Lessons in diversity

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

Messages
Message from the International Education Association of South Africa...
Message from Higher Education South Africa...
Message from the South African Qualifications Authority...
Message from Unitech...

Context
Studying in South Africa...
A snapshot of South Africa...
Universities in South Africa: Lessons in diversity...
Research and development...
Private higher education...
Further education and training...
Higher education and the African Renaissance...
Useful contacts...
Useful contacts...

Universities
• Introducing public higher education institutions...
• Application requirements to study in SA...
• Location map of universities...

University Institutions
Nelson Mandela Metropolitan University...
University of Cape Town...
University of KwaZulu-Natal...
University of Johannesburg...
University of the Free State...
University of the Witwatersrand...
Cape Peninsula University of Technology...
Durban Institute of Technology...
Rhodes University...
Tshwane University of Technology...
University of Pretoria...
University of South Africa...
Central University of Technology, Free State...
Walter Sisulu University for Technology and Science...
North West University...
University of Fort Hare...
University of Limpopo...
University of Stellenbosch...
University of Venda...
University of Zululand...
Vaal University of Technology...
Mangosuthu Technikon...
University of the Western Cape...

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

Publisher: Dr Roshen Kishun, IEASA
Project manager: Dr Roshen Kishun, IEASA
Project coordinator: Thilor Manikam, IEASA
Editor and writer: Karen MacGregor
Design and Print: Astro Printers
Photographs: Naashon Zalk,
africanpictures.net, University of Cape Town, Tourism KwaZulu-Natal.

© 2005 International Education Association of South Africa
PO Box 65099, Reservoir Hills, Durban 4090, South Africa.

Tel: +27 (0)31 260 3077
Fax: +27 (0)31 260 2136
website: www.ukzn.ac.za/ieasa

No part of this publication may be reproduced or transmitted in any form or by any means without prior permission from IEASA. Permission to use material contained in the university profiles must be obtained directly from the institutions concerned.

The information in this publication was compiled from a variety of sources and the opinions expressed should not necessarily be taken to represent those of IEASA or HESA. The information on the universities was supplied by the universities themselves, or updated from the fourth edition of Study South Africa using the websites of the institutions concerned.

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

Study South Africa on-line
Visit the Study South Africa website for an electronic version of Study South Africa and to link directly to university websites.
International Education Association of South Africa

IEASA was launched in 1997 to promote international student and staff mobility, and sharing of knowledge and ideas around the internationalisation of education. The need was felt for South African higher education institutions, just liberated from the shackles of apartheid, to respond to international educational trends and, in the interests of global competitiveness, for students and universities to gain global perspectives and forge international contacts.

Realising that South Africa's isolation could only be overcome if its higher education became more visible in the world, in 2002 IEASA developed a strategy to promote South African higher education abroad. Among other things the strategy resulted in a student recruitment consortium involving public higher education institutions that are the non-profit IEASA's primary members, especially staff involved in international links and exchanges.

Studies in Britain and Australia have forecast a tripling of current foreign student demand in their countries over two decades, and that international student mobility worldwide will grow from a current two million to seven million by 2025. There are strong opportunities to attract some of these students to South Africa, where the international student population is already expanding fast on the heels of rising demand from students from Africa and elsewhere.

South Africa needs to grasp these opportunities, in its own and also in Africa's interests as the continent strives to grow its human resources and harness research to tackle its many problems. To do this requires a proactive, coordinated response to the internationalisation of higher education. That is IEASA's core task. Its vision is to be the recognised South African organisation for the internationalisation of higher education, and its mission is to:

"Advocate, promote and support the internationalisation of higher education by providing a professional forum for institutions and individuals to address challenges and develop opportunities in international education".

The core values that IEASA holds dear are professionalism, excellence, ethical commitment, tolerance, collegiality and sustainability. Its goals are to develop sustainable mechanisms to procure resources for its programmes, strengthen its infrastructure, systems and communications, develop the capacity of academics and professionals in international education, further develop the organisation as a useful information source and resource for best practice and ethical standards in international education, and develop its standing by engaging in active and effective advocacy and support for international education.

On a practical level, IEASA works to develop opportunities for student exchange, study abroad and international networking. It plays a proactive role in supporting policy-making and practices that affect international higher education, and monitors the impacts of government activities on international students and staff in South Africa. It also encourages professional development of people involved in international education, disseminates information about the field, and works with other agencies, organisations and institutions involved in international education.

Message from the President of IEASA

Study South Africa: Lessons in diversity

All the cultural treasures of mankind shall be open to all, by free exchange of books, ideas, and contact with other lands.

Freedom Charter, 1955

We salute the thousands of South Africans from diverse racial backgrounds who 50 years ago put forward their vision, encapsulated in the Freedom Charter, to keep doors of education open. As we celebrate the 50th anniversary of this historic event we are aware of the foundations laid then to allow us to reconnect to the world. In choosing "lessons in diversity" as the theme for the 5th edition of Study South Africa we support the need for South African higher education to keep its doors open in meeting the development challenges of Africa.
The year 2005 has been described as critical for Africa because of a number of factors that have come together. These include the New Partnership for Africa's Development which spells out action plans to tackle some of the more intractable problems that Africa faces, the formation of the African Union with clear guidelines for governance and peace, and the Pan-African Parliament which promotes the concept of working together to solve the continent's problems.

The launch of the Southern African Regional Universities Association in early 2005 by 45 of the region's vice-chancellors recognised that the excellence and sustainability of university education, research and development will be a leading contributor to future growth and poverty alleviation. Despite the tides of limited resources, external demands and internal policy challenges, the vice-chancellors were unequivocally committed to advancing the development agenda of higher education on the African continent.

Critically, in recent years there has been acknowledgement of the ability of higher education to bring about economic and democratic reforms, as evidenced by the commitment and concerted efforts made by foundations and funding agencies to support the improvement of higher education institutions in Africa. Most important from our perspective is the support for the "renewal" of higher education institutions as they are considered to be key vehicles for development on the continent.

The Commission for Africa report, published in March 2005, endorses the Association of African Universities, Association of Commonwealth Universities and Higher Education South Africa's joint 10-year partnership programme, Renewing the African University. The partnership programme calls, among other things, for constructive engagement between states and higher education institutions, increasing North-South and South-South collaboration, internationalisation of the curriculum and partnerships between universities and the corporate sector.

The Commission makes clear its conviction that higher education's contribution to building professional skills and knowledge is key to achieving fundamental development changes. The need for centres of excellence in science, technology and engineering is highlighted as key to future development and growth. Higher education institutions need to be the "breeding ground for the skilled individuals whom the continent needs".1

The report stresses the need for urgent attention to be given to the management of natural resources, of forests and water, improving sanitation and strengthening health systems to deal with pandemics such as malaria, tuberculosis and HIV-Aids. Other important developments needed are building the human and institutional capacity for good governance and strengthening leadership in public life, civil society and business.

In focusing on the theme "lessons in diversity" the Guide captures the richness of the various "diversities" in the South African higher education landscape. It describes the radical transformation of higher education in South Africa over more than a decade. It identifies South Africa's research system as being "by far the biggest in Africa" and demonstrates the important role South African higher education can play in meeting the challenges of Africa. I hope that the information provided will allow those interested in South African education to make informed choices.

Study South Africa is published by IEASA in association with Higher Education South Africa. We are most grateful to Karen MacGregor, our specialist writer and editor. I wish to thank all those who made contributions for their support and all the tertiary education institutions for their participation. We are grateful to the Department of Foreign Affairs for distributing the Guide abroad and to members of the IEASA publications committee for their input. We appreciate the support of Astro Printers and designer Praveen Inderpersad for the professional way in which they handled the work. Thanks also to Thilor Manikam from the IEASA office for coordinating the responses from the higher education sector.

Dr Roshen Kishun


IEASA contact details
Tel: +27 (0)31 260 3077
Fax: +27 (0)31 260 2136
website: www.ukzn.ac.za/ieasa
Message from Higher Education South Africa

What knowledge workers need

As a South African, one of the things that comes with citizenship in a maturing democracy is that there is never a dull moment.

In the past two years higher education institutions have gone through a major restructuring exercise that has not only consolidated the size and shape of the sector but has also created new institutional types. The fact that the merger process is now complete and that all our universities, universities of technology and comprehensive universities have continued to deliver quality higher education, is testament to the resourcefulness of sector stakeholders and their determination to realise a better world.

