Architecture, Construction Management and Quantity Surveying. **Bachelor Degree Programmes**: General Accounting; Chartered Accounting; Business Management; Human Resource Management (Industrial & Organizational Psychology); Computer Science & Information Systems; Computer Science & Information Systems & Statistics; Marketing Management; Law; Sport & Recreation Management; Economics & Statistics; Small Business Development; Architecture; Construction Studies and Quantity Surveying.

- **The Faculty of Education**: Bachelor Degree Programmes: Foundation Phase Education (grades 1-3) and Intermediate Phase Education (grades 4-7).

  Note: [Students who follow an Arts, Science or Economic Science Bachelor Degree programme with teaching subjects can enter into secondary teaching (grades 8-12) after completing a postgraduate teaching diploma.]

- **The Faculty of Health Sciences**: Bachelor Degree Programmes: Psychology (General, Counselling & Sport Psychology); Human Movement Sciences; Sport Science & Recreation; Social Work; Youth Work; Nursing Science and Pharmacy. Diplomas are offered in: Exercise Science.

- **The Faculty of Law**: Bachelor Degree Programme: Law

- **The Faculty of Science**: The Faculty of Science covers the biological, earth, mathematical and physical sciences. **Bachelor Degree Programmes**: Biochemistry; Chemistry; Physics; Botany; Microbiology; Zoology; Mathematics & Applied Mathematics; Mathematical Statistics; Computer Science & Information Systems; Information Technology; Geology; Geography and Information Technology.

**Postgraduate studies**

UPE offers a dynamic environment for postgraduate studies geared towards meeting local development priorities and the challenges of the global knowledge economy. An Honours degree is a one-year postgraduate qualification following on a three-year undergraduate Bachelor’s degree. In most cases, it is the entrance requirement for Master’s degree studies. Graduates with a four-year undergraduate degree do not usually need the Honours degree in order to enrol for a Master’s programme. Research Masters and Doctoral studies are offered in most of the undergraduate fields of study in all Faculties. Taught Master’s degree studies usually consist of course work (core/compulsory) and/or elective (chosen by the student) modules as well as a mini-treatise (short research project). Course Work (Taught) Master degree studies are offered in:

- **Economic & Building Sciences**: Labour Relations & Human Resources, Taxation, Built Environment; **Education** (Masters in Education); **Health Sciences**: (Specialized Nursing, Industrial Pharmacy, Clinical Psychology, Counselling Psychology, Psychology, Clinical Social Work, Social Development & Planning); **Law** (Masters in Law, Criminal Justice, Labour Law, Tourism Law, Taxation); **Science** (Only Research Masters).

**Research**

The University of Port Elizabeth is home to specialist expertise in a number of areas. UPE’s Institute for Coastal and Environmental Management is nationally renowned for its work in marine ecology and environmental management. The Department of Computer Science and Information Systems offers postgraduate students the opportunity to participate in multimedia applications, computer-assisted learning and the development of a virtual campus and virtual classrooms on the Internet. Interdisciplinary studies in the humanities and social sciences address important social and political issues. The University is also highly regarded for its work in labour relations and labour law.

Other specialist programmes include health and welfare management, educational management and curriculum development. Areas of excellence include Accounting, Business Management, Pharmacy, Nursing Science, Law, Architecture, and Media, Communication and Culture. A recent addition to the University’s centres of excellence is the Centre for Tourism Studies in cooperation with the Shamwari Game Reserve.
University of Port Elizabeth
Office for International Education

The University of Port Elizabeth (UPE) welcomes international students on-campus. We believe that international students enrich our institution and make possible a diversity of views and cultural values both in and outside the classroom. Currently, there are over 1,200 international students registered from approximately 60 countries at the University.

UPE’s Office for International Education assists international visitors and students with information on international travel, visas and academic studies. The support network is comprehensive and visitors and students can feel confident that they will be made welcome and be looked after during their time at UPE.

The Office for International Education will soon relocate to new offices and will be renamed as the Centre for International Education. The Centre, which will include a coffee shop, will also serve as a meeting place for international and local students.

The Office for International Education offers a full suite of services to International students. It is well-resourced with 12 full-time and half-day staff members as well as a number of student assistants and interns.

Services

Enquiries, admissions and registration: The Office for International Education is responsible for the admission of all international students into UPE. The office answers all enquiries and processes admission forms. Pre-registration and registration are also part of the service offered.

Finance: The Office for International Education has a dedicated finance department to deal with payments, student accounts and financial matters.

Study Permits: Students are assisted with study permit applications and the renewal of temporary residence and study permits.

Accommodation: The Office for International Education assists international students in finding accommodation. International students can find housing in modern comfortably furnished apartments in the International and Postgraduate Student Village, UPE houses or residences on campus. The Student Village and UPE houses are located about 20 minutes walk from campus, close to the beach and a shopping mall. The residences are within walking distance of each other and the main UPE campus.

Important information: The Office for International Education provides advice, information and materials on courses, admission and registration, as well as health, safety, visas and living and learning effectively in South Africa. The Office for International Education’s website and a detailed Pre-Arrival Booklet are both excellent sources of information for students.

Arrival and orientation: The Office for International Education meets students at the airport and above all, assists them in adjusting to their new environment. It provides new students with an orientation programme which focuses on providing vital information. This includes a tour of the campus as well as of Port Elizabeth. As the UPE also offers a comprehensive orientation programme to all UPE students, international students have the opportunity to meet and interact with South African students during orientation programmes.

English skills programmes

There is a choice of two English skills programmes, namely, a semester-long programme and a one-month programme for non-English speakers.

Events and excursions

The Office for International Education organises events and excursions in conjunction with various UPE societies (including the International Student Society), the SRC (Student Representative Council) and Cultura.

Cultura is an organisation at UPE that is concerned with the development of arts and culture in and around campus (drama productions, drama courses, poetry, music, creative writing and public-speaking.)

An annual highlight is ‘Culture Week’. This is an opportunity for different cultural groups to show off their traditional clothing and talk about their customs and traditions. A variety of traditional foods can also be tasted.

Research

The Office for International Education has a full-time programme on diversity and integration of cultures. The ‘Sharing Cultures’ Project is a joint project between UPE and Columbia University, USA. The office also has a full-time researcher. One of the office’s ongoing projects is exit questionnaires which provide information on students’ experiences at UPE.

Study Abroad and Exchange students

Study Abroad and Exchange students have a choice of courses. The transcripts of their academic records can be adapted (i.e. UPE credits can be translated into ECTS or American University-related credits). The Office for International Education also assists South African students to participate in exchange programmes.

Linkages

The University of Port Elizabeth has numerous official linkages. The Office for International Education fosters international relationships and manages inter-institutional linkages. It brings international perspective to the University community through external linkages with international universities.
Port Elizabeth (PE) Technikon
PORT ELIZABETH, EASTERN CAPE

Education partnering industry

The Port Elizabeth (PE) Technikon's origins go back to 1882 when it was the PE Art School. Today, it has over 10 000 students and over 700 staff spread across three campuses in Port Elizabeth and one in George (Southern Cape).

The PE Technikon provides higher education and training to meet the demanding and constantly evolving, career-specific needs of the market place. Flexibility, adaptability and creativity are part of its educational philosophy.

Faculties, qualifications and courses

A wide range of courses in eight faculties covering some 50 careers are offered.

Faculties are: Applied Science • Art and Design • Built Environment • Commerce and Governmental Studies • Communication and Education Studies • Computer Studies • Engineering and • Management.

Qualifications offered are National Diplomas and Bachelor, Masters and Doctoral Degrees in Technology (B Tech, M Tech & D Tech).

Careers offered include: Agricultural Management • Analytical Chemistry • Architectural Technology • Biomedical Technology • Building Ceramic Design • Civil Engineering • Computer Systems Engineering • Cost & Management Accounting • Education • Electrical Engineering • Environmental Engineering • Environmental Health • Fashion Design • Financial Information Systems • Fine Art • Forestry • Game Ranch Management • Graphic Design • Human Resources Management • Industrial Engineering • Information Technology • Internal Auditing • Interior Design • Inventory and Stores Management • Journalism • Logistics Management • Marketing • Mechanical Engineering • Nature Conservation Office Management and Technology • Photography • Polymer Technology • Production Management (part-time only) • Public Relations Management • Public Management • Radiography • Sport Management • Textile Design • Tourism Management • Wood Technology.

The Faculty of Art and Design has remained a trendsetter in the field of art and design. It offers programmes in Fine Art, Photography, Graphic Design, Ceramic Design, Stained Glass, Fashion and Textile Design technologies. This Faculty continues to initiate research in the visual arts and design disciplines, including multi-media development and associated capacity building in media technologies, viz. sonic arts, interactive programming, video compression, animation, digital photography and video. The Faculty realises the importance of the cultural industries, especially design and craft. By developing strategies for growth in the cultural industries it is possible to enhance the socio-economic circumstances for some 1.2 million South Africans who make a living from craft-related activities. In addition, the nation as a whole will be able to develop new industries, establish viable export markets and create employment. New incentives are presently under-way to transform the Ceramic Design programme to include design, production, craft, entrepreneurship, financial management and other relevant skills. The Sculpture section has initiated a fully fledged bronze-casting research unit, devoted to postgraduate research in the areas of ceramic shell investment technologies.

The Faculty embraces a wide range of working methodolo-
and optimal manner.

- The Department of Production Management provides an opportunity for employed individuals to further their studies on a part-time basis. This sought-after qualification is complementary to an organization's quest to become increasingly competitive.

- The Department of Electrical Engineering has developed expertise and infrastructure for research in the following interest areas:

  **Energy** - Extensive expertise and infrastructure is available in the areas of renewable energy sources, load management and the effective utilisation of electrical energy.

  **Manufacturing and Automation** - An inter-faculty activity area has been developed in conjunction with the Department of Mechanical Engineering and the Faculty of Computer Studies. A wide variety of themes including Digital Signal Processing, Robotics, Intelligent Manufacturing and Residual Stress Analysis are included in this activity area.

  **Communication** - Up-to-date laboratory facilities enable diplomats to be prepared for the rapidly changing and expanding field of electronic communications and provide research infrastructure for Masters and Doctoral studies.

  **Research** - Active research is taking place at Masters and Doctoral level. A newly established Centre of Excellence in Fibre Optics involving UPE, Aberdare Cables, Telkom and Corning will further enhance research opportunities. Most of the research activities fall within the scope of the above-mentioned activities. Action research into educational methodologies is also undertaken to facilitate the improvement of knowledge and technology transfer.

In the **Faculty of the Built Environment**, the research foci are on the development of sustainable infrastructure, transportation engineering and environmental engineering.

The staff members of the Departments of Architecture, Building and Civil Engineering have joined forces on multi-disciplinary research projects in the area of low-income housing. The Institute for Building Research and Support renders much needed support to emerging contractors.

These Departments offer all their programmes up to doctoral level and their graduates qualify for professional registration with the respective bodies. These programmes include:

- Architecture, with specialization in the application of multimedia in Architecture
- Interior Design
- Building, with specialization in Quantity Surveying and Construction Management
- Civil Engineering, with specialization into Water Engineering, Transport Engineering and Urban Engineering
- Environmental Engineering is also offered.

**State-of-the-art facilities**

The Technikon recently opened a Multimedia Teaching & Learning Centre. ICT laboratories are also utilised to enhance learning and research as well as to integrate relevant application packages in the various subject fields.

**Collaboration**

The faculties also have a number of inter-institutional co-operation agreements locally, nationally and internationally. A large percentage of staff at PE Technikon are registered with their professional councils, such as the SA Council for Architects, the SA Council for Quantity Surveyors and the Engineering Council of South Africa (ECSA) and they enjoy professional membership with various learned societies. Furthermore, the Technikon also plays an active role in these and other policy-making and decision-making bodies.

**Meeting the needs of the community**

Programmes are constantly revised in order to remain relevant and to ensure that quality is in no way compromised. PE Technikon has always remained sensitive to the needs of the community. Programmes are therefore offered for enrichment purposes and continuous professional development across a range of disciplines. These initiatives are not geographically restricted to the Port Elizabeth area.

To address some of the problems faced by all academic institutions in higher education, various alternatives are offered such as academic development programmes and extended programmes. The Department of Electrical Engineering has ‘adopted’ a local township senior school and has donated equipment and human resource capacity to upgrade and support the facilities.

The Departments of Architecture, Building and Civil Engineering have been involved in a number of projects that aim to uplift previously disadvantaged communities.

**Master of Business Administration (MBA)**

The MBA Unit of the PE Technikon was started eight years ago and has become the first choice provider of an MBA qualification in the Eastern Cape region. The programme enjoys the support of business and industry as witnessed by its Advisory Committee, which comprises prominent business leaders and academics from the Nelson Mandela Metropole.

The success of the programme can be attributed to the fact that most candidates prefer to attend classes and to interact with colleagues and with lecturer-facilitators. In this way, PE Technikon’s MBA programme adds maximum value. Candidates (our finest ambassadors) bear witness to the fact that the MBA programme-presentation has indisputable practical value, making it unique amongst MBA programmes.

Currently, some 250 candidates are enrolled in the various stages of the programme. This makes it the largest programme of its kind in the Eastern Cape and a very important contributor of MBA graduates nationally.

International involvement and recognition is of great importance to the programme and every effort is being made to enhance and grow these aspects. The PE Technikon participates in a board of international and local MBA-programme specialists that meets annually. The responsibility of the board is to monitor and recommend improvements to examination papers, course content, presentation format and the research conducted by MBA candidates. The board has made a significant contribution to the effective functioning of syndicate groups. The successful contributions that PE Technikon has made to the deliberations of this board confirm the quality of its programme and the MBA programme’s international standing.

Future plans include increasing numbers of international candidates and cementing overseas recognition by participating in a relevant and internationally accepted MBA evaluation programme. PE Technikon aims to further broaden its exposure in other countries and, by so doing, its international credibility.

The Technikon’s MBA is truly a product of which the Eastern Cape can be justifiably proud. It is making a difference to management training in the region and in South Africa and, increasingly, further abroad.
University of Johannesburg —
a new national asset in Higher Education is emerging

< Academic excellence
< Relevant research focus
< Comprehensive range of qualifications
< Broadened access to innovative education

A world-class university for a world-class city

RAU and TWR merge to become the University of Johannesburg on 01.01.2005
We are in the process of establishing a unique and innovative South African university. RAU University and the Technikon Witwatersrand will merge on 1 January 2005 to become the University of Johannesburg. This means students will become part of one of the very first comprehensive universities in South Africa. Characteristic of a comprehensive university is its offering of a broad spectrum of programmes with different entry requirements that include both general academic and career-orientated programmes. Students will be able to enrol for a range of qualifications, including certificates, diplomas, degrees and higher degrees.

Brief history
RAU was founded in 1967 with just over 700 registered students. Today, approximately 22 000 students represent the rich cultural and racial diversities of the South African population, and the University offers outstanding academic programmes, assisted by mixed modes of delivery.

Location
The modern, compact campus is situated in park-like surroundings in Auckland Park, Johannesburg, and is part of a cosmopolitan community. Johannesburg is the gateway to many great destinations in South Africa and the rest of Africa. Johannesburg is also the financial hub of South Africa and forms part of the Gauteng province, which is responsible for 48% of South Africa’s economy. Johannesburg represents gold, gold mine dumps and ‘big’ money, with the largest financial and industrial infrastructure on the continent of Africa.

Entrance requirements
The applicant should contact the relevant faculty to enquire about specific entry requirements of their course of choice.

The closing date for international applications for both undergraduate and postgraduate studies is 31 August of the year prior to the academic year in which a student would want to study.

Language requirements
The University requires non-English speakers to take the internationally recognised English language competency test called IELTS (International English Language Testing System). The admission score is 6 for undergraduates and 7 for postgraduates (9 being the highest).

If English is the first language of the applicant he or she is exempt from this test, but proof of English competency needs to be submitted when applying to the University. However, Afrikaans-speaking applicants are exempt from this condition. Students are responsible for taking this test themselves and for the costs thereof. A certified copy of the test results must be submitted with the application form and other required documentation when applying to the University.

The IELTS test is administered by the British Council at centres all over the world. Visit the IELTS website for more details: www.ielts.org/.

Unfortunately, special English language courses are not offered for foreigners by the University.

Specific requirements for undergraduate studies
In order to study for a South African degree the equivalent of a South African senior certificate/high school certificate with matriculation exemption or foreign conditional exemption is required. Therefore an applicant needs to contact the South African Matriculation Board to have their school-leaving certificate evaluated. The evaluation certificate must then be submitted to the relevant faculty together with certified copies of academic records.

Candidates who have written the ‘O’ level or equivalent examination and who are not writing any other school-leaving examination are not eligible for admission to the University.

Postgraduate admission policy
Application for postgraduate studies at the University must be
addressed to the relevant academic department or faculty. An application must be submitted together with a motivation to study at the University, a curriculum vitae, a short research proposal, and complete, certified records of academic training. Results of the English competency test must also be submitted. Documentary evidence of previous qualifications needs to be submitted to the South African Qualifications Authority (SAQA).

Research
RAU enjoys a reputation of being a research-intensive university. Testimony to this is its per capita research output, which is constantly among the very best of all South African universities; the number of A-rated researchers it has delivered; the national and international recognition of RAU-initiated and managed journals; the number of bursaries, stipends and awards that RAU researchers have received; and the allocation of both national and international research funds amounting to several millions of rands.

Medium of instruction
A parallel medium of instruction is followed, giving students a choice between English and Afrikaans. The University has also adapted a multi-modal teaching and learning strategy over the last couple of years. This entails different methods of access and presentation in teaching and learning events.

Faculties and programmes
The University has six faculties: • Arts (Humanities) • Engineering • Natural Sciences • Economic and Management Sciences • Law • Education and Nursing.

Courses ranging from foundation, certificate programmes to undergraduate and postgraduate degrees and diplomas are offered. Doctoral programmes are offered in all faculties.

Facilities and services
The University is fortunate in that it has a custom-designed, multi-functional campus. The unique circular layout of the campus has the library, lecture halls, laboratories, auditorium, Student Centre and sports fields within a few minutes’ walking distance of each other. The University’s design and functional layout ensure a private and safe environment for students, staff and visitors. The key feature of the campus is accessibility.

Sport and cultural activities
In focusing on the total development of its students, the University provides an excellent sporting infrastructure. It also offers a wide range of cultural and artistic societies, political and academic organizations and social clubs that reflect an expressive, energetic student body.

Support for international students
The International Office provides support to international students and academics. Ongoing advice and guidance is provided regarding academic, social, accommodation and emotional aspects of student life.

Accommodation
Student accommodation on campus is extremely limited. Applicants may contact the Residence Office with enquiries about available accommodation. Applicants will be informed in writing if accommodation had been reserved for them.

As an alternative, it is recommended that applicants contact the private accommodation provider for possible placements close to the University.

Other requirements
Study permits and Health cover
Anybody who is not a South Africa citizen or does not have permanent residence status in South Africa would need to apply for a study permit for the University. Applicants are required to apply for admission to the University first. Once the application is successful, a letter of admission status will be sent to the applicant, after which the applicant may apply for the study permit.

The Department of Health in South Africa stipulates very urgently that all international students who wish to study at a South African institute for higher education are required to have health cover. Applicants are advised to take out a medical cover policy, preferably in South Africa, which will cover ALL medical costs while studying in South Africa. The International Office can advise applicants on a medical cover for international students.

Fees
Students from Africa
SADC and other African countries pay the prescribed tuition fee for local students plus a relevant, non-refundable international registration fee.

All other foreign countries
Prescribed tuition fees plus a relevant, non-refundable international registration fee is payable. All postgraduate students from SADC, other African countries and all other foreign countries pay the tuition fee as prescribed for local students for the year, plus a non-refundable international registration fee.

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A higher education leader

We are in the process of establishing a unique and innovative South African University. RAU University and the Technikon Witwatersrand will merge on 1 January 2005 to become the University of Johannesburg. This means students will become part of one of the very first comprehensive universities in South Africa. Characteristic of a comprehensive university is its offering of a broad spectrum of programmes with different entry requirements that include both general academic and career-oriented programmes. Students will be able to enrol for a range of qualifications, including certificates, diplomas, degrees and higher degrees.

Tomorrow’s leaders cut their entrepreneurial teeth at the Technikon Witwatersrand (TWR). The institution has long been recognised as a higher education leader, not only in the business-related market, but also in engineering, health, design and mining.

For five years running, TWR won a Professional Management Review Golden Award for being the best Technikon in South Africa. The high marketability of TWR graduates and an uncompromising commitment to excellent career-oriented education made it the natural winner of this prestigious award.

The TWR has conferred degrees since 1996. To date, 3 391 students have received degrees. The Technikon’s strong emphasis on technology provides South Africa with graduates who are able to understand, appropriately develop and use the myriad technologies which are characteristic of almost every facet of modern businesses, from graphic design to medicine. TWR has almost 400 academic staff members who are located in four faculties.

Location and brief history

The Technikon Witwatersrand (TWR) was founded in 1903 as the Transvaal Technical Institute, established initially to serve the mining industry. More than three-quarters of a century later, the TWR continues offering its students and the communities it serves quality career higher education. Currently, TWR has some 14 500 registered students. There are four campuses located in and around Johannesburg – the Doornfontein, Auckland Park, Eloff Street and Smit Street campuses.

Building has started on new state-of-the-art buildings in Auckland Park to house the Faculty of Art, Design and Architecture and the School of Tourism and Hospitality from 2005 onwards. This will be a one of its kind centre, designed to train top-notch graduates for the hospitality, tourism and art industries.

Links with industry

The TWR maintains close and dynamic links with industry, business and the public sector, enabling it to review and alter programmes as circumstances change in the marketplace. Students therefore graduate with appropriate and applicable skills and knowledge. Jobs of the future will increasingly be provided by small business and decreasingly by big business and the public sector.

The TWR places much emphasis on developing entrepreneurial skills to equip students to deal with this reality and to make them eventual providers, not mere seekers of jobs.

Entrance requirements

To be considered for entrance, students must be in possession of a matriculation certificate or equivalent school-leaving certificate. In some instances additional entrance requirements are needed. Most applicants are required to pass a selection test which examines aptitude and ability.

Faculties and programmes

A wide range of qualifications are offered by the TWR’s Faculties:
- Art, Design and Architecture
- Business Management
- Engineering (Incorporating the School of Mines)
- Health Sciences

Qualifications include: the National Certificate, National Higher Certificate, National Diploma, National Higher Diploma and Bachelor, Master and Doctor of Technology degrees.

The National Diploma remains the TWR’s main qualification. However, a B Tech degree is the professionally recognised exit point for most programmes. In the majority of programmes, students first complete a National Diploma and then proceed to degree studies.

Facilities and services

Health Services

Full-time nursing sisters, qualified to deal with a wide range of minor medical problems, are available at both the Doornfontein
and Auckland Park campuses. The TWR Health Centre is situated on the Doornfontein Campus and offers professional services ranging from chiropractic consultations to optometric assessments at medical aid rates, where applicable.

**Academic Support**
The Academic Support Unit (ASU), in conjunction with the Faculties, runs a number of access and support programmes for prospective students. If you do not meet the specified admission requirements, you may still qualify for one of the access programmes. Successful completion of the access programme guarantees your acceptance into the Faculty.

**Libraries**
The TWR boasts three libraries stocking a wealth of literature to assist you in your studies, as well as audio-visual facilities for students who wish to use videos, CDs and audio tapes for study and research.

**Sport**
The TWR is home to some of South Africa’s most promising young sportsmen and women. We offer a wide range of sports including aerobics, boxing, soccer, rugby, golf, martial arts, volleyball, softball and chess, to name a few. Sports bursaries are available for students who have achieved at least provincial colours in their chosen sport.

**Cultural Development**
The Student Affairs Department offers such a variety of activities that, whatever your taste or lifestyle, you’re certain to find something you’ll enjoy. Some of these include lunch-hour concerts, film shows, singing, dancing, drama and debating societies.

**Keeping you connected**
TWR maintains two state-of-the-art Internet Café Style Cyber Centres, on the Doornfontein and Auckland Park campuses, giving TWR students access to information technology, the worldwide web, e-mail and educational software.

**Getting the job**
Our Co-operative Education and Placement Unit (CPU) assists both its students and industry to find experiential learning placements and full-time employment.

**Accommodation**
The TWR’s nine residences accommodate 2 000 students. Each residence has television lounges, games rooms, parking and laundry facilities and either catered or self-catering accommodation.
The University of Cape Town (UCT) is the oldest university in South Africa and is one of the leading universities in Africa. It has over 20,000 students with 3,600 studying for PhD or Masters degrees. UCT prides itself on a multicultural student body which reflects the cultures and religions of the diverse Western Cape region, South Africa, Africa and the world. The University welcomes international students and is currently home to over 3,000 students from 90 different countries.

UCT has established a tradition of academic excellence, which is recognised worldwide. The University is privileged to have 17 out of South Africa’s 45 scientists identified by an independent audit as ‘A-rated’—those considered international leaders in their field. It is also the academic home of world-renowned authors such as Breyten Breytenbach, André Brink and Njabulo Ndebele, and has vibrant departments of African music and dance.

Location
Set in the peaceful suburb of Rondebosch, UCT is about 10 minutes drive from Cape Town’s city centre. The main campus is located on the slopes of Table Mountain. There is a subsidiary campus in the city centre for Fine Arts, a Medical School near Groote Schuur Hospital, and the Graduate School of Business at the popular Cape Town Waterfront area.

Entrance requirements
Undergraduates
For a Bachelor’s degree programme, the minimum requirement is a matric exemption. For non-English first language speakers, proof of English language ability is required. (TOEFL score at least 570, IELTS overall band score of 7.0 with no individual element of the test scoring below 6.0). Each faculty has subject requirements and acceptance depends on high school results.

International students need to apply for a conditional exemption certificate from: The Matriculation Board, P.O. Box 3854, Pretoria, 0001, South Africa. Website: http://www.sauvca.org.za/mb

Faculties
Faculties include: ● Humanities ● Science ● Engineering and the Built Environment ● Law ● Commerce and ● Health Sciences. The faculties are spread over UCT’s main campus situated at Rondebosch, the Hiddingh Campus in Gardens, the Medical School in Observatory and the Breakwater Campus at the Waterfront. Every faculty publishes its own handbook with detailed information.

Facilities and services
Services include extensive sporting facilities, an accommodation bureau, a walk-safe scheme, student learning centres, a shuttle service, student health service, over 100 social, sports and specialty clubs and societies, a student Parliament, a disability unit and a student advice office. The International Academic Programmes Office (IAPO) looks after the special needs of international students. All general enquiries pertaining to international students should be directed to the IAPO. E-mail: iapo@world.uct.ac.za or visit the IAPO website http://world.uct.ac.za

Accommodation
There is limited accommodation available for international students in residences on campus. Most international students join local students in shared rented houses or apartments near the University. The Student Housing Office (e-mail: res@protem.uct.ac.za) and the Off-Campus Accommodation Bureau (e-mail: caloca@protem.uct.ac.za) keep lists of accommodation. The International Academic Programmes can advise you on areas where to stay close to UCT.

Admissions
The first port of call should be the UCT Web site: www.uct.ac.za. International students planning to do full South African degrees at UCT should apply through the Admissions Office. Semester Study Abroad students, exchange students and short-term international affiliates, should apply through the International Academic Programmes Office.

Teaching and research staff
UCT employs 4,300 people, 56% of whom are administrative and support staff and 44% are academic and research staff. Sixty percent of UCT academic staff hold Doctorates. A high proportion of staff are leaders in their fields. The National Research Foundation (NRF) identified UCT as one of South Africa’s leading research universities in science, engineering and technology.

Research and areas of excellence
Research at UCT covers fundamental and applied research in Science and Engineering, in the Health Sciences, in the Humanities and in the growing field of policy research, as South Africa maps out the future of its new democracy.

UCT has four of the 15 national research units funded by the Human Science Research Council’s Centre for Science Development. In the Health Sciences, UCT has the highest concentration of research centres funded by the South African Medical Research Council (MRC). These MRC research units include the Bioenergetics of Exercise Research Unit, the Cape Heart Research Group, the Ischaemic Heart Disease Research Unit, the Liver
Research Unit, the Oesophageal Cancer Research Group, the Molecular Reproductive Endocrinology Research Unit, the Research Unit for Medical Genetics and the Research Group for Traditional Medicines, run jointly with the University of the Western Cape.

Postgraduates
Graduates with approved three-year degrees who wish to do a Masters or PhD degree are normally required to complete an Honours degree involving one year of specialised study. Masters degrees are offered by dissertation or by taught courses and a minor dissertation. Doctoral degrees are research degrees which may be entered directly on the basis of a first degree, or after completing a Masters degree, or by upgrading an initial Masters registration to Doctoral level. Postgraduate diplomas normally follow a three-year Bachelor’s degree. Proof of English language proficiency is required for students for whom English is not their first language.

Semester Study Abroad (SSA)
UCT runs an exciting, varied and successful semester study abroad programme. The study abroad programme is designed for international students wishing to spend one or two semesters at UCT, taking (mostly) undergraduate courses for the purpose of transferring credit, on completion, to their home institution, for (usually) undergraduate degree credit. In 2003, UCT hosted almost 500 Semester Study Abroad students. Acceptance depends on academic record to date. Proof of English language proficiency is required for non-first language speakers (see above). Students from the USA require a GPA of 3.0 and above. For further information on the semester study abroad programme e-mail: omogale@world.uct.ac.za

10 good reasons to study at UCT
1. UCT a world-class African University!
2. The magic of Cape Town: Multi-cultural, vibrant, historic African city, spectacular mountains, beaches, outdoor life.
3. Wide choice of courses in six faculties: Humanities, Science, Engineering and the Built Environment, Health Sciences, Commerce and Law.
4. Supportive International Academic Programmes Office: Over 3 000 international students, strong Semester Study Abroad programme, community service programme, International Student Organisations.
5. UCT courses are accredited by leading universities in the world: UCT has visiting student agreements with institutions such as Leiden University, Duke University, Princeton, and the University of California.
6. New, career-orientated undergraduate degree programmes: Interdisciplinary approach, flexible range of structured options with tight quality control.
7. Emphasis on research and postgraduate studies: 20% of the 20 000 students are enrolled for PhD or Masters degrees, top quality academic staff.
8. Comprehensive student services: Student Development and Services Department, extensive sports facilities, over 100 clubs, student health service, accommodation bureau, academic advisors, walk-safe scheme, shuttle service, community service options.
9. Excellent student and research resources: Library with over 900 000 volumes, laboratories, study venues, international linkages, information technology services, field research options.
10. Rooted in Africa with strong academic linkages across the continent: Academic Partnerships in Africa (USHEPIA) Programme, Centre for African Studies, African Gender Institute, All Africa House

BREATH-TAKING MOUNTAINS: "I met many South African students by getting involved in the Hiking Club at UCT. Being part of the Hiking Club gave me the opportunity to go on weekend trails in the breathtakingly beautiful mountains around Cape Town."