Naturally there are still challenges, but we stand as a sector on the verge of a brave new world. Many of our institutions are ready and able to engage equally with the possibilities offered by our developing context and new opportunities that arise out of a shrinking world.

Some governments in the developing and developed world see a tension, even a contradiction, between national priorities and global forces. There are warnings about the dangers of transnational citizens who have no fixed place in the world. These governments raise concerns about the impact, in the long term, on their country's ability to innovate, compete and boost Gross Domestic Product. They worry about an escalating brain drain, a bleeding of highly trained human resources from a country that has spent time and money to educate them. While South Africa also experiences the detrimental impact of its own brain drain, there are significant differences.

One reason for the difference is that globalisation naturally increases mobility and this ability to move freely across boundaries, especially in Africa, is fundamental to the idea of an African Renaissance. It is not simply an equation of brain gain minus brain drain, but rather the need for a country to create what the Department of Science and Technology recently called "sticky mobility" - the ability to attract mobile human capital back to the home country.

Another difference is that South Africa lived through the isolation brought on by apartheid and, as a result, the country and people are overwhelmingly open to encountering the rest of the world.

Nowhere is this more evident than in higher education. When the Southern African Development Community (SADC) Protocol on Education and Training was drawn up in 1997, it had hopes that SADC countries would reserve five percent of higher education admissions for SADC students. South Africa has long since reached that goal, with more than 36,000 SADC students presently studying in South African institutions.

The fact of the matter is that as the world has moved increasingly from a resource to a knowledge economy, what is needed are graduates with a different set of skills and abilities. The ability to re-tool constantly, flexibility in the application and development of knowledge, and openness to different cultures and contexts are becoming as important as (if not more so than) the high level understanding of the specific demands of one's chosen discipline.

It is our sense that developing countries and especially transforming countries like South Africa are capable of producing graduates who are necessarily trained as global knowledge workers due to the needs of their national environment, as is the case for the emerging economic giants, India and China.

Similarly, for those entering South Africa to further their studies, there are opportunities to participate in the country's ongoing, vibrant transformation. The range and diversity of the institutions presented in this publication offers the possibility of many different kinds of encounters. The host of different cultures, languages and belief systems in evidence means that South Africa already offers a microcosm of the global world of work. But more than this, the country has emerged into a fully-fledged democracy and is rightfully proud of what it has achieved and determined to feed those gains into the betterment of life for all. To participate in this dynamic process is a privilege and an unforgettable educative experience.

Higher Education South Africa

HESA is a new organisation formed in May 2003 by the vice-chancellors of all South African higher education institutions to replace the South African Universities Vice-Chancellors Association (SAUVCVA) and the Committee of Technikon Principals (CTP).

Tel: +27 (0)12 481 2842
Fax: +27 (0)12 481 2843
e-mail: info@sauvcva.org.za
website: www.hesa.org.za

Higher Education South Africa

Higher Education South Africa
Message from the South African Qualifications Authority

The National Qualifications Framework and transformation

It is nearly 10 years since the South African Qualifications Authority Act (1995) was promulgated. Through the Act, the South African Qualifications Authority (SAQA) was established to oversee the development and implementation of the National Qualifications Framework (NQF). Looking back we can be proud of the prudence of our democratically elected government.

SAQA continues to ensure that the NQF promotes improvements in quality and accountability in education and training. The decision to conduct an impact study is a confident, mature undertaking by SAQA. In 1999 SAQA mooted the intention to undertake a review of the development and implementation of the NQF, aimed at measuring its impact on the transformation of education and training. The NQF Impact Study formally began in September 2002 as SAQA realised that the effective measurement of the NQF could only be achieved over a long period of time. The first cycle of the study was completed in March 2004. The findings were published as Impact Study Report 1: Establishing criteria against which to measure the progress of the NQF, in September 2004.

Overall, the findings emanating from piloting the Impact Indicators suggest that the NQF has successfully developed a strong base of policies and systems. It has had a profound effect on the way people think about education and training, and their aspirations for the future. The NQF can usefully identify development needs and manage interventions. There is also evidence of positive responses to the new qualifications and reports of a beneficial impact on learning, teaching and assessment practices.

The Impact Study Report is a landmark venture nationally and internationally, as it is the first time in the world that an open-ended and transparent rolling plan for the review of a national qualifications system has been developed at a national level. The results of the study were well accepted within the education and training community. It is hoped that the South African example will inform similar necessary initiatives in other parts of the world.

The objectives of the NQF have underpinned the development and implementation of a policy framework in South Africa’s education and training sector. The NQF enables monitoring of the full education and training system to inform decision-making.

In 2004 SAQA launched its first publication based on an analysis of the National Learners’ Records Database, Trends in Public Higher Education in South Africa 1992 to 2001. The report contains integrated information on education and training trends in all components of the education and training system in all sectors of the economy. The importance of the report is that it provides government and corporations with the data necessary for decision-making in terms of the labour market, and education and training. It also revealed that the number of people in South Africa with qualifications from public higher education institutions had almost doubled.

SAQA, as the custodian of the NQF, aims to create a system that will effectively and efficiently enable the ongoing and full development of every learner and, by so doing, contribute to the social and economic development of the nation.

Samuel B Isaacs

SAQA contact details
Tel: +27 [0]12 431 5000
Fax: +27 [0]12 431 5147
Helpdesk number: 086 010 3188
e-mail address: saqainfo@saqa.org.za
website: www.saqa.org.za
IS MARKETING, COMMUNICATION AND DEVELOPMENT PART OF YOUR INSTITUTIONAL STRATEGIC PRIORITY?

Let Unitech navigate the way for you. As the first choice professional association for all your capacity building and professional development needs in the field of alumni relations, marketing, fundraising, communication and media relations, we have over fourteen years knowledge of the sector to help you through.

Benefits exclusive to members:

**Conferences** – Unitech is your first choice for high quality and accessible professional development. Various conferences and workshops covering all advancement/MCD topics are offered during the year. All practitioners and management at Unitech member institutions receive huge discounts off the non-member rate.

**Contract Workshops and diagnosis** – Can’t send all your staff to us? Unitech will come to you. We offer institution specific workshops to meet the individual advancement needs of your university, college, SETA or department. Unitech members receive a substantial discount on this service.

**HEADLINES** – This is a flagship publication of the sector published four times year and provides informative, interesting, and thoughtful articles for all advancement professionals and functions. It handles the issues and trends advancement professionals care about most.

**Research and surveys** – Unitech is the only organisation that has to date commissioned sector and profession specific independent researches (from 1998) on the state of advancement/MCD in higher and further education. The report is generally presented to members at congress and is available for benchmarking purposes on our website for members.

**Awards** – Exclusive to the sector and the SADC region, Unitech boasts two awards programs to recognise excellence and promote good work by practitioners – Higher & Further Education Excellence Awards and the Higher Education Journalism Award to promote balanced reporting by media on the education sector.

---

**Membership open to the following in the SADC region:**

- Universities/Polytechnics/Institutes/Colleges
- Associates
- Individuals
- SETAs

---

**CONTACT US AT:**

SUITE 16
PRIVATE BAG x65
HALFWAY HOUSE
1685
SOUTH AFRICA

**PHYSICAL ADDRESS:**

UNIT C32, GROUND FLOOR,
BLOCK C
LONE CREEK
WATERFALL PARK
BEKKER STREET

**OTHER:**

Tel: +27 (0)11 312 0671 / 4
Fax: +27 (0)11 312 0664

E-mail: unitech@worldonline.co.za
Web site: www.unitech.org.za
IEASA needs to be complimented on its humble initiative to publish a Guide to higher education in South Africa. In just half a decade Study South Africa and its complementary website: studysa.co.za have become number one platforms for information about the country's higher education resources and system.

Distributed locally and to more than 100 countries, and with a website hit-rate of 200,000 visitors a month, the project is truly marketing South Africa and its people to international students and their parents, and policymakers and analysts around the world.

I am very proud to be associated with IEASA and Study South Africa. Its work reflects a shining commitment to advancement at an international level. It also augments what Unitech does. Unitech is a professional association of institutions and practitioners in MEO – the fields of marketing, communication and development (fundraising and alumni relations) – in the Southern African Development Community. Membership is open to all universities, colleges, institutes and Sector Education and Training Authorities in the region.

For the past 14 months Unitech has intensified its efforts to improve the MEO outlook in institutions of higher learning. At most campuses MEO now forms part of senior staff and management decisions. As a value-adding imperative many member institutions in Botswana, Namibia, South Africa and Zimbabwe have also integrated MEO into their organisational strategic priorities.

I trust that the launch of a sector-wide organisation, Higher Education South Africa, will see a strengthening of the internationalisation and advancement of all campuses in South Africa. It is a disservice to our transformed higher education system not to have professional internationalisation and advancement functional at historically disadvantaged universities.

Both HESA and the national Department of Education need to support the work done in this regard by Unitech and IEASA, without limiting our independence or dictating our operation. Growing and strengthening these functions is of utmost importance, not just for the prestige of institutions but as value-adding imperatives.
**Studying in South Africa**

South Africa has many worlds. There are worlds of humanity and teeming wildlife; of oceans and mountains, semi-desert and forests, bush and vast savannah; of modernity and tradition; of Africa and Europe and Asia; of rich and poor; of black and white. Ours is an interesting land, rich in diversity and humming with energy.

Since the end of apartheid in 1994, which achieved the “miracle” of democracy after decades of oppression, South Africa has undergone enormous changes. Every aspect of life has been touched, from sport and society to politics and business. After harsh discrimination has come equal opportunity for all. After long years of isolation, the country has opened up to the world.

Today South Africa is a tourist hot-spot, attracting more than six million visitors a year, and it is considered one of the world’s exciting study destinations. There has been rapid growth in the number of international students attending the country’s 23 universities, from 14,000 in 1995 to more than 51,000 now. Seven percent of more than 700,000 students are foreign.

Most international students are from elsewhere in Africa, especially southern Africa, and they are here to take advantage of the strongest higher education system in sub-Saharan Africa. Many other students are from overseas, and they are here because South Africa offers an interesting environment in which to study for internationally recognised qualifications.

South Africa has also attracted a strong cadre of international postgraduate students and academics, who are here to engage in highly relevant research in their fields, frequently in collaboration with local scholars who have formidable reputations in their areas of expertise.

The country’s rich natural and ecological resources, multi-cultural population, inspiring history and dynamic political milieu provide fascinating backdrops for studies in many fields. There is cutting-edge research being conducted in areas ranging from medicine and biotechnology to materials, wildlife and space research.

South Africa combines the resources and comforts of a middle-income country with problems of the developing world – everything from HIV-Aids and diseases of poverty to inequalities and the imperatives of economic growth, development, improved education and the delivery of services to the poor. Research here can have a real impact on the lives of those it serves.

South Africa brings the experiences of the freedom struggle and the triumph of a progressive democracy to bear on its challenges and those that it shares with Africa and the Third World. The country is actively engaged in efforts to integrate and advance Africa through the EU-style African Union and the New Economic Partnership for Africa’s Development, and it is at the forefront of the global movement for a more equitable and sustainable world order.

There are also plenty of non-academic reasons for choosing to study in South Africa. There are long, hot summers and balmy winters with an average of eight hours of sunshine a day. The coastline boasts some of the most beautiful beaches on Earth, and there are large areas of pristine wildlife wilderness. There is a fascinating mix of African, European and Asian cultures.

South Africa is cheap, easy and fun. Its university fees and related costs are a fraction of those charged in the industrialised world. The travel scene is highly developed, roads are good and financial services are excellent. Shopping malls in the cities are breathtakingly modern.

Higher education has been transformed to eradicate the race-based inequalities of apartheid and to improve its effectiveness and relevance to democratic South Africa. In this and many other areas, South Africa is at the cutting edge of change – and a great place to be a student.
**A snapshot of South Africa**

**Fun in the sun**

South Africa boasts breathtaking scenery, a great climate and extraordinary biodiversity. Three thousand kilometres of splendid coastline border the country to the west, south and east, enclosing 1.2 million square kilometres of mountain ranges and bushy foothills, grassland, scrubland and the central semi-desert of the Karoo.

Most of the country straddles a high-lying plateau that marches north to the Sahara and is sandwiched between the warm Indian Ocean east coast and the cooler Atlantic Ocean west coast. To the north, South Africa shares borders with Namibia, Botswana, Zimbabwe, Swaziland and Mozambique, and it completely surrounds the mountain kingdom of Lesotho.

South Africa has the third highest level of biodiversity in the world and is the only country with an entire floral kingdom. Some 18,000 species of vascular plants [plants with vessels for bearing sap] grow within its boundaries, of which 80 percent occur nowhere else. The country is also home to more mammal species than Europe and Asia combined. There are more than 900 species of birds, more than 100 types of snakes and about 5,000 species of spiders.

Game reserves stretch across the countryside, providing havens for wildlife. South Africa is a world leader in conservation. There are 22 national parks – the famous Kruger Park is the size of Wales – and 200 or so provincial parks as well as scores of private game parks. The reserves offer excellent accommodation and some of the best game viewing in the world – hundreds of thousands of antelope alongside big game like the buffalo, hippo, lion, leopard, cheetah, giraffe and elephant.

The fabulous landscape can be explored in comfort on good roads by bus or car, or by bicycle, horse, river or foot along hiking paths. There is good accommodation everywhere and local travel and adventure companies are geared to students and backpackers. The entire coastline is a playground for swimmers, surfers, divers and anglers. Indeed, in South Africa, you can do almost anything – from ostrich riding to river rafting, camping, hiking, mountain climbing, ballooning and bungee jumping.

**Arts and culture**

South Africa’s political history and melting-pot society drive an energetic world of culture that draws on its African roots and diverse influences to forge a distinct identity in the fields of art, music, dance, theatre, film, literature and fashion.

The cities buzz with cultural events and craft markets, coffee bars and pubs and clubs. There are annual festivals of everything from dance and music to poetry and jazz, cinema complexes, art galleries and more than 100 active theatre venues.

South Africa’s film, music and fashion industries are booming. The country has become a top site for shooting international movies, its locally produced films and music have begun garnering global awards, and its fusion fashion is making a distinctive mark on the world.

**Food**

South African cuisine is renowned for its variety, derived from the culinary traditions of a diverse people. Many restaurants serve authentic African food and others specialise in “settler” food – Cape Dutch, Malay, Indian, Chinese, French and Portuguese. There are also plenty of Italian, Greek, Thai, Japanese and other restaurants, along with fast food joints.

Popular local dishes include African stews on phuthu [stiff crushed corn porridge], bunny chow [curry in a half-loaf of bread] and bobotie [curried mince with onions and eggs], and seafood is always plentiful. But perhaps the most popular South African meal is the braai, a barbecue with meats and boerewors [spicy sausage]. To wash it all down, South African wines are among the best in the world, and fine local beers are drunk at every opportunity.

*Shane Doyle, The Media Bank, africanpictures.net*
Politics and people

Once a pariah state ruled by the white minority that created apartheid, and rocked by a liberation struggle, today South Africa is one of the world's most progressive democracies and a model for peaceful transition.

Since 1994, the year of its first democratic elections, the country has set about dismantling apartheid's race-based laws and structures and creating a society based on equality, non-discrimination, freedom and human rights. Government has focused on constructing a strong democracy, improving the quality of life of all South Africans, and nation building.

South Africa has a proportional representation electoral system, with general elections every five years. There are two ballots, one to elect members of parliament's National Assembly and the other for provincial parliaments. An upper house, the National Council of Provinces, comprises 10 delegates each from nine provinces. Local elections are run separately.

Pretoria is the administrative capital of South Africa, the legislative capital is Cape Town and the biggest city is Johannesburg, which is the powerhouse of the economy. Durban is the second biggest city, and is home to the busiest port in Africa.

Much has been achieved. South Africa is peaceful and stable, it is enjoying strong economic growth, and by 2002 the government had made major strides in improving the lives of the poor, including:

- Providing access to clean water to 8.4 million more people.
- Connecting 3.8 million more people to the electricity grid.
- Building 1.5 million subsidised houses.
- Doubling the number of people receiving social grants, to 5.1 million people.