Kate, University of Melbourne, Australia.

THOUGHT-PROVOKING CLASSES: "What a great place to learn about politics and the rebuilding of a nation. The interactions in the Politics classes at UCT were very stimulating and thought-provoking. I am glad that I could have been part of the building of the future leaders that are being produced at UCT."

Alison, University of British Columbia, Canada.

Here's what some students said
BEAUTIFUL CITY: "Living and studying in Cape Town has been the best experience of my life. Not only is the University of Cape Town a good university, it is also in one of the most beautiful cities in the world."

Justin, CIEE, USA.
Studying further?

Why not do a Postgraduate Degree at UCT

If you want an excellent postgraduate qualification look no further than UCT. The university is committed to building on its international reputation by offering exciting opportunities for postgraduate research and learning, and a wide range of postgraduate degrees in all disciplines.

UCT offers over 65 Masters degrees. In response to market needs, an increasing number of these have a significant coursework component. A few of the many options available are listed below. Details about other Masters and postgraduate courses can be obtained from the UCT website at www.uct.ac.za/postgrad/deg_dip.php or under individual departmental listings.

Faculty of Science

Masters in Conservation Biology: This is a 13-month degree with equal components of coursework and a research project. Intensive modules on key conservation topics taught by international experts. For more information, E-mail: tmcrowe@botzoo.uct.ac.za Tel: +27 21 650 3292.

Masters in Systematics and Biodiversity Science: This one-year course trains in the description, documentation and analysis of biological diversity. There are also components on biogeo-graphic analysis and conservation biology and an introduction to Geographical Information Systems. Training in the methods used in one of the major groups (botany, entomology etc) is included. The course work component is examined in July, followed by a dissertation. For more information, E-mail: theldens@botzoo.uct.ac.za Tel: +27 21 650 4037.

Masters in Environmental Geochemistry: This course is multidisciplinary with modules covering the chemistry of the atmosphere, natural waters, soils and sediments, quantitative chemical analysis, statistics and data interpretation, environmental engineering, legal aspects, waste management and health considerations. For more information, E-mail: aroy@geology.uct.ac.za Tel: +27 21 650 2902.

Masters in Information Technology: The normal duration of this course is two years although it may be completed in one. The course comprises a taught component comprising of Research Methods; Networks; Databases; Web site Design and Implementation; Human Computer Interaction; Software Engineering; Professional Standards and Advanced Programming. Students also complete a six-month research project. For more information, E-mail: dept@cs.uct.ac.za Tel: +27 21 650 2663

Master of Mathematics of Finance: This two-year programme is for students who wish to work in financial markets, especially in derivatives trading, risk management and quantitative analysis. It develops techniques for pricing and managing modern financial instruments. It is divided into coursework (first year) and a dissertation (second year). For more information, E-mail: cgtros@stats.uct.ac.za Tel: +27 21 650 3226.

Faculty of Commerce

Master of Commerce in Economics: A one-year full-time Masters degree which incorporates advanced economics study and a mini dissertation. An honours degree in Economics with an adequate background in econometrics is required. For more information, E-mail: ablack@commerce.uct.ac.za Tel: +27 21 650 2729.

Master of Commerce in Information Systems: A one-and-a-half-year to two-year full-time or two/three-year part-time pro-
courses entitles a candidate to proceed to Part II, registration for which is at Masters level.

In addition to its postgraduate certificates and diplomas and taught Masters degree, the Department of Education offers many other courses at Honours/Masters. These courses do not require that students necessarily have education qualifications. There are courses that deal with education, policy and reform; gender and education; literacy studies; teaching and the modern condition: applied language studies; the writing and publishing of textbooks; literature and imagination; intercultural communication; and curriculum issues. For more information, E-mail: ingrid@humanities.uct.ac.za Tel: +27 21 650 2772.

MA in Historical Studies: The programme will equip students for a broad range of careers in which research skills, a capacity for informed critical judgement, an effective grounding in written work and oral presentation, and an advanced ability to interpret complex materials will prove invaluable. Journalism, the heritage sector and the tourism industry, documentary film making, teaching, publishing, museum and gallery work covers some of the areas programme. For more information, E-mail: bren@humanities.uct.ac.za Tel: +27 21 650 2742.

MA in Library and Information Science: The programme allows students to focus on particular areas of Library and Information Science. The curricula comprises Management Studies, Policy Studies, Sociology and Information, Information and Knowledge Management, Databases and Database Production and Information Retrieval and a minor dissertation. For more information, E-mail: gsmith@ched.cut.ac.za Tel: +27 21 650 3093.

Faculty of Law

The Master of Laws Degree: This may be started in either late February or late July each year and may be taken over one or two years, on a full or part-time basis. (LLM candidates must be resident in Cape Town). Courses from a variety of legal disciplines and specialist areas are offered including: Tax law > Shipping law > Electronic law > Labour law > International law > Marine law > Environmental law > Company law > Private law > Constitutional law > Criminal justice > Public law. For further information, E-mail: kkhan@law.uct.ac.za Tel: +27 21 650 2997

Faculty of Engineering and the Built Environment

Masters Programme in Catalytic Processing: This introduces students to all aspects of catalysis and catalytic processing. Emphasis is placed on catalytic synthesis, characterisation and testing in relation to industrially organic processes. For more information, E-mail: faculty@ebe.uct.ac.za Tel: +27 21 650 2699

Master of City Planning and Urban Design: This is a two-year full-time degree with an architectural qualification required for entry. The programme consists of theory and studio work. Emphasis is placed on the studio as a vehicle of teaching and of promoting praxis between theory and practice. The focus is on developing innovative thinking for continued intellectual development and for responsibly meeting the changing demands of the workplace. This coursework programme is professionally accredited in South Africa. For more information, E-mail: archiplan@ebe.uct.ac.za Tel: +27 21 650 2374

Masters degree in Process Systems Analysis and Control: This is a multidisciplinary coursework plus research Masters programme. Courses include Computational Methods in Process Systems, Multivariable Control System Analysis, Numerical Computation and Optimization, Advanced Engineering Statistics and topics in Chemical Engineering Research. For more information, E-mail: faculty@ebe.uct.ac.za Tel: +27 21 650 2699.

Faculty of Health Sciences

Master of Philosophy in Critical Care: This course provides a thorough knowledge of the basic sciences relating to physiology, pathology, microbiology, pharmacology and clinical measurement; general internal medicine, anaesthesia, surgery and radiology particularly related to critically ill patients and acute emergency medicine. For more information, E-mail: medfac@curie.uct.ac.za Tel: +27 21 406 6346.

Masters of Philosophy in BioEthics: This part-time degree, extending over two years, develops a deeper understanding of the theoretical and practical aspects of ethical issues in public and private life. For more information, E-mail: medfac@curie.uct.ac.za Tel: +27 21 406 6346

Masters Degree in Public Health: This two-year degree prepares candidates to meet the challenges of evaluating and improving population health and health care delivery. The course outline includes, research methods; epidemiology; biostatistics; health economics; health services management; social and behavioural sciences and health; women’s health and a dissertation. For more information, E-mail: medfac@curie.uct.ac.za Tel: +27 21 406 6346.

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E-mail: admissions@bremner.uct.ac.za

Website: www.uct.ac.za
University of the Witwatersrand

JOHANNESBURG, GAUTENG

Wits gives you the edge

Changing your future by challenging your mind

The University of the Witwatersrand, Johannesburg, known as Wits, is renowned for its intellectual leadership and its commitment to nurturing critical thinkers, creative innovators, problem-posers and problem-solvers. ‘Witsies’ can look forward to delving into a comprehensive academic programme, they are exposed to and participate in leading research across twelve unique thrusts and constantly engage in current developments in South Africa, Africa and the global society.

Brief history and location

Studying at Wits offers students the opportunity to become part of an urban campus in Johannesburg, Africa’s leading commercial city and the powerhouse of the African continent. Spread over more than 100 hectares, Wits University has a distinctive capacity to contribute to the reconstruction and development of South Africa and Africa through research and the production of skilled, critical and adaptable graduates. With its more than 100 000 graduates in its 82-year history, Wits has made and will continue to make its mark nationally and internationally.

The University’s origins lie in the School of Mining Engineering that celebrates its centenary year in 2004. The University was formally inaugurated in 1922. Wits is home to almost 25 000 students and comprises seven major ‘clusters’ spread over Braamfontein and Parktown: East and West Campus, Sturrock Park, the Wits Education Campus, the Management Campus, the Medical School Campus and the Donald Gordon Medical Centre.

Entrance requirements

All applicants for undergraduate degrees must be in possession of a university entrance matriculation or an equivalent examination certified by the Matriculation Board. For some degrees such as medicine, engineering and commerce, there are additional requirements such as a minimum pass in mathematics.

Requirements for postgraduate students vary from faculty to faculty, but the minimum entrance requirement is a Bachelor’s degree. International students need to have a proven proficiency in the English language.

Faculties and teaching staff

The University is structured into five Faculties which comprise 37 Schools. The five Faculties are: Commerce, Law and Management; Engineering and the Built Environment; Health Sciences; Humanities; Science. There are approximately 1 000 teaching staff at Wits. Wits has also produced 86 Rhodes Scholars and three Nobel Laureates over the years.

The Jessup International Moot Law Competition was won by two ‘Witsies’ in 2002 and the first recipient of the National Geographic Research and Exploration prize was also a ‘Witsie’.

Accommodation

The University hosts 20 residences which accommodate 22% of the student population. Seven residences are on the main campus while the rest are off campus. International House, which caters largely for international students, opened in 2003.

Student facilities

The fully computerised Wits University library system comprises two main libraries and 14 divisional libraries. Students have access to over 740 000 book volumes and 12 000 journal titles. Specialist collections include rare and early books, the Mandela Memoirs, two Piper Tapestries and the Bartholomew Diaz Cross amongst others. Wits has full Internet and email access in its computer laboratories.

Wits has a wide range of sporting facilities including playing fields, tennis and squash courts, an indoor sports hall, swimming pools, a gymnasium and a practice tank for the Rowing Club. The University is home to the biggest football club in South Africa. The ‘Clever Boys’ is the only South African University team that competes in the Premier Soccer League and has three players in the South African national team. In addition, there are over 60 student societies catering for a diverse range of interests, including a club that caters for the social and cultural needs of international students.

The University also boasts over 14 museums and two art galleries housing a variety of rare and valuable artworks. The Wits School of Arts is one of the first integrated arts schools in South Africa that covers Fine Arts, Music, Dramatic Art, History of Art, Television and Film Studies, as well as Heritage and Tourism Studies. It is home to the Wits Theatre Complex which has staged close to 2000 different productions over its 20 year history.

The Faculty of Health Sciences offers a range of degrees in Medicine, Dentistry,
Nursing, Pharmacy and the Therapeutic Sciences. Training is offered with practical experience in five major hospitals in Johannesburg as well as several rural hospitals, the state of the art Wits Donald Gordon Medical Centre and various clinics.

The Counselling, Careers and Development Unit offers graduate placement services to students while the Campus Health and Wellness Centre offers medical services and health-related educational programmes and advice to students. The Students' Representative Council enjoys membership on all major university committees and councils.

The Matrix Student Centre and Mall houses numerous retailers that offer a wide range of quality commercial services to students and staff.

Research

Wits has over 23 research entities, 10 of which are recognised Medical Research Council Units. Over R150 million per year is spent through contract and grant-funded research, most of this in the area of HIV and AIDS.

The University has a long history of research excellence, offering a strong foundation for postgraduate study. Over a third of the student body consists of postgraduate students.

Wits is home to nine A-rated scientists, who are conducting world significant research in areas ranging from bioinformatics and climatology to liver cancer and modelling and process synthesis. The University is also internationally recognised for its research in the fields of mining engineering, palaeo-anthropology, rock art and palaeoentomology.

The University has embarked on several research thrusts in 2004 including: HIV/AIDS, life-threatening diseases, environment, creatures great and small, origins of species and evolution, society, mining and engineering, molecular science, material science, commerce and telecommunications.

Several strong research and other collaborations exist between Wits and universities in Africa, the US, the UK, and Australia amongst others. Many research programmes are internationally funded by organisations like UNESCO and the WHO.

Internationalisation

In the globalised world that we live in, there is a rapidly evolving process entailing the establishment of complex power and communication relations on a global basis between societies, cultures, institutions and individuals. One of the most powerful interpersonal tools of globalisation is the international exchange of academics and students. As an international University, Wits exists within global rather than local borders. The University engages at both levels in order to facilitate the exchange of information and ideas in the social, cultural, political and economic domains.

As part of the African Renaissance and the regeneration of Africa, the University has a fundamental role to play as a modern, research-focused, engaged and influential African University, an institution that champions African scholarship, that puts emphasis on African values, like Ubuntu, and an institution that celebrates achievement and success.

In the international arena, Wits is involved in the development of a significant range of linkages with international institutions including staff/student exchanges, joint research projects, the promotion of international mobility through conference attendance and the encouragement of post-doctoral fellows to conduct research at the University. With over 1,300 international students registered in 2003, from more than 66 different countries and speaking over 74 languages, Wits University is a thriving, cosmopolitan centre for cultural, social, economic and political exchange.

The Wits International Students Association refers to "Education through Interaction" and this was kept in mind when International House, a high-quality residence catering largely for international postgraduate students and visiting academics, was opened in 2003. The international/local split of postgraduate students and staff intake into the residence is 70% international and 30% local. This is the first residence at the University, which from inception, has been cabled for online connectivity. This makes it easier for students to communicate with their families and friends in distant lands quickly and cost-effectively. It also helps visiting academics access international resources and databases at the click of a button.

The International Office has been established to cater for the needs of all international students. The Office has a number of services and programmes to assist international students integrate with the Wits community and to harmonise with their new environment. These programmes range from welcome programmes through to orientation and mentoring programmes. Services range from the provision of technical assistance to on-going personal support, access to English Language programmes, social excursions to places of interest and referral adjustment.

The International Office also facilitates exchange programmes with universities around the world. These include exchange programmes with several universities such as the University of Namibia and Mozambique's Eduardo Mondlane, as well as Cambridge and Warwick in the United Kingdom and the Pennsylvania State, Harvard and Indiana Universities in the United States. The University of Queensland in Australia, Putra University in Malaysia, Thammasat in Thailand, Rotterdam, Twente in the Netherlands and Soka in Japan places Wits in the heart of the international academic and research arena.
More often than not, education is a life changing experience. Ask Wits Vice-Chancellor Professor Loyiso Nongxa. The opportunities provided by education have revolutionised the world of this former farm boy. And he is determined to return the favour.

In terms of Prof. Nongxa's vision, the University of the Witwatersrand has a significant role to play in deepening democracy through being a modern, research focused, publicly engaged and influential South African university. This will ensure not only the institution's continuing value to the labour market and our economy, but also its effectiveness and reputation in a knowledge based society.