The country's success in rising above centuries of racial hatred through reconciliation has been internationally acknowledged as a major political achievement of the 20th century. South Africa has rejoined the world community and today plays an important international role, especially in Africa, where it helped to found the African Union and is a driving force behind the New Partnership for Africa's Development, a continental regeneration plan.

Population

South Africa has a population of nearly 45 million people. There are four main race groups: black African, whites, coloureds (people of mixed race) and Indians. KwaZulu-Natal, on the eastern seaboard, is the most populous province (9.4 million people), closely followed by the central province of Gauteng (8.8 million), while the Northern Cape, in the west, has the smallest population (800,000).

<table>
<thead>
<tr>
<th>Population Group</th>
<th>Size in numbers</th>
<th>% of population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black African</td>
<td>35.4 million</td>
<td>79.0%</td>
</tr>
<tr>
<td>White</td>
<td>4.3 million</td>
<td>9.6%</td>
</tr>
<tr>
<td>Coloured</td>
<td>4.0 million</td>
<td>8.9%</td>
</tr>
<tr>
<td>Indian</td>
<td>1.1 million</td>
<td>2.5%</td>
</tr>
<tr>
<td>Totals</td>
<td>44.8 million</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Statistics South Africa, 2001 census

Language

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

Religion

Almost one in four South Africans are Christians. Other major religious groups are Hindu, Muslim and Jewish. A minority does not belong to any major religion, regarding themselves as traditionalists or of no religious affiliation. Freedom of religion is constitutionally protected.
International students

International students are helping to grow diversity on South African campuses by bringing with them alternative cultures and experiences, and adding new dimensions to teaching and learning. The internationalisation of education is viewed as a valuable means of advancing communication and respect among people of different cultures, developing learning and scholarship, facilitating international relations and strengthening global leadership.

Now comprise seven percent of the student body. By contrast, only a few thousand South African students leave to study abroad each year, mostly to the United States and Britain.

Competition for international students is growing. Many countries have spare capacity in universities and with the strong support of governments, the need for immigrant labour and the wish to generate income by identifying education as an “export,” many countries are vigorously competing for international students. To continue competing successfully, South Africa needs a national policy framework and more resources to help it attract more students and to maximise the benefits of internationalisation.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Africa</td>
<td>6,209</td>
<td>7,497</td>
<td>7,876</td>
<td>7,822</td>
<td>9,800</td>
<td>14,987</td>
<td>21,318</td>
<td>25,546</td>
<td>31,724</td>
<td>36,207</td>
</tr>
<tr>
<td>Rest of Africa</td>
<td>1,521</td>
<td>1,769</td>
<td>2,021</td>
<td>2,079</td>
<td>2,593</td>
<td>3,314</td>
<td>4,263</td>
<td>4,854</td>
<td>6,317</td>
<td>6,664</td>
</tr>
<tr>
<td>Rest of the world</td>
<td>4,827</td>
<td>4,058</td>
<td>5,399</td>
<td>5,266</td>
<td>4,736</td>
<td>4,496</td>
<td>5,568</td>
<td>5,648</td>
<td>6,156</td>
<td>7,108</td>
</tr>
<tr>
<td>No info</td>
<td>11,973</td>
<td>14,229</td>
<td>3,704</td>
<td>2,490</td>
<td>1,447</td>
<td>14,987</td>
<td>21,318</td>
<td>25,546</td>
<td>31,724</td>
<td>36,207</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>12,557</strong></td>
<td><strong>14,124</strong></td>
<td><strong>15,296</strong></td>
<td><strong>15,169</strong></td>
<td><strong>17,129</strong></td>
<td><strong>34,770</strong></td>
<td><strong>45,377</strong></td>
<td><strong>39,752</strong></td>
<td><strong>46,687</strong></td>
<td><strong>51,426</strong></td>
</tr>
<tr>
<td><strong>% change</strong></td>
<td><strong>12.5%</strong></td>
<td><strong>8.3%</strong></td>
<td><strong>-0.8%</strong></td>
<td><strong>12.9%</strong></td>
<td><strong>103%</strong></td>
<td><strong>30.5%</strong></td>
<td><strong>-12.4%</strong></td>
<td><strong>17.5%</strong></td>
<td><strong>10.2%</strong></td>
<td>**</td>
</tr>
</tbody>
</table>
Lessons in diversity

Like other robustly multicultural societies, democratic South Africa is built on the diversity of its people — black, white and brown, practising many cultures and religions, and speaking 11 official languages. The aim of unity in difference is declared proudly in the preamble to our progressive 1996 Constitution, which states that South Africans are “united in our diversity”.

The country’s first democratic elections were held in April 1994, ending more than four decades of apartheid and ushering in a black majority government led by the African National Congress, one of the groups that waged the liberation struggle against the minority white regime. For many citizens, the swing from racial fractiousness to harmony was breathtakingly fast.

In the years after what the world dubbed the “miracle” of South Africa’s transition, given the brutal history from which it emerged, the country worked to build a non-racial society based on democracy, social justice and human rights. The goal of diversity — the acceptance of difference — was viewed as crucial to a nation that apartheid had split into race groups.

During apartheid, government funding and policies unashamedly supported the development of whites and opportunities were largely denied to Africans, coloureds and Indians. The system was, in a nutshell, a massive affirmative action programme for whites. In the new South Africa, creating equal opportunities for all — including via affirmative action policies aimed at the previously disadvantaged majority — was an immediate priority.

This was a huge task, given the sub-standard state of schooling for African children (which rendered many unable to cope with tertiary study), the division of races into separate institutions run by separate authorities, cash-strapped state coffers, intense competition for resources to raise the quality of life of citizens, and clashing cultures.

In higher education, the government had to design new policies, pull together race-based education authorities, create a single coordinated system, transform governance and research, and provide funding for poor but bright students, among other things. Institutions had to open the doors of learning to all races, and most had to introduce academic support programmes for disadvantaged students, alter the racial composition of staff and transform curricula and research to support a new political reality and changed developmental goals.

Despite these enormous hurdles, diversity rapidly became a reality as student bodies shed racial divides and universities grappled with ways of managing change. Affirmative action — defined as measures aimed at ending discrimination, at promoting the abilities of people who have suffered discrimination and at redressing past inequities — was seen early on as central to achieving transformation and greater diversity, but not enough on its own.

Citing Havenga, Brian Norris argues that diversity created by affirmative action needs to be effectively managed — and that this will be one of higher education’s biggest challenges:

“Accepting the challenge of diversity implies, among other things, changing the organisational culture, re-conceptualising appropriate leadership styles, restructuring organisations, reformulating what constitutes good teaching, and developing staff and students to work and learn in an organisation that is very different from what it used to be.”

Drawing on research by Jackson and others, Norris outlines three stages that organisations shift through when transforming from mono- to multi-cultural:

- Mono-cultural: there is discrimination against racial minorities or women. This occurred under apartheid, when there was a “white Eurocentric” dominant culture and open discrimination at most institutions.
- Non-discriminatory: there is a desire to eradicate unfair advantage and ensure the environment is not hostile to new members, but the dominant culture does not change much. Higher education entered this stage post-apartheid.
- Multicultural: social discrimination is eradicated, with no one group enjoying an unjust advantage, and an organisation begins to reflect the contributions and interests of diverse groups. Higher education institutions are striving to achieve this.
South African policy-makers place diversity at the heart of educational quality. For instance the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE), a statutory body that advises the government on higher education issues and policies, uses diversity as a quality criterion. As Loomis and Sharpe write:

"Diversity is a celebration of differences and an appreciation of the bonds that unite people. Experiencing diversity is a common component of a quality educational experience: to achieve excellence it is also imperative to achieve diversity."

There are many ways that higher education's progress towards equity and diversity can be measured, ranging from the extent to which the racial and gender compositions of student and staff populations have changed to the way institutions are organised, what is taught, where money is spent and the way higher education is governed.

**Equity and diversity**

Issues of diversity and equity on South African campuses are entwined, as the goal of equity is to achieve student and staff bodies whose composition reflects that of a diverse broader society – in terms not only of enrolments and staff profiles but also of success rates, fields of study and levels of qualifications. Equity goes further, to demand also that extra resources be made available to students, staff and institutions that were disadvantaged in the past.

The racial and gender make-up of students has transformed radically in the past decade, but progress towards diversity among staff has been slower and it is taking time for black people and women to achieve full representation across all fields and at all levels of qualifications.

**Students**

Under apartheid, higher education participation rates of young people were sharply skewed by race – nine percent for Africans, 13 percent for coloureds, 40 percent for Indians and a high 70 percent for whites, which in no way reflected society's demographics. In 1993, 40 percent of students were African, six percent coloured, seven percent Indian and 47 percent white.

By 2002 the proportion of African students had grown from 40 percent to 60 percent and their numbers had soared from 191,000 in 1993 to 404,000. The white student population shrank, from 47 percent (223,000) in 1993 to 27 percent (182,000) in 2002. The proportion of coloured and Indian students has been static (Table 1). Women, who were 43 percent of all students in 1993, comprised 54 percent of students by 2002.

The growing number of black students did not occur entirely at the expense of whites, as there was a huge overall increase in the student population. Student numbers soared from 473,000 in 1993 to 718,000 in 2003, pushing up the higher education participation rate to nearly 20 percent of South Africans aged 18 to 24 years.

According to a report by the CHE, there have been positive shifts in enrolments by study field, leading to a better spread of students across courses. While for a long time enrolments were heavily skewed towards the humanities – a problem in terms of jobs available in the marketplace – between 1993 and 2002 these enrolments dropped from 57 to 44 percent of students, while enrolments in science, engineering and technology grew from 19 percent to 26 percent, and those in business and commerce rose from 24 percent to 30 percent (Table 2).

---

**Table 1**: Head count enrolment by 'race', 1993-2002

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Indian</th>
<th>Coloured</th>
<th>African</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>47%</td>
<td>7%</td>
<td>8%</td>
<td>40%</td>
</tr>
<tr>
<td>1997</td>
<td>31%</td>
<td>7%</td>
<td>5%</td>
<td>58%</td>
</tr>
<tr>
<td>1999</td>
<td>28%</td>
<td>6%</td>
<td>5%</td>
<td>80%</td>
</tr>
<tr>
<td>2000</td>
<td>27%</td>
<td>7%</td>
<td>5%</td>
<td>50%</td>
</tr>
<tr>
<td>2001</td>
<td>27%</td>
<td>7%</td>
<td>5%</td>
<td>81%</td>
</tr>
<tr>
<td>2002</td>
<td>27%</td>
<td>7%</td>
<td>8%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Table 2**: Ratio headcount enrolments by field study, 1993-2002

<table>
<thead>
<tr>
<th>Field Study</th>
<th>1993</th>
<th>1995</th>
<th>1997</th>
<th>1999</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Social Sciences</td>
<td>57%</td>
<td>58%</td>
<td>54%</td>
<td>49%</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>Business of Commerce</td>
<td>24%</td>
<td>22%</td>
<td>23%</td>
<td>26%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Science, Engineering and Technology</td>
<td>19%</td>
<td>20%</td>
<td>23%</td>
<td>25%</td>
<td>26%</td>
<td>26%</td>
</tr>
</tbody>
</table>

(Source: Centre for Higher Education Transformation, Council on Higher Education, HEWS, SAPSE)
There has also been a big increase in postgraduate enrolments from 70,000 in 1995 to 104,000 in 2002, and their proportion of the study body grew from 19 percent to 23 percent. The number of postgraduate diploma and certificate students rose from 10,000 to 16,000. Adding to diversity on South African campuses has been the tide of foreign students, who now comprise seven percent of all students.

Opening the doors of learning to black students was not in itself enough to achieve full access for the historically disadvantaged and thereby greater diversity on campuses, as most black students come from poor families that cannot afford the R25,000 or more a year that it costs to study for a degree, including fees and books and living costs.

A National Student Financial Aid scheme was created to provide bursaries and loans to poor students who clinched university places. It has been a great success, growing from 7,200 awards worth R22 million in 1991 to 93,500 awards worth R600 million in 2001 and nearly 100,000 awards in 2002. The state has pumped large amounts of money into the scheme.

But NSFAS funding remains too little to cope with demand and one of the biggest threats to diversity remains the financial problems of poor students, which have been cited as a major reason for high drop-out rates. Speaking at the University of Pretoria last year, education minister Naledi Pandor said:

"We must determine solutions to the ongoing financial exclusions, because continuing exclusion on these grounds is contrary to our aspiration of increased success, a larger pool of skilled persons in South Africa, and genuine equality of opportunity. Over the next five years we will continue to give attention to the need to ensure accessibility to higher education for the poor."

Another problem has been low success rates, although the annual number of graduates has grown in the wake of a swelling student population and South Africa produced more than 100,000 graduates for the first time in 2002. Rates of graduation have remained at 15 percent, against a government benchmark of 25 percent for an undergraduate degree.

But NSFAS funding remains too little to cope with demand and one of the biggest threats to diversity remains the financial problems of poor students, which have been cited as a major reason for high drop-out rates. Speaking at the University of Pretoria last year, education minister Naledi Pandor said:

"We must determine solutions to the ongoing financial exclusions, because continuing exclusion on these grounds is contrary to our aspiration of increased success, a larger pool of skilled persons in South Africa, and genuine equality of opportunity. Over the next five years we will continue to give attention to the need to ensure accessibility to higher education for the poor."

Another problem has been low success rates, although the annual number of graduates has grown in the wake of a swelling student population and South Africa produced more than 100,000 graduates for the first time in 2002. Rates of graduation have remained at 15 percent, against a government benchmark of 25 percent for an undergraduate degree.

In terms of diversity among graduates, success rates among African students have been lower than among whites, a phenomenon explained by the inability of many poor schools to prepare students adequately and drop-outs due to financial problems. While 60 percent of students in 2002 were African, they comprised 53 percent of graduates while whites, at 27 percent of the student population, comprised 35 percent of graduates. Also, Africans remain under-represented among postgraduates. The number of white Masters graduates remained double that of Africans, and almost treble at the doctoral level. Women comprise only two in five university doctoral graduates (Tables 3 and 4).
Diversity among staff

Higher education’s workforce has moved far more slowly towards equity and diversity. One reason is structural, the CHE’s Decade of Democracy report argues, due to a limited pool of qualified black and women academics and managers: “The other is institutional and academic disciplinary culture which, combined with micro-political dynamics, further constrains efforts to achieve staff equity.”

Under apartheid, academics and managers were overwhelmingly white men, even in “black” institutions, while lower positions were occupied mostly by black people and women. In 1994 of 45,000 staff, 80 percent of professors were white while more than half of non-professorial staff were African and just under half were women. By 2002 the workforce had dropped to 43,000, the result of efficiency drives in universities.

According to the Centre for Higher Education Transformation, by 2002 whites still comprised 66 percent of academics while 20 percent were African, five percent were coloured and eight percent Indian (Table 5). Whites occupied 61 percent of executive and professional support positions, against 23 percent for Africans, eight percent for coloureds and seven percent for Indians (Table 6). The news for women was a bit better. Between 1995 and 2002 the proportion of women professors grew from 13 percent to 19 percent, but their cut as senior lecturers rose to 38 percent, as lecturers to 53 percent, and as junior lecturers to 55 percent.

The challenges ahead, the CHE concluded, are to consolidate progress and focus attention on balancing equity and quality, as equity “will depend on high quality teaching and learning, curriculum innovation, and academic development and mentoring initiatives”. Processes of quality assurance that stress transformation, and institutional mergers might also provide opportunities to reconfigure staff profiles, according to the CHE. Also: “It appears that policy and low are not enough to mobilise change, and that conceptions of academic excellence may constitute unfortunate barriers to achieving equity. Attention to transforming institutional and academic cultures and conceptions of excellence appears to be the necessary starting point for meaningful change.”

South African higher education also has a problem with diversity in terms of age. Unable to compete with government and private sector pay and opportunities for top scholars, its academic profile is rapidly ageing. By 2002 nearly half of all professors were between 45 and 54 years, and a further 30 percent were older than that, kicking up a challenge in terms of producing the next generation of academics, and transforming its social composition.
Higher education transformation

When the ANC took power, South Africa faced two mammoth challenges. The first, given the country’s apartheid history, was to build democracy and pursue social equity, development and economic growth. Second, South Africa needed to respond proactively to the challenges of globalisation and an increasingly competitive, knowledge driven global economy.