Wits will continue to produce graduates who occupy leadership roles in complex settings. Our challenge is to provide a learning environment that draws strength from our diversity. This not only requires the support of the Wits community but also that of Wits' friends and all sectors of South African society.

Join Wits in its efforts to empower the decision makers of the future - for South Africa's benefit and that of our African continent.

www.wits.ac.za

University of the Witwatersrand, Johannesburg
In his inauguration address, the new Rector and Vice-Chancellor, Prof Frederick Fourie, said that his vision for the University of the Free State was for it to be a University of excellence, equity and innovation – a leader in research, teaching, community service, adult learning, transformation, non-racialism, non-sexism, multiculturalism and multilingualism; a contributor to South Africa and the African continent’s growth and development; a truly South African university.

The University of the Free State has played an important role in the transformation of higher education in South Africa, with its model for multiculturalism and its management of diversity. The choice of a parallel-medium teaching policy offers students a distinct advantage in their preparation to cope with the realities, pressures and demands of South African society.

The University of the Free State is proudly considered a leader among all South African universities. It is dedicated to the pursuit of scholarship through the creation, integration, application and transmission of knowledge by promoting the following, within the ambit of financial sustainability:

► a democratic, diverse university community
► an academic culture and the comprehensive development of students within this culture, with many opportunities to enjoy the pleasures of student life
► an environment for critical scientific reflection and analytical thought
► the provision of relevant academic tuition that enjoys international recognition
► the expansion of knowledge through pure and applied research
► community service through its core functions of education and research, and through special development programmes and projects
► outstanding sporting opportunities
► several distance-education programmes
► academic entrepreneurship to meet the challenges of modern-day higher education.

Entrance Requirements

The admission requirements for all degrees are a matriculation exemption certificate or equivalent. In some cases admission can also be obtained by prior learning or on the basis of age and experience. For admission to some courses, minimum pass marks for certain matriculation subjects are required. Please contact the University for further information. Students from abroad are required to pass an English language proficiency test.

Student facilities

► community service through its core functions of education and research, and through special development programmes and projects
► outstanding sporting opportunities
► several distance-education programmes
► academic entrepreneurship to meet the challenges of modern-day higher education.

Research

Every faculty has proven itself with ground-breaking research projects. A variety of co-operation agreements with international institutions on all continents assure relevance and the highest standards of research and development.

Faculties

Faculties at the University of the Free State include: • Natural and Agricultural Sciences • Economic and Management Sciences • Humanities • Theology • Law and • Health Sciences.

The University offers a range of degree, diploma and certificate courses.
The long-held dream of an institution of higher education in the Free State became a reality in 1904 when the Grey University College opened its doors. Initially, the tuition medium was English, but later on this changed to be bilingual and included Afrikaans. The name was changed to the University College of the Orange Free State. In the late 1940s, the medium of instruction was changed to Afrikaans. The University was declared a fully-fledged, independent university in 1950 and the name was again changed to the University of the Orange Free State.

In 1993, a system of parallel-medium tuition was adopted. Today, all classes are currently offered in Afrikaans and English. Subsequent to the adoption in 1999 of a new university statute, the UFS entered a significant growth period. Today, the University of the Free State boasts more students than ever before in its history.

In February 2001, the University lived through another name change, when it became the University of the Free State. The new name was adopted to reflect the real character of the institution and its environment.

In 2004, the University celebrates 100 years since it was founded. Its Centenary celebrations form a cardinal part of the existence of this university.
Come and join a stunning English and Afrikaans campus in the heartland of South Africa. A long-established, parallel-medium campus in beautiful, safe surroundings, where academic excellence and personal attention are integral parts of studying. Where you'll find the creativity, innovation and abundant space to discover yourself.

Come see for yourself. Come and be yourself.

University of the Free State
be who you are
Medical University of Southern Africa (MEDUNSA)

PRETORIA, GAUTENG

Preparing top healthcare professionals for the future

The Medical University of Southern Africa (MEDUNSA) has made a significant contribution in the education of healthcare professionals, medical doctors, dentists, allied health professionals, nurses, veterinarians and scientists in Southern Africa and in addressing racial inequities in healthcare training. More than half of all African medical doctors and dentists in Southern Africa were trained at MEDUNSA.

Founded in 1976, MEDUNSA’s mission is to ‘empower the educationally disadvantaged by providing excellent community-oriented education, training and research in the health and related sciences and by promoting services at all levels of healthcare in the community’.

Location

The Campus is situated 30 kilometres outside Pretoria and adjoins the George Mukhari Academic Hospital (formerly Ga-Rankuwa Hospital).

Faculties

These include: • Sciences • Dentistry • Medicine (including Allied and Nursing Sciences, the School of Pharmacy) • National School of Public Health.

Entrance Requirements

The minimum requirement for admission is a matriculation exemption certificate with a pass in mathematics and physical science.

Accommodation

Approximately 3,000 students are accommodated in 11 residences on campus and there are four residences in Pretoria and one in Polokwane.

Facilities and services

There is an extensive inter-library loan system, and a range of sports facilities and students are assisted by the Student Representative Council and several other councils. The International Students Desk assists international students. The Financial Aid Bureau administers funds for indigent but academically deserving students. The International Office serves as a focal point to assist all international students and provides, among others, arrival, accommodation and orientation information and advice, as well as cultural, social and sport activities.

Elective students come to MEDUNSA from countries such as Germany, Sweden and the Netherlands and many full-time international students come from as far afield as Europe and from all over Africa.

National School of Public Health (NSPH)

The National School of Public Health (NSPH) at MEDUNSA was established in 1997 and today has postgraduate students from the public and private healthcare sectors and from more than 25 countries around the world. The NSPH is committed to the improvement of health of South Africans through education, research and strategic intervention in public health. It comprises five departments: Biostatistics, Epidemiology, Environmental and Occupational Health, Health Systems Management and Policy, and Social and Behavioural Health Sciences. Specialised programmes include: Master of Public Health (MPH), Dr of Public Health (DrPH), Postgraduate Diploma in the Management of HIV/AIDS in the World of Work, and a Fellowship Programme focusing on HIV/AIDS in the southern African Region.

Strategic alliances and collaborative relationships of NSPH

The NSPH has developed research programmes focusing on the major problems of South Africa. It has an expanding network of strategic alliances within South Africa as well as with academic centres of excellence in Africa, the United States and Europe.

Research

MEDUNSA has seven niche research areas, each responsive to community health needs and productive in terms of continually producing and trialling vaccines. These are HIV/AIDS in the population; bio-organic and natural products; sexually transmitted diseases; the environmental reservoirs of diarrhoeal diseases; the inorganic composition of dentine environmentally induced variations; radiation dosimetry; and infection control at health care institutions. MEDUNSA recently founded its eighth research niche area: Indigenous Knowledge System (IKS), funded by the National Research Foundation (NRF). New and alternate ‘medicines’ and/or medicinal plants from the local communities are subjected to intensive scientific ‘gaze’ to determine their efficacy.

Research output in 2002 at MEDUNSA

Sixty five articles published in accredited and subsidy-earning journals; 58 articles published in non-SAPSE journals; 83 papers presented at international conferences; researchers were keynote speakers at nine international events; 68 internationally collaborative research projects; 479 registered research projects in progress; 10 research outputs reported as books or chapters; 100 research exchange visits overseas; 106 papers presented at conferences; academics served as editors for 19 research journals.
Home of the Innovation Generation

The University of Pretoria (UP) places the highest premium on academic excellence and academic standards and combines world-class education with beautiful, safe and stable campus settings that allow our students to enjoy student life to the full. This includes social, sports and cultural activities, participation in the arts and development of leadership abilities. The University of Pretoria is the home of the 'Innovation Generation'.

UP is South Africa’s largest residential university and is home to the ‘Innovation Generation’ - those people who will make a difference, today and tomorrow.

Location and history
Situated in the eastern suburbs of South Africa’s expanding administrative capital, Pretoria, the University of Pretoria is the largest of the nation’s 19 contact universities.

Language
Courses are presented in English and Afrikaans. It remains the student’s responsibility to ascertain whether a module (and all subsequent modules of the programme) is presented in a specific language.

Faculties, departments and programmes
There are nine faculties: Humanities • Natural and Agricultural Sciences • Law • Theology • Economic and Management Sciences • Veterinary Science • Education • Health Sciences • Engineering, Built Environment and Information Technology. These are home to 140 Departments. The University also houses 43 centres, institutes and bureaus.

Vision and mission
The University of Pretoria strives to be:
- A leader in higher education that is recognized internationally for academic excellence and a focus on quality
- Known for international competitiveness and local relevance through continuous innovation
- University of choice for students, staff, employers of graduates and those requiring research solutions
- A university with an inclusive, enabling, value-driven organizational culture, that provides an intellectual home for the rich diversity of South African academic talent
- The premier university in South Africa that acknowledges its prominent role in Africa, is a symbol of national aspiration and hope, reconciliation and pride, and is committed to discharging its social responsibilities.

The University of Pretoria’s mission is to be an internationally recognized South African teaching and research university and a member of the international community of scholarly institutions.

The academic year
Applications open 1 March of the year preceding the year of study. Closing date for selection courses is 30 June. Closing date for other courses is 30 September. The academic year commences in January and ends in November.
At Tuks you will grow and excel at a dizzying pace. The buzz on campus says: This is where it's happening!

If you have drive and vitality, join the Tuks innovation generation. Here you will become part of winning teams and form lifelong friendships.

Tuks spells excellence. We offer world-class facilities, academic distinction, international recognition and a healthy balance between learning, living and playing.

Deciding where to study after school is highly exciting, but it's a choice that will influence the rest of your life. Choosing a high quality institution like Tuks will immediately broaden your career options and add to a great quality of life. Make an informed decision by talking to us about your options. Visit our website at www.up.ac.za or contact our Client Service Centre at tel: 012 420 3111, fax: 012 420 4565 or e-mail: csc@up.ac.za

We are waiting to hear from you.
The North-West University

(FORMERLY KNOWN AS THE POTCHEFSTROOM UNIVERSITY FOR CHRISTIAN HIGHER EDUCATION AND THE UNIVERSITY OF NORTH-WEST (MAFIKENG))

Value-driven, we make a difference

The North-West University is a newly merged institution from 1 January 2004 onwards with four campuses at Potchefstroom, Mafikeng, Vanderbijlpark and Mankwe. The Potchefstroom Campus (founded in 1869) is the largest, and the head office of the University is situated at this location. With its merged status the North-West University became one of the bigger universities in South Africa with approximately 32 000 students (full-time and distance education students).

Internationalization
The University's mission on internationalization is first and foremost focused on the advancement of research, drawing in post docs and attracting postgraduate students at Masters and PhD level.

The focus of recruitment of these category students are directed at students from the member states of the South African Development Community (SADC) but also further afield in Africa, Asia and Europe.

The number of international students amounts to about 300 per year, coming and going. This includes a relatively high number of students who, in terms of international agreements, take part in research projects and use research results for the completion of their theses and dissertations at their home universities. The international students on the Potchefstroom Campus represent 25 different nationalities. The Mafikeng Campus has several hundred students from Botswana, many of whom are undergraduate students supported by grants from the government of Botswana. North-West University's other campuses have relatively small numbers of international students.

Exchange of staff with international academic partners takes place regularly. Fulbright and other international agencies from Europe and elsewhere play an important part in this respect.

Fields of study
Engineering and the different facets of engineering is one of the attractive fields of study for international students. In addition to Engineering, the following fields are also available: Pharmacy, Communication, Political Studies, Environmental Studies, Social Work, Agriculture, Nutrition and Nursing Sciences, Economics (in particular International Trade) and International Law are also popular academic attractions. Generally, international students engage in a variety of study fields.

HIV/AIDS, with all its social, economic and medical implications also draws attention by students from abroad.

With the exception of a medical faculty, most sciences are covered by North-West University, which is indeed a comprehensive institution.

Research
In its continuous quest to be a university of international standards, the promotion of quality and innovation in education and research is a priority. The University (Potchefstroom Campus) focuses on core competencies - its areas of expertise. With the allocation of extra research funds for the development of these focus areas and a comprehensive international quality system, the University has drawn international fame.

The areas of expertise are: Languages and Literature in a South African Context; Sustainable Social Development; Environmental Sciences and Management; Separation Science and Technology; Business Mathematics and Informatics; Space Physics; Reformed Theology and the Development of the South African Society; Teaching-Learning Organizations; Unit for Decision-making and Management for Economic Development; Development in the South African Constitutional State; Energy Systems; Drug Research and Development; and Preventative and Therapeutic Interventions.

Foundation Year programme
A Foundation Year programme was established at the former University of the North-West, the present Mafikeng Campus, in 2000. The programme serves to prepare students for entry into degree programmes catering for students without matric exemption or equivalent, matric with conditional exemption, matric with school learning certificate, GCE - O levels, and qualification/exemption by mature age. This includes students from SADC countries.

Future goals for international education at North-West University
The development of the above-mentioned areas of expertise is a main academic attraction of this institution. The North-West University is focused on maintaining its international academic standards, on being entrepreneurially-oriented and on excelling in service to its country and its people.
Rhodes University

Where Leaders Learn

Brief history

Rhodes University College was founded in 1904. Despite steady growth, Rhodes University is still a small university where excellence is, in part, a product of its smallness. The future of Rhodes lies not in greater numbers, but in increasing academic excellence. Rhodes University celebrates 100 years of ‘Where leaders learn’ in 2004. To participate in the celebrations visit: www.goRhodes.co.za.

While South Africa celebrates 10 years of democracy, Rhodes University is celebrating 100 years of excellence as a transformed, progressive and soundly-managed institution.

Unique culture

Rhodes University has a history of high achievement and is committed to meeting the challenges of the present and future. It is an internationally respected educational centre of excellence, which recognizes its southern African setting and the need to meet international standards in a non-racial society. With well-equipped facilities, a beautiful campus with a strong residential system, excellent teaching and the highest per capita research output in the country, Rhodes University is the ideal launch pad for a wide variety of careers.

Location

Rhodes University is situated in Grahamstown in the Eastern Cape.

Facilities and services

State-of-the-art conference and sports facilities are available. Students can also take advantage of services such as the Legal Aid Clinic, Psychology Clinic, Day Care Centre and Counselling and Careers Centre.

There are over forty societies affiliated to the Students’ Representative Council including political organizations, a campus radio station, a student newspaper, a chamber choir, a debating society, religious groups and other cultural groups.

A wide range of interesting sports activities are offered.

Faculties, degrees and diplomas

Courses are offered in the Faculties of • Commerce • Education • Humanities • Law • Pharmacy • Science.

Faculty of Law: Degrees: Bachelor of Laws (Four Years); Master of Laws (One Year); Doctor of Philosophy (Two Years); Doctor of Laws (Four years).

Faculty of Pharmacy: Degrees: Bachelor of Pharmacy (Four Years); Master of Pharmacy (Two Years); Master of Science (Two Years); Master of Clinical Pharmacy (Two Years); Doctor of Pharmacy (Three Years); Doctor of Philosophy (Two Years); Doctor of Science (Four Years). Diplomas: Postgraduate Diploma in Clinical Pharmacology (One Year).