After 1994 higher education had not only to respond to its crucial roles in a democracy – developing democracy and the ability of citizens to participate effectively in it, producing intellectuals able to engage with society’s problems, and producing high level graduates to drive development – but it also had to work towards the key goals of equity, effectiveness, efficiency and accountability. Further, transformation had to be guided by the needs to expand the participation of young people in higher education, and to make institutions more responsible to societal needs. Plus, as the CHE report points out:

“In South Africa since 1994, a democratically elected government has set out to achieve ‘a better life for all’ by focusing on economic development, by seeking to reconstruct the entire social system, and by aiming to reintegrate successfully into the international community while taking a lead role on the African continent. In this context of comprehensive transformation, the demands on higher education have been extensive.”

Apartheid created a higher education system separated by race and a binary divide between universities and technikons. There were seven technikons and 10 universities for whites; eight universities and five technikons for Africans; two universities and two technikons for coloureds and Indians; and two distance education providers. The sector was uncoordinated and highly inequitable and inefficient.

So another major task post-apartheid was to restructure higher education to eliminate racial duplications, reduce costs and enhance efficiency, effectiveness and diversity. This was done through mergers and incorporations of campuses, investigated by the CHE and driven by the government after it became clear that institutions were not going to merge if left to themselves. The binary divide was scrapped and technikons became universities of technology. Restructuring is also taking place via programme-level transformation.

The number of universities has been chopped from 36 to 23 through mergers and campus incorporations involving most institutions. Adding to diversity, the process has created a new kind of “comprehensive university” that combines university and technikon type courses and is aimed at enhancing access and articulation and expanding opportunities for research and responsiveness. Most mergers and incorporations took place in 2004 and 2005, overseen by a merger unit in the national education department.

In the new-look higher education landscape there are 11 universities, five universities of technology and six comprehensive universities. Also, a new national institute has been set up in the Northern Cape, and one is being created in Mpumalanga.

The department of education has stressed that the mergers will not erode higher education access or provision, because while structures have changed all sites of learning have been retained. It committed R3 billion to restructuring, to ensure the stability and sustainability of institutions. To ensure that there is transformation in institutions not affected by mergers, the department has asked them to submit plans outlining strategies to tackle inequities in black, women and disabled student enrolments and staff profiles.

The mergers have created some very big institutions, including seven that have enrolments of more than 30,000 and the University of South Africa (Unisa) with 210,000 distance students. While before more than two-thirds of students were at universities, the new landscape concentrates almost half of enrolments in comprehensives, including the huge Unisa.


The new face of higher education

South African public higher education has been restructured to eradicate the racial divisions and duplications created under apartheid, and to cut costs and improve efficiency across the sector. The number of public institutions has been slashed from 36 to 23, through mergers and incorporations involving most institutions. Restructuring has taken place in two main phases in the past two years, forging a radically changed institutional landscape:

- Eleven universities: eight of the old universities and three new ones created through mergers of old universities. These are traditional universities with strong research capacity and high proportions of postgraduate students.
- Six universities of technology: two of the old technikons and three new institutions born out of mergers of technikons.
- Six comprehensive universities: two of the old universities and four established out of mergers between universities and technikons. These are a new kind of institution, focusing on teaching but also conducting research and postgraduate studies.
- Two new institutes of higher education in provinces that previously had no provision.

These institutions are oriented towards vocational qualifications, with some postgraduate and research capacity.

- Six comprehensive universities: two of the old universities and four established out of mergers between universities and technikons. These are a new kind of institution, focusing on teaching but also conducting research and postgraduate studies.
- Two new institutes of higher education in provinces that previously had no provision.

Only one institution, Vista University, has been fully dismantled and its campuses around the country have been incorporated into other institutions. The government is creating two new institutes in Mpumalanga and Northern Cape provinces, which currently have no higher education, forged out of existing colleges. The Northern Cape Institute of Higher Education was launched in 2003, and the Mpumalanga Institute of Higher Education is still being set up.

Table 7: The new higher education landscape

<table>
<thead>
<tr>
<th>INSTITUTION TYPE</th>
<th>INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITIES</td>
<td>Eight separate and incorporated universities</td>
</tr>
<tr>
<td></td>
<td>1. University of Cape Town</td>
</tr>
<tr>
<td></td>
<td>2. University of Fort Hare + Rhodes University East London campus</td>
</tr>
<tr>
<td></td>
<td>3. University of the Free State + Vista University [Bloemfontein] + University of the North [Qwa-Qwa]</td>
</tr>
<tr>
<td></td>
<td>4. University of Pretoria + Vista University [Mamelodi]</td>
</tr>
<tr>
<td></td>
<td>5. Rhodes University</td>
</tr>
<tr>
<td></td>
<td>6. University of Stellenbosch</td>
</tr>
<tr>
<td></td>
<td>7. University of the Western Cape + University of Stellenbosch Dental School</td>
</tr>
<tr>
<td></td>
<td>8. University of the Witwatersrand</td>
</tr>
<tr>
<td></td>
<td>Three merged universities</td>
</tr>
<tr>
<td></td>
<td>9. University of KwaZulu-Natal = University of Durban Westville and University of Natal</td>
</tr>
<tr>
<td></td>
<td>10. University of Limpopo = University of the North + Medical University of South Africa</td>
</tr>
<tr>
<td></td>
<td>11. North-West University = Potchefstroom University of Christian Higher Education + University of North-West + Vista University [staff and students of Sebokeng]</td>
</tr>
<tr>
<td></td>
<td>Three separate and incorporated universities of technology technikons</td>
</tr>
<tr>
<td></td>
<td>12. Central University of Technology = Technikon Free State + Vista University [Welkom]</td>
</tr>
<tr>
<td></td>
<td>13. Mangosuthu Technikon</td>
</tr>
<tr>
<td></td>
<td>14. Vaal University of Technology = Vaal Triangle Technikon + Vista University [infrastructure and facilities of Sebokeng]</td>
</tr>
<tr>
<td></td>
<td>Three merged universities of technology technikons</td>
</tr>
<tr>
<td></td>
<td>15. Cape Peninsula University of Technology = Cape Technikon + Peninsula Technikon</td>
</tr>
<tr>
<td></td>
<td>16. Durban Institute of Technology = ML Sultan Technikon + Natal Technikon + [still to come] Mangosuthu Technikon and a Durban campus of the University of Zululand</td>
</tr>
<tr>
<td></td>
<td>17. Tshwane University of Technology = Technikon Pretoria + Technikon Northern Gauteng</td>
</tr>
<tr>
<td></td>
<td>Two separate comprehensives</td>
</tr>
<tr>
<td></td>
<td>18. University of Venda for Science and Technology = University of Venda</td>
</tr>
<tr>
<td></td>
<td>19. University of Zululand</td>
</tr>
<tr>
<td></td>
<td>Four merged comprehensives</td>
</tr>
<tr>
<td></td>
<td>20. University of Johannesburg = Rand Afrikaans University + Technikon Witwatersrand + Vista University [East Rand and Soweto]</td>
</tr>
<tr>
<td></td>
<td>21. Nelson Mandela Metropolitan University = University of Port Elizabeth + Port Elizabeth Technikon + Vista University [Port Elizabeth]</td>
</tr>
<tr>
<td></td>
<td>22. University of South Africa = University of South Africa + Technikon South Africa + Vista University Distance Education Centre</td>
</tr>
<tr>
<td></td>
<td>23. Walter Sisulu University of Technology and Science = University of Transkei + Border Technikon + Eastern Cape Technikon</td>
</tr>
<tr>
<td>NATIONAL</td>
<td>24. Mpumalanga Institute of Higher Education</td>
</tr>
<tr>
<td>INSTITUTES</td>
<td>25. Northern Cape Institute for Higher Education</td>
</tr>
</tbody>
</table>
Equity in the new landscape

The mergers have enhanced diversity not only by creating three institutional types but also in terms of race and gender. For instance, while Africans comprise 42 percent and whites 45 percent of students in non-merged universities, in merged universities their numbers are 59 percent and 22 percent—a more representative reflection of South Africa's race mix.

Among the three types of institutions: in universities Africans make up 48 percent of the student population (against 37 percent for whites), in universities of technology Africans are 73 percent of all students (against 16 percent white), and in comprehensives 64 percent of students are African and 25 percent are white (Table 8). Women students are in the majority in almost all universities and form particularly high proportions in merged universities (58 percent) and comprehensives (56 percent).