Faculty of Science: Degrees: Bachelor of Science (Three Years); Bachelor of Science (Information Systems) (Three Years); Bachelor of Science (Software Development) (Four Years); Bachelor of Science with Honours (One Year); Master of Science (One Year); Doctor of Philosophy (Two Years); Doctor of Science (Four Years). Diplomas: Postgraduate Diploma in Fisheries Science (One Year); Higher Diploma in Environmental Biotechnology (One Year).

The language of instruction is English.

Research

Rhodes is committed to excellence in research and has the highest research output per capita in the country. The contribution of research to teaching ensures that the University produces analytical and creative graduates. The University and its associated Research Institutes are constantly seeking ways to increase and enhance its research. It is committed to undertaking excellent and internationally recognised research in all fields – particularly those relevant to South Africa.

Building research capacity of black and female staff as well as the identification and nurturing of research potential among young academics is one of the University’s primary goals.

Rhodes University encourages intra- and inter-disciplinary collaboration within the University as well as with other South African institutions. Rhodes is keen to develop exchange programmes with SADC and overseas universities.

The University is associated with a wide range of research institutions and affiliated organizations and boasts several leading areas of excellence.

Staff

Total administrative staff: 917. Total academic staff: 318.

Entrance requirements

Your application for admission to the University will be considered only if you qualify for a Matriculation Exemption (or equivalent) and if you satisfy the Faculty requirements.

Accommodation

There are 41 residences. Approximately 2 689 students are accommodated in residence, while approximately 3 147 are in private accommodation.
Stellenbosch University

STELLENBOSCH, WESTERN CAPE

Your knowledge partner

Stellenbosch University is an internationally recognised university with about 150 departments in 10 faculties and more than 40 research (and other) institutions. A century-long tradition of quality teaching and research has ensured Stellenbosch University's place among the finest academic institutions in Africa.

Brief history and background
The history of the University dates back to the opening of the Stellenbosch Gymnasium in 1866 and the establishment of the Arts Department, which became the Stellenbosch College in 1881. In 1887, the jubilee year of Queen Victoria's reign, this name was changed to the Victoria College, which acquired university status in 1918 to become Stellenbosch University.

Location
Stellenbosch is a university town with a population of about 90 000, excluding students. Located 50 kilometres from Cape Town, the town is set on the banks of a river in the wine-growing region and is encircled by majestic mountains. For swimming, surfing and other watersports, superb beaches can be reached in half an hour's travel. Teaching at Stellenbosch University is provided in 10 faculties situated on four campuses: Stellenbosch, Tygerberg, Bellville Park and Saldanha.

Language
Stellenbosch University is a predominantly Afrikaans university. The medium of tuition for undergraduate and several honours courses at Stellenbosch University is Afrikaans. Students from other countries who do not have a working knowledge of Afrikaans may find it difficult to follow the lectures. Class notes and discussions are also not necessarily in English. However, students are at liberty to write their assignments, tests and examinations in English.

At postgraduate level the language of tuition is determined by the composition of the class. The majority of advanced postgraduate courses are conducted in English.

Entrance requirements
Admission is granted on the grounds of academic considerations only. Undergraduates should have matriculation exemption and a minimum average percentage. Some courses require minimum pass marks in specific matriculation subjects. International candidates are required to submit certified copies of all academic qualifications at admission.

Faculties and schools
The faculties on the main campus include: • Arts and Social Sciences • Science • Education • Agricultural and Forestry Sciences • Law • Theology • Economic and Management Sciences • Engineering. The faculties not situated on the main campus are • Military Science • Health Sciences.

Facilities and services
The University houses an extensive library collection catalogued on a computerised database. The state-of-the-art Conservatoire with its two concert halls features regular concerts. The Langenhoven Students' Centre houses the Students' Representative Council, a food court, a shopping mall, an advice office and all student societies. The Division for Academic Support Services provides career counselling, a crisis service and academic development programmes. Two sports stadiums, two large swimming pools, acres of playing fields and a high-tech gymnasium encourage more than 30 competitive and recreational sports.

Accommodation
University residences house some 6 000 students. Partially furnished university apartments close to the central campus are available for international students. Certain categories of international students may, however, qualify for assistance subject to the regulations of the Bursaries and Loans Office.

Financial aid, scholarships and bursaries
The University gives financial aid to postgraduate international students from SADC countries. Candidates of high academic standing qualify for support after their first year of residence on campus.

Student life
University life is interwoven with the atmosphere of the town of Stellenbosch. The active campus is organised around more than 50 cultural, sporting, religious and political clubs and societies.

STELLENBOSCH UNIVERSITY

<table>
<thead>
<tr>
<th>International Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Bag X1</td>
</tr>
<tr>
<td>7602 Matieland</td>
</tr>
<tr>
<td>South Africa</td>
</tr>
<tr>
<td>Tel: +27 (0)21 808 4628</td>
</tr>
<tr>
<td>Fax: +27 (0)21 808 3799</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:interoff@sun.ac.za">interoff@sun.ac.za</a></td>
</tr>
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<td>Website: <a href="http://www.sun.ac.za/international">www.sun.ac.za/international</a></td>
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University of South Africa (UNISA)

PRETORIA (MAIN CAMPUS), GAUTENG

A world leader in distance education

There are over 200 000 students studying through UNISA, rated as one of the top universities in South Africa. The University of South Africa (UNISA) is synonymous with world-class tertiary tuition in the field of distance education. In 2004 it merged with Technikon SA and incorporated Vista University Distance Education Campus to form the first comprehensive distance education university on the continent of Africa.

Merging a technikon and a university is a complex and challenging process, but an ultimately extremely rewarding one – with enormous expertise available from both merging institutions which will benefit the new UNISA in increasing human resource and technological capacity to the advantage of the country and providing learning opportunities for all our students.

Market research has shown that UNISA is rated as one of the top universities in South Africa. Unisa qualifications are sought after in the marketplace. The University is affordable, since its courses are one-quarter to one-third the price of residential universities; accessible as students who do not have a university entrance matric can register for its access programme; flexible, because students can plan their studies to fit into their lifestyles; and credible, because of the international recognition afforded its qualifications.

The University, which began teaching through distance education more than 50 years ago currently has some 200 000 students in Southern Africa, other African countries and abroad.

Study fields and levels

UNISA's colleges of • Economic and Management Sciences • Humanities, Social Sciences and Education • Science, Engineering and Technology • Law and Justice and • Agriculture and Environmental Sciences offer a diverse choice of study fields at levels from certificate to degree, ranging from animal health, agriculture, law, business, education and humanities, to name but a few. Unisa is now also represented in all provinces of South Africa with strong outreach to SADC countries as well as other African countries.

Location

Main Campus: Pretoria (Gauteng) Florida (Gauteng) Provincial Centres: Durban (KwaZulu-Natal), Cape Town (Western Cape), Polokwane (Limpopo), Nelspruit (Mpumalanga), Mafikeng (North West) Kimberley (Northern Cape), Port Elizabeth (Eastern Cape), Bloemfontein (Free State).

Entrance requirements

Students need a school-leaving qualification that would entitle them to enter a university or college in their own country. However, UNISA also offers access courses to those who have completed their schooling but who do not have university entrance. Access course programmes are available for students who have a national certificate (matric without university entrance). If successful, students can study further for a degree.

Registration periods

Students can register twice a year for modules and once a year for full courses. Students can either register through the post, by writing to The Registrar (Academic), or through the website.

Facilities and services for distance learning students

When students register they are given Study Guides which are, in effect, the lectures. Tutorial letters set out the assignments, due dates and material to be studied for the assignments. Students have to obtain their own prescribed books as only a limited number are available in the library. Students can register with Students-on-line (SOL) and submit their assignments and contact their lecturers through the Internet. The University is currently putting its courses on the Internet.

The Bureau for Student Counselling and Career Development offers advice to students through email, post, telephone calls or by personal appointment. The main centres have library and study facilities, as well as administrative staff and peer helpers. Others just have administrative staff who will forward queries.

Students are encouraged to form study groups with others in their area. They can also link up through the chat room, or write to Student Talk (which is sent to all registered students quarterly) to request other students to contact them. Students should do as many assignments as possible. These are submitted, marked and returned with comments. If students have a problem in understanding the work, they are encouraged to contact the lecturers, head of department or bureau for student counselling through the post, by telephone, appointment or email to discuss the matter and ask for clarification.

Staff

UNISA now has a staff component of just over 4 000 people who provide tuition and administrative support to students in South Africa and worldwide.

Registration and examinations

Students can register at any of UNISA's offices, through the post or through the Internet. Exams are written twice a year. If a student is registered for a semester module they can write in June and in October/November.

UNISA

The Registrar (Academic)
P. O. Box 392
Unisa 0003
South Africa
Tel: Main Campus: +27 (0)12 429 4116
Website: www.unisa.ac.za
Border Technikon

EASTERN CAPE

Learn the cutting edge at Border Technikon

Background

Border Technikon (BT) is one of the youngest tertiary institutions in South Africa. It has positioned itself as a leader in higher education, offering cutting-edge education in the Faculties of Applied Technology and Human Sciences. Its name has been synonymous with affordable, technologically innovative, career-specific education, training and research sensitive to market, community and national priorities.

To date, the Technikon boasts a student base of some 6 600 full-time and part-time students located at its campuses in Potsdam in East London and Bisho. The BT family has truly brought life to our motto, "By learning useful things, we make progress". They have not only profiled themselves in the Eastern Cape, but have won international accolades. Students also receive international exposure through participation in exhibitions and experiential learning programmes in the fields of Fashion Design, Art and Analytical Chemistry.

Building strategic partnerships internationally

Border Technikon has also forged strategic linkages with government, the private sector and best practice institutions internationally. These include the University of Duisburg in Germany, University of Milwaukee in Wisconsin (USA) and the University of Maryland Eastern Shore (USA). These institutions have brought a wealth of expertise and resources to the Technikon.

Future merger for vibrant sector

The landscape of higher education in South Africa has changed. The merger of Border Technikon, Eastern Cape Technikon and the University of Transkei to form Walter Sisulu University for Technology and Science, Eastern Cape has been heralded by many as a plausible move.

We are indeed looking forward to shaping and crafting what is to be a "vibrant higher education sector in South Africa". The partnerships that the merging institutions have forged in the province and nationally can only spell success for the new institution.

Programme mix

BT lauds achievement for its highly successful academic programmes. The Faculties of Applied Technology and Human Sciences offer over 50 formal programmes at Certificate, Diploma and B Tech Degree level.

In the Faculty of Applied Technology, the main fields of study include: Engineering (Building, Civil, Computer Systems, Electrical and Mechanical) • Analytical Chemistry • Applied Art, Fashion, Food and Consumer Science • Hospitality • Tourism and Information Technology.

The Faculty of Human Sciences offers a variety of courses. You can choose anything from: Accounting • Administrative Management • Communication Studies • Cost and Management Accounting • Education • Financial Information Systems • Human Resources Management • Internal Auditing • Journalism • Local Government Finance • Management of Training • Marketing • Office Management and Technology • Policing • Small Business Management • Sport Management • Taxation • Versatile Broadcasting.

Facilities and services

Border Technikon students can develop a vibrant social life next to their place of study. The recreational facilities, student societies and the variety of sporting codes add value to the student experience. We also offer a well-equipped resource centre, computer facilities and laboratories. The health services unit sees to students' physical as well as psychological needs.

Entry requirements

Each faculty has its own admission requirements. The minimum requirements are a pass at matric or the South African Grade 12 and any equivalent qualification. Students from outside the Republic of South Africa can verify their qualifications with the South African Quality Authority (SAQA).

BORDER TECHNIKON

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5200
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Fax: +27 (0)43 708 5331
E-mail: bormain@bortech.ac.za
Website: www.bortech.ac.za
The Durban Institute of Technology
KWAZULU-NATAL

South Africa’s first successful higher education merger

The Durban Institute of Technology (DIT), a University of Technology, was created through the successful merger of KwaZulu-Natal’s renowned educational centres, ML Sultan Technikon and Technikon Natal on 1 April 2002. This prestigious University of Technology is the first of its kind in South Africa. It provides students with a dynamic, multi-cultural learning environment and an innovative tertiary institution at the forefront of higher education, technological training and research.

Location and campuses
The DIT is a multi-campus University of Technology, offering students the convenience of attending one of seven campus sites located throughout KwaZulu-Natal (i.e. Steve Biko, ML Sultan, City, Brickfield, Ritson, Indumiso and Pietermaritzburg). The two main campuses, the Steve Biko and the ML Sultan campus, are situated on the Berea in Durban, providing state-of-the-art facilities and a superb learning environment.

Entrance requirements
The minimum entrance requirement for admission is a South African senior certificate or a recognised equivalent qualification. International students must have their qualifications evaluated by the South African Qualifications Authority (SAQA).

For further details contact the Student Admissions Office +27 (0)31 204-2111/ 2526/2569.

Accommodation
Accommodation is offered to all eligible students who wish to stay on campus.

Faculties and Departments
The DIT offers an exciting range of undergraduate and postgraduate programmes from four faculties: • Faculty of Arts • Faculty of Commerce • Faculty of Engineering, Science and the Built Environment and the • Faculty of Health Sciences.

Teaching Staff
The DIT have approximately 560 dedicated academic staff. Many are at the cutting-edge of research in their field and prepare students with entrepreneurial leadership skills and a valuable lifelong education, ensuring they achieve their full potential.

Research
There are research programmes and initiatives available to students, which are supported by the DIT, the NRF and other external funds.

Facilities and services
The DIT is committed to providing students with a positive learning environment, offering support and guidance wherever possible through a number of services and facilities. The Cooperative Education Unit works closely with industry to provide students with work experience and graduate placement. The Financial Aid Service offers fund-based assistance to students. Qualified professional staff assist students with career counseling, guidance and life skills. The DIT also has a facility, the TABEISA Enterprise Centre, which assists students and the community with advice and training on small business development. Students can also benefit from other excellent facilities such as the sports grounds and equipment, the art gallery, social clubs, library and beautiful gardens.

DURBAN INSTITUTE of TECHNOLOGY

STUDENT ADMISSIONS
P.O. Box 1334, Durban 4000 South Africa
Tel: Durban +27 (0)31 204-2111 or
Fax: Durban +27 (0)31 204-2285
Tel: Pmb +27 (0)33 845-8800
Fax: Pmb +27 (0)33 845-8885
Toll number: 0860 10 31 94
E-mail: info@dit.ac.za
Website: www.dit.ac.za
Join the Powerhouse of Technological Education

The Durban Institute of Technology, a University of Technology, brings together the best of Technikon Natal and ML Sultan Technikon.

It is a powerhouse of technological education standing on a solid reputation of over 140 years of leading-edge learning, teaching, research and development. With world-beating academic, living and sporting facilities it has historically attracted high achieving students eager for the taste of success while enjoying the sunny seaside splendor of a subtropical paradise.

Our internationally recognised diplomas and degrees lead by reputation in the market. Arm yourself for the real world. Call us for what we can offer you in our faculties of Arts; Commerce; Engineering and the Built Environment and Health Sciences.

For more information on any of our programmes or registration requirements please contact:

Student Admissions
Tel: +27 (0)31 204-2111/2526/2569 or Pietermaritzburg Campus on +27 (0)33 845-8800 or dial 0860 10 31 94.

E-mail: info@dit.ac.za
Website: www.dit.ac.za
Peninsula Technikon
BELVILLE, WESTERN CAPE

World-class programmes and state-of-the-art facilities

Peninsula Technikon offers career-specific, world-class programmes and holistic student development at affordable fees. The institution’s eye-catching architecture boasts a new state-of-the-art Information Technology Centre. The only one of its kind in Africa, the IT Centre makes provision for up-market Business Faculty facilities, a video-conferencing facility as well as structured and instructional information technology facilities. To date, the Technikon has a student complement of 9 000.

Location
Peninsula Technikon is situated in Bellville South, just five kilometres from Cape Town International Airport.

Faculties
Career-specific programmes at Peninsula Technikon are offered in three faculties: • Engineering • Science and • Business. Short courses and further education are offered through the Technikon’s Centre for Continuing Education. Qualifications are structured as follows: National Diploma (three years), Bachelor of Technology, Masters in Technology and Doctorate in Technology.

Admission of international students
Peninsula Technikon evaluates qualifications of international students in terms of the standard admission requirements as determined by the CTP. The Technikon will register a person from another country with a study permit issued by the Department of Home Affairs. The closing dates for applications are 31 July for year and first semester courses and 15 April for second semester courses.

Services
Support services for students include the Library and Information Services (LIS), Student Counselling, Co-operative Education, access to modern IT Centre facilities, the Citwise Drivers Programme, Campus Health Services and various sports and recreational activities.

Accommodation
The Technikon has six residences on campus and one off-campus residence in Bellville. Residences are open to international students.

Research and faculties
Peninsula Technikon is at the forefront of efforts to create a research dispensation fine-tuned to finding solutions to a host of real-world problems. Peninsula Technikon’s focus on research covers three of its key faculties.

1. Faculty of Science
Science Education: • Development of curricula in Technology and Environmental Sciences. Health Science: Environmental Health and Safety • Nursing and Radiography • Clinical Radiography • Dental Materials and • Clinical. Bioscience: Development of inexpensive foodstuffs. • Environmental Science: Coastal Resource Management and ensuring a sustainable livelihood for West Coast communities. The Faculty of
Peninsula Technikon and Cape Technikon will merge in 2005 and will be known as the Cape Peninsula University of Technology.
On 1 January 2004, the South African higher education landscape changed forever. Not only were many institutions merged, but a number of technikons also became universities of technology. Thus, the Tshwane University of Technology (TUT) was born, following the merger of three technikons – Technikon Northern Gauteng, Technikon North-West and Technikon Pretoria.

TUT is the largest residential higher education institution in the country, with 63,000 students. Almost 22% of its contact students live in the 29 residences at various campuses.

The institution has a well-equipped campus in Pretoria (Pretoria Campus). The city is close to the Kruger National Park and has five other campuses that take education to students.

Faculties
- Natural Sciences
- Arts
- Economic Sciences
- Management Sciences
- Agriculture, Horticulture and Nature Conservation
- Tourism, Hospitality and Leisure
- Health Sciences
- Engineering
- Social Development Studies
- Information and Communication Technology
- Education.

Courses
Together, the 11 faculties offer more than 100 degree courses for prospective students to choose from – more than 70% of which are also offered at a postgraduate level. All these courses are registered on the NQF (National Qualification Framework) and are credit-bearing.

A winning strategy
The institution has a vision to be the leading higher education institution promoting knowledge and technology, and provides professional career education of an international standard, which is relevant to the needs and aspirations of Southern Africa’s people.

Some good reasons to study at TUT
The Tshwane University of Technology:
- Is one of the most extensive and modern universities of technology in South Africa.
- Is one of only two universities of technology in South Africa that are on par with the rest of the world regarding their standards of research, and which may, therefore, offer master’s degrees and doctorates (according to the NRF).
- Is a technologically advanced higher education institution with features such as virtual classrooms, e-testing, video conferencing, video and audio facilities and interactive multimedia to facilitate the process of learning.
- Has a large numbers of sport codes.
- Has a Wellness Centre.
- Has a dedicated office looking after the needs of international students.
- Offers skills-based qualifications.
- Offers comprehensive student services.
- Has world-wide academic agreements and recognition.
- Is situated in Pretoria – a buzzing city with a vibrant city life.

In support of this vision, it:
- creates, applies and transfers knowledge and technology of an international standard through co-operative professional career education programmes (courses) at undergraduate and postgraduate levels
- serves and empowers society by meeting the socio-economic development needs of Southern Africa through the fruits of its teaching and the skills of its staff and students
- "extends the parameters of technological innovation by making knowledge useful through focused applied research and development"
- establishes and maintains a strategic partnership network locally and internationally for the mutual benefit of the institution and its partners.

Graduates who can make a difference in the world of work
New market-related courses are developed continuously with the help of advisory bodies comprising members of trade and industry, ensuring that courses are affordable and that curricula have definite vocational and professional links. In this manner, the ever-changing educational needs of trade and industry are met and courses remain relevant and applicable.

Most courses also have an experiential learning component to ensure that graduates can apply the knowledge they acquired in the course of their studies and are able to make an impact immediately after being employed.

Qualification structure and admission requirements
The University awards bachelor of technology degrees. Students may also continue with postgraduate studies towards master’s degrees and doctorates. Anyone complying with the set requirements will be considered for admission to the institution, provided that there is space in a specific course and at a specific campus. Potential students also have to pass an aptitude test in order to be accepted for a particular course.

TSHWANE UNIVERSITY OF TECHNOLOGY

International Office
Tel: +27 (0)12 318 5762/5868
Fax: +27 (0)12 318 4424
E-mail: masehelap@tut.ac.za
Website: www.tut.ac.za
The eleven well-equipped faculties of the Tshwane University of Technology (TUT) offer more than 100 exciting and mostly internationally recognised courses for you to choose from. With such a variety you are bound to find a future career just right for you.

Your ability to land a job and ultimate career success is our priority. All TUT’s courses have an entrepreneurial, vocational and technological focus – ensuring that you will be able to make a difference at you place of work from the day you are appointed.

The institution has more than 100 national and international collaboration agreements and its standards of research and development are on a par with the rest of the world. International students can continue with their postgraduate studies, for which they will pay the same tuition fees as South African students.

Closing dates for applications:
15 May for courses that start in July of The same year;
15 June for Medical Orthotics and Prosthetics, Nature Conservation, Radiography and Dental Technology;
15 August for all other courses

For more information:
International Office
Tel: +27 (0)12 318 5762/5868
Fax: +27 (0)12 318 4424
e-mail: masehelap@tut.ac.za

For the best chance of success, cap your future with a degree of the Tshwane University of Technology.
Vaal University of Technology
(Formerly Vaal Triangle Technikon)
VANDERBIJLPARK, GAUTENG

A dynamic institution founded on
38 years of academic excellence

The Vaal University of Technology is a centre of academic excellence that has recently been redesignated a University of Technology. Situated just 70km to the south of Johannesburg, in the economic heartland of the country, the University is the institution of choice for students seeking career-oriented education of the highest standard.

Vaal University of Technology takes pride in admitting quality applicants. In addition to the main campus, in Vanderbijlpark in the Vaal Triangle region, the University has four other satellite campuses based in four of the country's nine provinces. By 2004, the University had celebrated 38 years of academic excellence.

The 'eagle' institution
Vaal University is committed to the pursuit of academic excellence. The institution's adoption of the emblem of the Eagle in 1997 marked a turning point in its history. The transformation which followed meant that the University was henceforth open to all students, regardless of colour or creed, and from anywhere in the world. Its Exchange Programme for staff and students opened doors that had been closed to South Africa because of its political history. Like the Eagle, we are set to fly without limit in our quest for excellence through quality instruction and leading-edge research.

Location
A stone's throw away from the scenic Vaal River and in a small town setting, the University is situated on about 103 hectares in the economic and industrial heartland of Gauteng, ever expanding its excellent facilities for the benefit of its 15 000 students.

Academic programme and faculties
Vaal University of Technology offers degrees up to doctoral level in four faculties. These are Humanities, Applied and Computer Sciences, Engineering, Management Sciences. Various Departments support our students, catering for their every educational and social need.

Facilities and services
All facilities are equipped with the finest state-of-the-art technology and highly-skilled, qualified academic staff who continuously improve their knowledge in keeping with developments in industry. Our students are sought-after by industry and are at the cutting edge of new developments.

Student support
The Vaal University of Technology has a full range of facilities to aid students in their daily lives. This includes a Department of Student Development where various cultural, social and sporting activities are arranged.

Wellness Centre
A special Centre has been established to cater for the needs of staff and students for support and counseling.

Community Service and Lifelong Learning
At the Centre for Community Service, Students get involved in community projects such as literacy programmes, Adult Basic Education and Training (ABET), vacations schools and women empowerment groups, as well as running various shelters for street children. The Vaal University of Technology won a PMR award for these community outreach programmes.

Sports Academy
The Vaal University of Technology offers facilities which have produced top athletes who have made their international mark, like Chris Harmse, a world-class hammer thrower, and Mbulaeni Mulaudzi, winner of the 800m gold medal at the Commonwealth Games. The University offers sport scholarships to top-notch sportsmen and sportswomen in all disciplines.

Accommodation
The university offers residential accommodation at the main campus for students. However, Vanderbijlpark and many of the surrounding towns are fast becoming sensitive to the advantages of developing suitable private accommodation for students of the University.

International students
International students are given special consideration, attention and the assistance they need to make a 'home-away-from-home' at the Vaal University of Technology.

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Vaal University of Technology
International Office
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Vanderbijlpark 1900
Tel: +27 (0)16 950 9369/9232
E-mail: engela@vut.ac.za
Website: www.vut.ac.za
FACULTY OF APPLIED AND COMPUTER SCIENCES
National Diploma/Degree

Engineering:
- Computer Systems
- Information Technology
- Analytical Chemistry
- Non-destructive Testing
- Fire Service Technology
- Biotechnology
- Biomedical Technology
- Community Nursing

FACULTY OF MANAGEMENT SCIENCES
National Diploma/Degree

Logistics Management
Marketing
Human Resources Management
Labour Relations
Human Resources Development
Financial information Systems
Cost and Management Accounting OR
Internal Auditing
Sport Management
Office Management and Technology
Candidates with no typing skill may Qualify for a support programme
Small Business Management
Retail Management

FACULTY OF HUMANITIES
National Diploma/Degree

- Public Relations Management
- Tourism Management
- Policing
- Safety Management
- Fashion
- Food and Beverage Management
- Clothing
- Fine Art
- Ceramic Design
- Graphic Design
- Photography

FACULTY OF ENGINEERING
National Diploma/Degree

- Industrial Engineering
- Electrical Engineering
- Electronics
- Electronic Communication
- Process Instrumentation
- Power Engineering
- Mechanical Engineering
- Metallurgical Engineering
- Production Management
- Building
- Chemical Engineering
The Eastern Cape's wealth lies in its people and natural beauty. It is a fast-developing international tourism destination. World icon Nelson Mandela and South Africa’s President Thabo Mbeki are sons of this region. Although largely a rural region, there are two main urban metropolitan areas, Buffalo City (including East London) being one of these, where highly developed industry is based.

Brief history
Eastern Cape Technikon (ECT) was first established as an engineering campus of the University of Transkei in 1985. It received autonomy in 1994. In the past 10 years, this youngest higher education institution in South Africa has come of age to become a regional powerhouse of technological education. With a stable financial position, a staff of over 400 and an increasing graduation output, ECT has embraced democracy as a fundamental principle in its phenomenal growth. In 2004, almost 9 000 students registered at its four campuses. Participative management and inclusivity of stakeholder forums in decision-making have contributed to solid progress of the ECT.

Merger plans - Walter Sisulu University for Technology
In line with the current transformation of higher education in South Africa, ECT will merge with Border Technikon and the University of Transkei to form the Walter Sisulu University for Technology and Science, Eastern Cape (WSU) on 1 January 2005. The merger will offer the three institutions a complete break from apartheid ideology, providing an opportunity to pool strengths, streamline programmes and eliminate duplication. WSU will engage with the drivers of development in the Eastern Cape region to establish an appropriate programme and research mix to profile the advantages of both university and technikon programmes.

With an initial combined enrolment of over 19 000 students, WSU will focus on quality, technological and career-oriented programmes providing relevant skills for development in rural and urban areas. It will place special emphasis on developing entrepreneurship. Rural-urban balance will be achieved through operations at the existing delivery sites of the merging partners in Buffalo City, Butterworth, Queenstown and Umtata.

Areas of special interest
ECT currently serves mainly under-developed rural areas but also has an urban campus providing balance as well as important links with commerce and industry. ECT focuses on technological, career-oriented and relevant education. In its commitment to academic excellence, ECT also embraces an entrepreneurial spirit.

Partnerships with communities, commerce and industry, government and international role players are a significant factor in developing global excellence at ECT. ECT is a partner in the Technical and Business Initiative in South Africa (TABI-SA) consortium, focusing on entrepreneurship development. It is also involved in a five-year Sustainable Skills Development project with Canadian partner Niagara College.

Faculties
Three faculties offer over 35 programmes of study from Bachelor of Technology Degrees, National Higher Diplomas and National Diplomas to National Certificates.

- Faculty of Engineering: Offering the only engineering degree programmes in this part of the province, the Faculty specialises in civil, electrical and mechanical engineering, building (construction management and quantity surveying) and information technology.

- Faculty of Business Science: This largest Faculty offers studies in public strategic management; human resources management; management; internal auditing; accounting; cost and management accounting; financial information systems; commercial practice; office management and technology; and public relations management.

- Faculty of Applied Technology and Education: Applied Technology programmes include tourism management and fashion and food and beverage management, while Education programmes cover a wide spectrum from ABET to FET.

Entry Requirements
The minimum entry requirement is a South African senior certificate (Grade 12). International qualifications must be accredited by the South African Qualifications Authority. Foreign students may need to have studied specific subjects to enable them to be placed in the areas of their choice.

Facilities and Services
A wide variety of student services are offered, including counselling, health services, academic, sport and cultural societies, outreach programmes and leadership development. Residential accommodation is available at the Butterworth and Umtata campuses. Provision can be made for off-site accommodation at the other satellite campuses. A co-operative education department facilitates experiential training placements in commerce and industry.

EASTERN CAPE TECHNIKON
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Email: Andrew@garfield.tktech.ac.za
Website: www.tktech.ac.za
University of Venda
for Science & Technology (Univen)
THOHOYANDOU, LIMPOPO

Education to solve real-life problems

The University of Venda, situated in the fast growing town of Thohoyandou on the southern slopes of the Sourpansberg Mountains, has repositioned itself in accordance with the social and economic needs of South Africa and the international community. It has developed national and international prominence, in terms of student enrolment, staff composition and curriculum designs. Academic programmes encourage team teaching, cross teaching and interdisciplinary initiatives. The curriculum is built around projects and solving real-life problems.

Entrance requirements

A matric exemption and fulfilment of certain requirements, depending on the field of study, are required.

Faculties

Academic programmes take place within the following faculties:
- Faculty of Health, Agriculture and Rural Development
- Faculty of Humanities, Law and Management Sciences and
- Faculty of Natural and Applied Sciences.

University of the North
MANKWENG, LIMPOPO PROVINCE

Learning is our turf

The University of the North (UNIN) was established in 1959. Its primary objective is to produce knowledgeable, articulate and creative citizens with strong leadership skills who are committed to serving society. UNIN is dedicated to excellence in teaching, learning and research. Nine of South Africa’s top political leaders are graduates the University.