Restructuring has also improved the racial and gender spread of staff, except at traditional universities where transformation pressures are growing. Whites comprise 63 percent of all academics at universities of technology, 65 percent in comprehensives and 73 percent at traditional universities (Table 9). While whites constitute 75 percent of senior managers at universities, the figure is 65 percent at comprehensives and 49 percent at universities of technology (Table 10). Women too are better represented outside traditional universities. South Africa's higher education landscape has also been transformed by the incorporation of all colleges of education into the sector (this process is ongoing) and springing up of dozens of private institutions since the early 1990s.

The government has invested heavily in restructuring, minister Pandor said in Pretoria last year. Now the task for institutions is to restructure themselves to ensure that the sector offers differentiated programmes that allow for diversity of skills and improved innovation and creativity". And, while mergers have enhanced equity, "much more work needs to be done to ensure adequate representivity in all areas of institutional structures and functions".

Nearly three quarters of students at universities of technology, such as the Durban Institute of Technology, are African.
Under apartheid, higher education curricula were as fractured as the system. But in the 1990s, the CHE points out, policies for curriculum transformation began to stress the needs for: high level skills to power economic growth; a National Qualifications Framework to create a single articulated qualifications system; modularised curricula to facilitate flexible learning; more interdisciplinary, relevant and responsive curricula; and an outcomes-based approach enabling various knowledge forms and generic, transferable skills. In the words of the CHE:

"Higher education is asked to generate new curricula and models of teaching and learning to accommodate a larger and more diverse student population. At the same time, it must deliver the requisite research, the highly trained people and the knowledge to equip a developing society with the capacity to address national needs and to participate in a rapidly changing and competitive global context."

Higher education is now based on learning programmes that drive a new funding formula. A key government objective is to ensure institutional diversity through mission and programme differentiation, and in 2002 the education department conducted a Programme and Qualifications Mix exercise to determine the appropriate programme mix for every institution based on its current profile, its relevance to regional and national priorities, its capacity to take on new programmes, and the need to avoid duplication between institutions.

A New Academic Policy has been drafted that among other things proposes more integrated, portable and flexible qualifications, more outcomes-based and inter-disciplinary curricula and two learning pathways - traditional academic and career-focused - to encourage diversity at the programme level. The new academic policy will come into effect in 2006.

A critical element of a transforming curriculum is a new quality assurance and programme accreditation system, which was developed by the Higher Education Quality Committee of the CHE and began operating in 2004. The HEQC has made it clear that teaching and learning are at the centre of quality assurance that stresses the need for curricula to be connected to national and regional contexts, to policy goals and to diverse institutional missions. Quality assurance in institutions must also encourage innovation and renewal of the curriculum, which must also promote access and success for disadvantaged students.

Diversity in student bodies has been hugely facilitated by alternative admissions strategies that have allowed bright but poor students from sub-standards schools to access higher education, and by "bridging" and extended curriculum and mentoring programmes that build academic study skills and help poor students succeed. But they have not been developed at all institutions, are costly and require specialist expertise, says the CHE:

"While excellent progress has been made by many higher education institutions, these are areas that continue to require attention as they reside at the heart of the equity challenge for higher education... institutions must continually strive to design curricula that enable students from poor learning backgrounds to realise their potential, while also identifying early those who will not succeed in HE and providing them with meaningful exit points."

It is hoped that diversity in learning programmes will be enhanced by the new comprehensive universities, which could help forge pathways between different learning programmes and qualifications - academic, professional and vocational.

Diversity in student bodies has been hugely facilitated by alternative admissions strategies that have allowed bright but poor students from sub-standards schools to access higher education, and by "bridging" and extended curriculum and mentoring programmes that build academic study skills and help poor students succeed. But they have not been developed at all institutions, are costly and require specialist expertise, says the CHE:

"While excellent progress has been made by many higher education institutions, these are areas that continue to require attention as they reside at the heart of the equity challenge for higher education... institutions must continually strive to design curricula that enable students from poor learning backgrounds to realise their potential, while also identifying early those who will not succeed in HE and providing them with meaningful exit points."

It is hoped that diversity in learning programmes will be enhanced by the new comprehensive universities, which could help forge pathways between different learning programmes and qualifications - academic, professional and vocational.
Diversity through funding

The government spent R10 billion on universities in 2004-05 – 13 percent of the education budget, or 2.6 percent of total government spending. Growth in real Rands$ that occurred in government allocations to higher education from 1995 was matched by growth in student numbers, which meant that funding per student remained constant.

Universities are funded from three main sources – government allocations, which on average account for about half of their income; student fees, which pull in some 25 percent of funding (often through the NSFAS); and private income earned through investments, fund-raising, donations and entrepreneurial activities. The ability of institutions to attract "private" income varies greatly – for some, alternative funding sources account for up to 65 percent of income – and depends largely on past advantage (or otherwise).

Allocations to universities comprise subsidy block grants (around 87 percent) and earmarked funds (13 percent), which include NSFAS funding and money for other purposes such as teaching, community development, academic development and quality assurance.

In 2004 the government introduced a new universities funding framework which is "goal-oriented" in the sense of being linked to national policy goals, "performance related" by being connected to teaching and research outputs, and enables redress through earmarked funds. The new system is being phased in over three years. Minister Pandor has said that given lack of growth in resources available to universities

"...we have to do more with less and do it well. This means a very rigorous examination of funds and budgeting by institutions".

The new formula provides government with a strong steering mechanism with which to direct universities towards national goals, which she says is not Orwellian but in line with practice in many countries – this is contested by many scholars, who also point to a tension between government’s stress on fiscal constraint and commitments to equity and development.

Funding will be decided on: "research output grants" based on research graduates and publication outputs; "teaching output grants" that encourage institutions to up non-research graduate rates, weighted by qualification level; "teaching input grants" based on full-time equivalent student numbers and weighted by study field and course levels; and "institutional factor grants" that will tackle disadvantage by raising teaching input grants by up to 10 percent for institutions with high numbers of poor students or with fewer than 4,000 students.

Government subsidies to universities comprise on average only half of their budgets, and so many have to look to alternative sources for funding of facilities such as student computer labs.

Naashon Zalk

Governance and diversity

During the 1990s higher education governance was drastically transformed to break with apartheid and to align universities with global trends and new national goals. Key policy frameworks for changing governance – and indeed most other areas of higher education – were the National Commission on Higher Education’s report of 1996, the White Paper and Higher Education Act of 1997, and the National Plan for higher education in 2001.
According to the CHE, the first three provided the framework for a single coordinated system based "cooperative governance", and the fourth shifted towards "stronger central regulation" and altered the model of governance. The CHE writes in its 2004 report:

"Cooperative governance was developed as a philosophy for higher education governance grounded in the South African constitution. The Constitution declares that all organs of state must cooperate with one another in mutual trust and good faith. In higher education cooperative governance advocated that while different interests exist and contestation is inevitable, governance should enable cooperative rather than conflicted negotiation of differences."

In other words, "cooperative governance" recognised both the existence and desirability of diverse voices in higher education, and that transformation required structures through which to negotiate the collaboration of the sector's many partners. At the system level the model, the CHE explains, was state supervision:

"This meant elaborating a particular relationship between principles of public accountability, institutional autonomy and academic freedom. First, government would adopt a state steering role - instead of controlling all aspects of HE from the centre, it would delegate to the institutional level authority over inputs and resource use, while demanding accountability for outputs."

In institutions, "cooperative governance" required structures that would enable differences to be negotiated that supported "democratisation, effectiveness and efficiency", in the words of the CHE. Institutions are governed by a council including external members with oversight and public interest responsibilities, and a senate of academics that is accountable to council for academic and research functions. Institutions also have a representative stakeholder forum that advises council on issues of transformation and institutional culture.

By the late 1990s government had become concerned that under cooperative governance's voluntary thrust institutions had failed to transform themselves or the sector sufficiently, and concluded that consultation over restructuring was over. The National Plan of 2001 heralded stronger state steering, stressed implementation and shifted to the new funding framework, centrally determined programmes and qualification mixes, regional programme collaboration and rationalisation, and mandatory institutional mergers and incorporations. Amendments to the 1997 Act gave the minister increasing powers and sparked concern in academia over the erosion of institutional autonomy and, according to the CHE report, an apparent move "away from democratisation, equity and redress in favour of efficiency and responsiveness".