In January 2005 the University of the North will merge with the Medical University of South Africa (MEDUNSA) to form the University of Limpopo.

Location

The University nestles on the foothills of the Hwiti Mountain, approximately 35 kilometres east of Polokwane City in the Limpopo province.

Faculties and Schools

UNIN boasts eleven schools in the three faculties: 
- Humanities
- Management Sciences & Law and 
- Sciences, Health and Agriculture. The Schools are Education, Law, Health Sciences, Computational and Mathematical Sciences, Languages and Communication Studies, Social Sciences, Molecular and Life Sciences, Physical and Mineral Sciences, Agricultural and Environmental Sciences, Economics and Management and the Graduate School of Leadership.

Research programmes

The University has outstanding research credentials and is rated highly in South Africa and internationally. Most research projects are supported by the National Research Foundation.

Facilities and services

The University provides a balanced lifestyle with ample modern facilities and services. UNIN has a spacious Library and Computer facilities that are readily available for use during weekends. Most of the sporting codes are catered for.

Financial aid, scholarships, bursaries

Every effort is made to provide financial assistance to deserving students by means of scholarships and bursaries.

Entrance requirements

To qualify for admission, students must possess a matriculation exemption or can get access through the Alternative Admission Programme.

University of the North
Registrar
Private Bag X1106
Sovenga 0727 South Africa
Tel: +27 (0)15 268 2121 (Information)
Tel: +27 (0)15 268 2689 (Student Development and Support Services)
Website: www.unorth.ac.za
University of the Western Cape
BELVILLE, WESTERN CAPE

Top University forging international links

The University of the Western Cape was founded in 1960. By April 2004, its student population reached 13,653, of whom 1054 were international students from over 50 countries. UWC has linkages with leading universities in Africa, Australasia, USA, Europe, Scandinavia and Asia. Links with Central and South America are now being pursued. Researchers also benefit from a number of internationally funded projects and contracts.

Location
The University is situated in Bellville South, about 20 km from Cape Town. The Dentistry Faculty, the largest in South Africa, operates from five sites.

Entrance requirements
Admission requirements for all degrees are a matriculation certificate or equivalent. Additional selection criteria are stipulated for entry into certain faculties. International students are required to send certified copies of their qualifications.

Faculties, departments and degrees
Undergraduate and graduate programmes are offered in seven faculties: • Arts • Science • Community and Health Sciences

University of Zululand
KWADLANGEZWA (MAIN CAMPUS) DURBAN-UMLAZI CAMPUS, KWAZULU-NATAL

Equipped for success

The University of Zululand (Unizul) offers top academic tuition and assists students in realising their full potential and reaching their goals. Unizul has produced many outstanding alumni who have reached top positions in their fields. Unizul accommodates some 6,000 students and is ideally situated for community-oriented research, especially in the fields of rural development, linguistics, folklore, history, religion, social work, political studies, the natural sciences, education and indigenous law.

The University of Zululand has embarked on becoming the leading comprehensive institution (offering both university and technikon-type courses) for access to quality education, research and technological skills. It aims at catering for students from diverse backgrounds and at helping them succeed within an enabling and caring learning and teaching environment.

Location and brief history
The main campus is situated at KwaDlangezwa, on the coastal plain about 150 kilometres north of Durban, KwaZulu-Natal's major city and chief port, where it also has a satellite facility, the Durban-Umlazi Campus (DUC).

Entrance requirements
Entrance requirements include at least an E-aggregate symbol in matric with full matriculation exemption or conditional exemption.

UNIVERSITY OF THE WESTERN CAPE
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International Relations Officer
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UNIVERSITY OF ZULULAND
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Student Guidance Services
Tel: +27 (0)35 902 6346/42/40/41
Durban-Umlazi Campus
Private Bag X1001, Isipingo 4110
South Africa
Tel: +27 (0)31 907 7000
Website: www.uzulu.ac.za
University of Fort Hare

ALICE, EASTERN CAPE

Preparing leaders for tomorrow's world

The University of Fort Hare (UFH) has provided tertiary education for many who later became African leaders. Established in 1916, it has evolved into one of South Africa's most distinctive institutions of higher education. The University currently houses original ANC, PAC and Azapo liberation archives. It also hosts an ethnological research museum. The De Beers Centenary Art Gallery houses a collection of contemporary South African black art. The UFH also supports a Xhosa dictionary project, compiling a trilingual English-Afrikaans-Xhosa dictionary.

While the University is an important centre of learning for local people, nearly 50% of students are from other South African provinces and other countries. Staff have contacts throughout the world and in recent years have established links with universities, research organizations and governments in many parts of the world.

Location
The University is situated on the historic site of Fort Hare.

Accommodation
Fort Hare is mainly a residential University. Students are housed in on-campus dorms. Each group of residence clusters has its own dining-hall where meals are served.

Cape Technikon

CAPE TOWN, WESTERN CAPE

Problem-solving research and technological development

The Cape Technikon is a leading higher education institution where outputs from research and development are aimed at satisfying commerce and industry through local partnerships and international exchange agreements. Cooperative education, the model used by Cape Technikon, prepares students for the job market and makes provision for part of their training – known as experiential learning – to take place in practice. In this way, practical training integrates with the theoretical training.

The Cape Technikon and the Peninsula Technikon will merge to become the Cape Peninsula University of Technology in 2005.

Facilities
The library, consisting of a main library and two branch libraries, contains over 140 000 volumes of books, journals and other material. The student centre overlooks sports facilities with a view of the Amatola mountains. There are some 23 clubs for students to join at the UFH. The large well-equipped Indoor Sports Centre caters for squash, badminton, basketball, darts, karate, basketball, chess, table-tennis, boxing, judo, snooker, jazz, gymnastics, weightlifting/body-building, squash, boxing and ballroom dancing. Facilities are available for outdoor sports such as cricket, floodlit soccer/rugby fields, tennis, netball, ring tennis, athletics, softball, golf and swimming.

Facilities
There are four faculties: • African and Democracy Studies • Management, Development and Commerce • Agricultural and Environmental Sciences and • Science.

Entrance requirements
To qualify for admission at Fort Hare a student must hold a matriculation exemption, or an age exemption or a senate discretionary exemption, in which case s/he will have to take some course at foundation level.

University of Fort Hare
Private Bag X1314
Alice 5700
South Africa
Telephone: +27 (0) 860 103 626
Fax: +27 (0) 40 653 1554
Website: www.ufh.ac.za

Cape Technikon

Faculties
There are 6 faculties: • African Languages • Business Informatics • Engineering • Management • Political Science • Law.

Admission requirements and fees
Undergraduate: The minimum admission requirement for study at the Cape Technikon is a South African Senior Certificate with five subjects, including English or equivalent qualification. All foreign students undergo an evaluation to determine language proficiency in English. Postgraduate: A national diploma or equivalent qualification is required. International students are required to submit an evaluation certificate signifying equivalency in respect of the national diploma offered by the Cape Technikon. An adjusted fee structure applies for international students.

Facilities, services and accommodation
There are 33 sports clubs and 12 social clubs and societies covering a wide range of interests. The library gives access to more than four million books. A health service is available on campus for students. International students qualify for accommodation in any of the Cape Technikon's twelve residences.

Cape Technikon

The Registrar
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Website: www.ctech.ac.za

Cape Technikon
Central University of Technology, Free State
(Formerly Technikon Free State)

Unlock a future of opportunities

The Central University of Technology, Free State (CUT) is at the cutting edge where students can achieve their goals while developing a desire for lifelong learning. Its emphasis is on research, student development, community involvement and quality training. CUT has relevant educational programmes and innovative research projects and plays a vital role in higher education, especially in the central region.

Location
Its main campus is situated in Bloemfontein, while its distance-learning centre in Welkom serves students in the Goldfields area.

Faculties and programmes
National certificates, diplomas and degrees up to doctorate level are offered by the institution’s three faculties: The Faculty of Engineering & Information and Communication Technology; the Faculty of Management Sciences; and the Faculty of Health and Environmental Sciences.

Mangosuthu Technikon
DURBAN, KWAZULU-NATAL

Modern education institution

Mangosuthu Technikon is a modern higher educational institution which provides superior quality, technologically advanced programmes and services in Engineering, Natural Sciences and Management Sciences. The institution currently has an enrolment of 9 500 students. Established in 1979 with private funding, Mangosuthu Technikon was the first institution in South Africa to offer training opportunities for black technicians. It is situated in Umlazi, south of Durban, and close to the Durban International Airport.

Entrance requirements
Senior certificate or equivalent is the minimum requirement. Passes in specific subjects are needed for certain programmes.

Diplomas and Degrees offered
National Diploma Programmes: • Accounting • Agriculture • Animal Production • Analytical Chemistry • Biomedical Technology • Building • Chemical Engineering • Civil Engineering • Commercial Administration • Community Extension • Cost and Management Accounting • Electrical Engineering • Environmental Health • Finance and Accounting • Human Resources Management • Health Services Administration • Information Technology • Marketing • Mechanical Engineering • Nature Conservation • Public Management and Surveying. Bachelor of Technology degrees are offered in: • Biomedical Technology • Chemical Engineering • Chemistry • Cost and Management Accounting • Human Resources Management • Nature Conservation.

Bridging programmes are offered in the Faculty of Engineering for students who do not meet the entry requirements.

Facilities and services
The modern technikon buildings are spread over the tropical landscape of the Umlazi campus. Air-conditioned lecture theatres, specialised laboratories, computer centres and a multimedia Resource Centre accommodate the study programmes. A range of sports activities are available to students.

Accommodation
Campus residences and the Executive Hotel house 1 500 students.
How to apply for a South African Study Permit

International students should apply for a Study Permit at the South African High Commission, Embassy, Consulate or Trade Mission in their country of origin.

If there is no South African representative, prospective students must apply to the South African High Commission, Embassy, Consulate or Trade Mission nearest to their home country. It is imperative that students await the outcome of this application for a Study Permit in their own country of residence or origin.

Study permits are issued for a programme of study at a specific institution. International students should obtain a new permit only if they wish to change institutions.

Once you have confirmed your acceptance of the formal offer from the university or university of technology, you can make your application for a Study Visa. New South African legislation aimed at streamlining your application came into effect in 2003. Information is available on: www.gov.za and also on www.ieasa.nu.ac.za. You should contact the South African Embassy for full details about applying for a Study Permit.

Prospective international students are advised to submit their Study Permit documentation as soon as possible. Normally takes at least six to eight weeks for applications to be processed. The institution (university or university of technology) in South Africa cannot register a student until a valid Study Permit has been produced. Passports with the valid study permit must be presented to the host institution during registration.

Minimum general entrance requirements

Universities
In terms of the current legislation and regulations, the minimum general admission requirements for first degree studies at public South African universities are: a Senior Certificate with a Matriculation endorsement issued by the South African Certification Council; or a certificate of complete or conditional exemption from the endorsement requirement issued by the Matriculation Board on behalf of the South African Universities Vice-Chancellors’ Association (SAUVCA).

Universities of Technology
The minimum entrance qualification for a public university of technology (previously technikon) course is a National Senior Certificate or equivalent as approved by the Committee of Technikon Principals. However, certain courses require additional entrance qualifications or a specified minimum level of achievement within the general entrance qualification.

Universities of technology are geared to respond to public demand for courses that are needed and will devise short courses specifically to meet such needs. Most universities of technology in South Africa offer degree programmes in various fields of study which have replaced many of the previous Advanced Diploma programmes. The minimum 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 at an earlier stage of their study lives. Universities of Technology should be contacted to establish for which courses a National Certificate (after one year) and a National Higher Certificate (after two years) are offered as lower exit levels. The National diploma (after three years) still remains a major exit point in the University of Technology qualification hierarchy.

NOTE: Details concerning the latest matriculation endorsement requirements and regulations for the issue of certificates of exemption (including the fees payable and the application forms) are contained on the Matriculation Board website which can be visited at: www.unisa.ac.za/sauvca/mb/
South African public holidays

After some forty years of apartheid, of which South Africa’s former President and international hero Nelson Mandela spent 27 of these in prison, South Africans experienced a peaceful transition to democracy in 1994. Public Holidays in South Africa today are set around important and historical events that inform and speak of a free, fair and democratic nation. For example, the Day of the Vow, which celebrated the massacre of Zulus, is the Day of Reconciliation (16 December) and June 16, marking the student uprisings in Soweto that eventually led to liberation, is now celebrated as Youth Day. Human Rights Day is held on the anniversary of the Sharpeville massacre on 21 March.

Public holidays in SA
- 1 January - New Year’s Day
- 21 March - Human Rights Day
- April - Good Friday (Friday before Easter Sunday)
- April - Family Day (Monday after Easter Sunday)
- 27 April - Freedom Day
- 1 May - Workers Day
- 16 June - Youth Day
- 9 August - National Women’s Day
- 24 September - Heritage Day
- 16 December - Day of Reconciliation
- 25 December - Christmas Day
- 26 December - Day of Goodwill

Travelling facts

VISA: 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 USA. If you aren’t entitled to an entry permit, you’ll need to get a visa (also free) before you arrive.

HEALTH: Malaria is mainly confined to the eastern half of South Africa, especially on the lowveld (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.

TIME: GMT/UTC +2
DIALLING CODE: 27
ELECTRICITY: 220/230V, 50Hz
WEIGHTS & MEASURES: Metric

INGWE HEALTH PLAN MEDICAL COVER

"Ingwe Health Plan: Unique medical cover for international students"

Ingwe Health Plan offers appropriate private healthcare cover to visiting international students and is endorsed by Alexander Forbes, the appointed healthcare advisors of IEASA. The South African Department of Health supports the Department of Home Affairs’ directive requiring all international students to have appropriate medical cover, whilst studying in South Africa. To ensure that international students will not be dependant on the South African public health services, it is imperative that the medical cover provides for all medical categories, and not merely hospital care.

Ingwe Health Plan is administered by African Life Health, which offers many years of combined expertise in healthcare administration and funding. The plan is specifically designed and focused on the needs of international students with low premiums and includes the following comprehensive benefits:
- R 500 000 private hospital cover per annum country-wide
- Contracted accredited doctors and dentists close to all academic institutions
- Chronic and acute medicine as prescribed by contracted doctors
- Optical benefits including a selection of frames and lenses
- Blood tests and X-rays at contracted doctors
- Emergency ambulance services.

The following additional benefits also form part of the package:
- Free medicine bag
- 24 Hour toll-free medicine advice line
- Wellness benefits.

Medical cover is a complex matter. We appreciate the fact that studies are the student’s main concern and that healthcare needs should not have a negative impact on their studies. We therefore advise all international students to contact a consultant from Alexander Forbes to obtain more detailed information to assist in making informed decisions. Interested parties are also welcome to visit the Ingwe Health Plan’s website on www.ingwehealth.co.za for more information and contact details.

ALEXANDER FORBES CONTACT DETAILS:

Stanley Masina
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Tel +27 11 269 0439
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Website: www.ingwehealth.co.za

Maxwell Mahuma
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South Africa – the land and its people

South Africa is a country where various cultures merge to form a unique nation, proud of its heritage. South Africans come from many cultural traditions, but belong to one nation.

The country boasts some of the world’s most breathtaking scenery, featuring an amazing display of bird and wildlife species which include the well-known Big Five – lion, leopard, elephant, buffalo and rhino.

South Africa is often called the cradle of humankind, for this is where archaeologists discovered 2.5-million-year-old fossils of our earliest ancestors, as well as 100 000-year-old remains of modern man.

Today, this country is the powerhouse of Africa, the most advanced, broad-based economy on the continent, with infrastructure to match any First-World nation.

The phones work, and they dial abroad while cellular phone users are ever-present and glowing by around 9 000 every day. Visa and Mastercards can be used almost everywhere and banking can be done by ATM or online. There’s a sophisticated financial sector and the Johannesburg Stock Exchange is the world’s 15th largest in terms of market capitalisation.

The legislative capital is Cape Town, the administrative capital is Pretoria, and the biggest city is Johannesburg. The second-biggest city is Durban, a fast-growing port on the eastern coast, and the supply route for most goods to the interior. A good rail, road and airline system links all major centres.

This is one of earth’s great treasure troves. South Africa is the world’s leading producer of gold (20% of the world total), and other minerals, while some of the most spectacular diamonds come from South Africa.

South Africa offers the lowest industrial electricity rates in the world.

It is a big and beautiful country with a glorious climate. The long coastline has glorious beaches with sub-tropical forests in the east and desert in the west. Inland, spectacular mountains contrast with the open plains of the highveld, the vast Karoo scrubland and Mediterranean-like Western Cape.

South Africa is a great place to study.

South Africa: position and climate

The total land area of South Africa is slightly more than 1.2 million square kilometres, measuring some 1 600km from north to south and approximately the same from east to west.

South Africa is famous for its sunshine. The climate is mild – warm to hot most of the year round with sporadic cold weather in winter months. Sunshine averages vary from 7.5 to 9.5 hours a day, depending on the season. Average annual rainfall is 464mm against a world average of 857mm. Since much rain evaporates and only a tenth reaches rivers, water is scarce.

Inland, South Africa shares borders with Namibia, Botswana, Zimbabwe, Mozambique, Swaziland and Lesotho, yet by far its biggest neighbour is the ocean – in fact two oceans which meet at the south-western corner.

Most of the country is situated on a high-lying plateau between these two very different oceans. The Indian Ocean on the east is warmed by the Mozambique or Agulhas Current which flows down from the tropics. The Atlantic on the west coast is cooled by the icy Benguela Current which comes up from the Antarctic. These two currents have a major effect on the country’s climate.

South Africa: physical features, the plant and animal kingdom

South Africa has two major physical features: an interior plateau which stretches north to the Sahara and a long coastal strip of nearly 3 000 kilometres. The boundary between the two is the Great Escarpment which varies in height from 1 500 metres in the Cape to over 3 000 metres in the KwaZulu-Natal Drakensberg mountain range.

Though it has grasslands, savanna and forests, most of South Africa is thornveld and semi-desert. About 11% of the land is arable, the same as the world average. Agricultural potential varies from highly productive in KwaZulu-Natal and Mpumalanga to the arid regions of the Northern Cape and the North West.

South Africa has the third-highest level of biodiversity in the world and is the only country to contain an entire floral kingdom. Some 18 000 species of vascular plant (plants with vessels for bearing sap) occur within the country’s boundaries, of which 80% occur nowhere else.

It is also home to more mammal species than Europe and Asia combined; there are over 900 species of birds, over 100 types of snakes and some 5 000 species of spiders. The country’s 22 national parks and 200 or so provincial parks offer excellent accommodation and some of the best game viewing in the world.
South Africa’s biggest asset is its people: a rainbow nation of over 44.5 million people of rich and diverse cultures. About 79% are black/African, 9.6% white; nearly 9% coloured (the local label for people of mixed African, Asian and white descent) and 2.5% are Indian/Asian. Just over half the population live in the cities.

The South African population consists of the following groups: the Nguni people (consisting of the Zulu, Xhosa, Ndebele and Swazi); the Sotho-Tswana people, who include the Southern, Northern and Western Sotho (Tswana); the Tsonga; the Venda; Afrikaners; the English; coloureds; Indians, and those who have immigrated to South Africa from the rest of Africa, Europe and Asia and maintain a strong cultural identity. A few members of the Khoi and the San also live in South Africa.

There are 11 officially recognised languages, most of them indigenous to South Africa. Forty percent of the population speak either isiZulu or isiXhosa. Yet many people speak or understand English. Road signs and official forms are in English, the President makes his speeches in English and English is the language of the cities, banking, road signs and official documents. Another major language is Afrikaans, a derivative of Dutch, which Northern Europeans find surprisingly easy to follow.

Almost 80% of South Africa’s population follows the Christian faith. Other major religious groups are the Hindus, Muslims and Jews. A minority of South Africa’s population do not belong to any of the major religions and regard themselves as traditionalists or of no specific religious affiliation. Freedom of worship is guaranteed by the Constitution.
South African government and politics

Since 1994, South Africa has been engaged in dismantling apartheid social relations and creating a democratic society based on equity, non-racialism and non-sexism. Government policies and programmes have focused on improving the quality of life of all people by meeting basic needs, building the economy, democratising the state and society, developing human resources and nation building.

Until the remarkable transition of 1994, South Africa was internationally reviled for its harshly enforced apartheid policies. The country’s success in rising above centuries of racial hatred in favour of reconciliation has been internationally acknowledged as one of the major political achievements of the 20th century and has inspired similar peace attempts elsewhere in the world.

Ten years into its new democracy and with its international isolation a thing of the past, South Africa plays an important international role, most notably on the African continent, where it has shown leadership in the formation of the new African Union. Several major world conferences have been held in South Africa in recent years, reinforcing the country’s increased profile on the world stage.

South Africa’s constitution, acknowledged as one of the most progressive in the world, underlies the country’s political and legal systems. Racism is outlawed and individual human rights are guaranteed in a far-reaching Bill of Rights. The separation of legislative, judiciary and executive powers is protected by the Constitutional Court. The country is a vigorous multi-party democracy with an independent judiciary and a free and diverse press. The constitution protects both citizens and visitors. You may not be locked up for shouting out your legitimate opinions, but be careful about smoking cigarettes outside designated smoking zones!

South Africa’s electoral system allows for two ballots - one for the national parliament and the other for provincial parliaments. General elections are held every five years. Local government elections are run separately. The national Parliament has a House of Assembly with 400 members and a National Council of Provinces (upper house) with 10 delegates per province. There are nine provincial parliaments, each with 20-80 members, depending on population. Interestingly, South Africa has one of the world’s highest proportions of women in parliament.

South African food

South African cuisine is world-renowned for its unusual variety, derived from the culinary traditions of its diverse population. Many restaurants specialise in some form of authentic traditional food such as Cape Dutch, Malay, African, Indian, Chinese, French, Italian or Portuguese, and there are also many restaurants serving Thai, Vietnamese and other cuisine. Of course the ubiquitous American fast food outlets have sprung up in every city, town and suburb, but the best value for money are still the local dishes like bunny chow (curry in a half-loaf) or bobotie (curried mince with onions and eggs). Seafood such as crayfish from the Cape West Coast and prawns from Mozambique is always in plentiful supply, but perhaps the most South African of foods is the braai, a barbecue with steaks, chicken and boerewors (spicy sausage). To wash it all down, South African wines are among the best in the world, with wine tourism one of the country’s major growth industries, and the local beers are proudly drunk at every opportunity.
An adventurous spirit

It is said that South Africa offers some of the best game viewing in the world. The Kruger National Park, part of the Great Limpopo Transfrontier Park, a vast conservation area that occupies part of the Mpumalanga and Limpopo provinces and stretches into Mozambique, is home to a greater diversity of life forms than any other conservation area in Africa. There are several other parks where the ‘Big Five’ – as well as other large mammals such as cheetah, giraffe, zebra, hippo, crocodile and a huge variety of antelope can also be seen.

Game viewing is but one aspect of South African tourism. For those who are prepared to backpack and venture off the beaten track, South Africa offers an amazing variety of opportunities. For those with lots of energy and a taste for adventure, extraordinary experiences lie in wait.

A search for ancient paintings in the hidden caves of the Drakensberg is one such adventure. KwaZulu-Natal’s uKhahlamba-Drakensberg Park, a World Heritage Site, is renowned for its spectacular escarpment where some 30 000 paintings by San artists – many created thousands of years ago – adorn the walls of over 500 rock shelters. Hiking to these sites, one may encounter herds of antelope and zebra or troops of baboons amongst the elevated grasslands, while in the mountain gorges dramatic waterfalls and hidden streams flow through shadowy glades adorned with tree ferns and other exquisite plants.

Another adventure would be to join a community-hosted pony ride or hike down the Eastern Cape’s Wild Coast, stopping off at estuaries and breathtaking waterfalls carved through the hillside and within a stone’s throw of the seashore.

For those who prefer wide open spaces, the road trip through the arid Karoo to the Northern Cape’s Augrabies Falls is well worth the effort. Here, 19 separate waterfalls cascade over a granite plateau, dropping nearly 200 metres into a 40m deep pool gouged out by the force of the water. Not far from here is the Kalahari Gemsbok National Park, part of the Kgalagadi Transfrontier Park which continues into Botswana, and home of the rare black-maned lion.

For the botanically-minded, a hike through the Cape Peninsula National Park promises riches beyond compare. An entire floral kingdom exists here, with more than 1 000 species of fynbos (fine bush) covering the mountainside that forms the backdrop of Cape Town’s Table Mountain to the tip of what mariners call the Cape of Storms.

For the more sophisticated traveller, adventure enough might be a leisurely drive through the vineyards of the Western Cape, where the fertile valleys, fringed with mountains and blessed with a winter-rainfall Mediterranean climate, are home to the world-famous wine farms of Stellenbosch and the Cape Route.

Further up the Cape coast is the Garden Route, where a variety of adventures await the intrepid traveller, like bungee-jumping off the Gourits River Bridge or taking a fairy-like tour through the heights of the Knyms forest suspended on a network of cables that traverse the forest canopy. The Garden Route provides several spectacular coastal walks such as the legendary Otter Trail, a five-day hike along breathtaking ocean cliffs and long beaches, through deep forests and across deep river mouths.

For surfers, divers and anglers, the entire coastline presents opportunities for adventure. Famous surf breaks like Cape St Francis and Jeffreys Bay are safe and often crowded, but there are literally hundreds of lesser-known breaks and secret spots. Snorkelling and spearfishing enthusiasts will be drawn to the Wild Coast, where big gamefish and bags of crayfish are guaranteed, while scuba divers are more likely to head for the spectacular coral reefs off the Maputaland coast in the north-east of KwaZulu-Natal near the Mozambique border.

Maputaland, a remote region of pristine wilderness, estuaries and coastal lakes, including the Greater St Lucia Wetland Park World Heritage Site and the Kosi Lake system, offers the true experience of Africa at its most elemental and unspoilt.

Local travel and adventure companies are geared to the needs of students and backpackers, and wherever there is something worth visiting there is likely to be some sort of lodge nearby. Most of these lodges are linked by a special backpacker bus service.

There is really no excuse for not taking advantage of the myriad travel and adventure opportunities that South Africa has to offer.

Action and adventure opportunities

In South Africa, you can do almost anything from ostrich riding to the world’s highest bungee jump. There are excellent hiking trails, usually with accommodation. It’s possible to cycle through some of the wildlife parks or enjoy saffaris in South Africa’s national parks and reserves. Airborne pursuits are highly popular: hang-gliding, ballooning and parachuting. Rafting and canoeing are popular and there is beautiful desert wilderness to glide through on the Orange River in the far north of the country. Bird-watchers and flower sniffers love it here: for diversity, colour and range of species, it’s hard to beat. South Africa also has some of the best surfing in the world.
South African culture is alive and happening. The country’s writers, artists and performers are actively engaged with the challenges of the 21st century, with the celebrations of 10 years of freedom and with shaping the next phase of South Africa’s democracy.

Drawing from their African roots and absorbing cultural inputs from all over the world, they are creating new fusions of dance, theatre, film, music, literature, art and fashion.

Visit the buzzing Newtown cultural precinct in Johannesburg and you will find yourself in the midst of an unrivalled creative ambience – theatres, jazz clubs, dance and music workshops, fine art and printmaking collaboratives, craft markets, museums and libraries, coffee bars and trendy hangouts. Similar cultural centres are found in Cape Town, Durban, Pretoria and other cities.

The weekly arts supplements found in most newspapers list a variety of theatrical and musical happenings, art exhibitions and events, from the most commercial to the most avant garde. South African publishing, once a contested area of censorship and conflict, now offers a wide range of literature on every aspect of South African society.

**Annual events**

The full ambit of South African arts and culture, with an emphasis on the performing arts, is on display at the annual Grahamstown National Arts Festival in June/July. Other multi-disciplinary festivals are the Arts Alive Festival in Johannesburg in September, the Macufe Festival in the Free State and the Klein Karoo Festival in Oudtshoorn. The offerings premiered at these festivals move on to more than 100 active theatre spaces around the country. Film festivals are held across the country every year. The University of KwaZulu-Natal University’s Durban campus has a particularly active creative arts centre that hosts international poetry, dance and writers’ festivals.

Musically, South Africa has a uniquely recognisable voice and the best way to hear it is at the music festivals. Awesome Africa, held in KwaZulu-Natal in September, specialises in world music with a particular focus on Africa and the Indian Ocean islands. In Gauteng the Oppikoppi and Woodstock festivals, in August and September respectively, offer rock and various styles of dance music, while KwaZulu-Natal’s Splashy Fen Festival in April offers mainly local acts. Jazz lovers can hear top-notch musicians at the Joy of Jazz Festival in Gauteng in September and at the North Sea Jazz Festival in Cape Town in March.

**Developing arts and culture**

Universities and universities of technology play a vital role in arts and culture development and a number of celebrated authors, artists and musicians are based at academic institutions. Several institutions have impressive visual art collections, as well as galleries and theatres which play an important role in the cities and towns where they are located. University and university of technology departments or programmes in the fine arts, cultural and media studies, the performing arts and music provide a cradle for the development of a national critical discourse, through conferences, collaborations, research and publications.

The provinces have their own arts councils, each with their own artistic and cultural agendas. Nationally, the Department of Arts, Culture and Heritage is responsible for national monuments, museums and commemorative structures, and for the promotion of arts and culture generally. A key focus area is the development of economic opportunities in the arts, particularly through the commercial application of traditional crafts and idioms. Music and film are also seen as important areas of economic growth. The Arts and Culture Trust (ACT), Business Arts South Africa (BASA) and the National Arts Council (NAC) are national funding agencies backed by both the public and private sectors, and their work is complemented by active international arts funding.
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You are also welcome to visit the Ingwe Health Plan website on www.ingwehealth.co.za for more information and contact details.
Study South Africa is the only comprehensive, up-to-date guide to South Africa's rapidly changing higher education system. It is endorsed by the Minister of Education and supported by the official university and university of technology associations, the South African Universities Vice-Chancellors Association (SAUVCA) and the Committee of Technikon Principals (CTP).

This new edition of Study South Africa and our website www.studysa.co.za have been revised and updated to provide accurate information on each university and university of technology, previously known as technikons.

South Africa’s tertiary education sector is currently undergoing a major transformation and restructuring process geared to meet the higher education needs of the 21st century. At the same time, South Africa is becoming the continental leader in the provision of high-quality tertiary education relevant to the demands of a rapidly globalising, competitive, information-driven world.

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