Last year respected University of Cape Town vice-chancellor, Professor Njabulo Ndebele, wrote that the administrative success of the third elections in 2004 indicated that South Africa's democratic framework was in place, and that the challenge of the next 10 years would be "the processes and the content of democratic consolidation". In higher education, pressures to implement policy goals had ended a "vital continual process of engagement" and got institutions "responding to the urgency of a driven delivery regime".10

But at the time delivery was being pursued, he argued, there was little cohesion and stability in higher education, there were continual leadership changes, historical differences between institutions were strong and a weakened sector became vulnerable to "external intervention, which drew its legitimacy from the imperatives of delivery". Now, he wrote:

"...the critical challenge facing higher education under new political leadership is to promote higher education with a greater sense of self-assurance about its role in democratic consolidation."

9. The Rand is the South African currency.
Research and development

South Africa’s research system is by far the biggest in Africa, and much of it resides in the university sector. The research base is strong and diverse, and in a developing country with a fascinating history, a range of pressing challenges and an exciting future, there are myriad topics to study and research can make a real difference.

Research takes place primarily in four sectors – higher education (21 percent of research spending), the private sector (36 percent), the government sector including science councils (22 percent), and the not-for-profit sector. In 2003 nearly half of research was in engineering or natural sciences, followed by medical and health sciences (Table 11).

Democracy ended apartheid in 1994, but its legacy of glaring inequities lingered on. To begin with, this was not good news for research – spending was directed away from research, and towards delivering the basic needs that most South Africans had been denied for so long.

Funding for research plummeted from 1.03 percent of gross domestic product (GDP) in 1991 to a low of 0.68 percent in 1997. Research infrastructure such as equipment ran down and productivity took a dive, with academics publishing declining numbers of scientific articles. At the turn of the millennium, realising that South Africa was losing a precious asset, one that also quietly underpinned the economy’s competitiveness and could help solve problems of a developing society, the government started pumping funds back into research.

### Table 11: Proportions of research and development by field of study, 2003

<table>
<thead>
<tr>
<th>Research field</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering sciences</td>
<td>24.8%</td>
</tr>
<tr>
<td>Natural sciences</td>
<td>21.9%</td>
</tr>
<tr>
<td>Medical and health services</td>
<td>13.5%</td>
</tr>
<tr>
<td>Social sciences and humanities</td>
<td>11.8%</td>
</tr>
<tr>
<td>Information and communication technologies</td>
<td>10.5%</td>
</tr>
<tr>
<td>Applied sciences and technologies</td>
<td>10.1%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>7.4%</td>
</tr>
</tbody>
</table>


Postdoctoral research on a skin condition called vitiligo.
By 2003-04, spending on research and development (R&D) had recovered to 0.81 percent of GDP and totalled R10.1 billion, according to a study commissioned by the Department of Science and Technology (DST), conducted by the Human Sciences Research Council (HSRC) and titled the National Survey of Research and Experimental Development.

Table 12: Key research and development figures

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001-02</td>
</tr>
<tr>
<td>GDP expenditure on R&amp;D - GERD (millions Rands)</td>
<td>7,488.1</td>
</tr>
<tr>
<td>GERD as a percentage of GDP [a]</td>
<td>0.76</td>
</tr>
<tr>
<td>Total R&amp;D personnel (FTE) [b] [c]</td>
<td>21,195</td>
</tr>
<tr>
<td>Total researchers (FTE) [b] [c]</td>
<td>14,182</td>
</tr>
<tr>
<td>Total researchers per 1,000 total employed [FTE] [b] [c] [d]</td>
<td>3.1</td>
</tr>
<tr>
<td>Total R&amp;D personnel per 1000 total employed [FTE] [b] [c] [d]</td>
<td>4.6</td>
</tr>
<tr>
<td>Estimated civil GERD as a percentage of GDP</td>
<td>0.71</td>
</tr>
<tr>
<td>Total researchers [headcount]</td>
<td>26,913</td>
</tr>
<tr>
<td>Women researchers as a percentage of total researchers [c]</td>
<td>36%</td>
</tr>
</tbody>
</table>

A: The 0.76% for 2001/02 is as reported in the 2001/02 R&D Survey Report and is not based on revised GDP figures.
B: FTE = Full Time Equivalent
C: Following OECD practice, doctoral students are included as researchers.
D: Changes in the methodology used by Statistics South Africa in the Survey of Employment and Earnings have resulted in a 39% increase in the total number of employees reported for the formal non-agricultural sectors between March 2002 and March 2004.

Source: South African National Research and Experimental Development Surveys, DST, HSRC.

R&D spending as a percentage of GDP is one measure of an economy’s competitiveness, and the government’s goal is to raise R&D expenditure by the public and private sectors back to more than one percent by 2008. Science and Technology minister Mosibudi Mangena told Parliament, in his Budget Vote address in April 2005, that this implied an additional R2 billion across both sectors.

Currently South Africa’s gross expenditure on R&D as a percentage of GDP is about a third of the 2.3 percent average of the Organisation of Economic Cooperation and Development (OECD), which represents the world’s wealthiest countries. The OECD puts South African R&D expenditure ahead of Argentina and equal to Poland but behind China and Russia, which are both sharply increasing research spending. Some countries are spending far more, such as Sweden [4.3 percent] and South Korea [2.6 percent].

Mangena said that over and above an increase in research spending, the government had allocated his department R200 million to establish chairs in science and engineering faculties at universities, and R39 million for state-of-the-art research equipment in the 2007-08 financial year. The DST had also been pursuing alliances with the European Union, the New Partnership for Africa’s Development (NEPAD) and the India-Brazil-South Africa partnership, to mobilise funds and expertise to support specific research projects. While under apartheid foreign funding of South African research was almost non-existent, according to Mangena it has since grown to at least six percent of total expenditures.

Research under apartheid

Two-and-a-half centuries of research established a broad, strong research base in South Africa. By the early 1990s, the country was conducting around 0.5 percent of the world’s scientific research.

While international isolation under apartheid inspired the white regime to support research that made South Africa economically and militarily self-sufficient, the racist system also created a highly fragmented S&T system. Higher education research became concentrated in “white” universities, publicly funded research was skewed towards state security goals, and universities, the science councils, government and private sector operated in isolation. In the words of the Council on Higher Education (CHE):

“The consequences of such fragmentation were severe and deeply interconnected: poor – or non-existent – communication and coordination across the system, disjuncture between the science system and the challenges of development, and failure of the system to complete the cycle of innovation.”

---

Study | South Africa
Within higher education, universities conducted nearly 99 percent of research (measured by expenditure), and technikons the rest. While universities produced 70% of South Africa’s indexed research publications, nearly 80% of these were concentrated in five institutions – the “white” universities of Cape Town, Natal, Pretoria, Stellenbosch and the Witwatersrand. Universities were directly allocated state research funds, based on student numbers and research publications, and indirectly via contracts from the government and science councils.

In 1993, the ANC and other progressive groups initiated a Science and Technology Initiative, to kick-start the process of developing a new research policy. It drew on investigations that uncovered other weaknesses in the SET system, including that it: did not allow for public participation and was not transparent, served the white minority and ignored South Africa’s developing country reality, lacked articulated goals towards which institutions could direct their efforts, suffered a leadership vacuum, and was biased towards the humanities and social sciences and against the key fields of science, engineering and technology.

Research post-apartheid

Today, university research is part of a larger national system of research and development, which is itself a component of a national science and technology system, which is a subset of a national system of innovation that covers all people and institutions engaged in formal innovative activities.

As has been the case with the transformation of higher education, new approaches to S&T have had to concern themselves with both the past and the future, and with national social and economic development goals. As Dr Isaac Amuah wrote last year, it was recognised that an inclusive S&T policy would have to play the roles of both “purger and path-finder”:

“As purger, it [would] have to root out the legacy of the old dispensation without causing social disintegration. As path-finder, it [would] have to be forward-looking, and help chart a course for future national development.”

Libraries are critical for research initiatives, University of KwaZulu-Natal.
There have been extensive developments across the S&T sector. Fragmentation has been reduced by creating the Department of Science and Technology (DST), producing a White Paper on Science and Technology (1996) and a National Research and Development Strategy (2002) as bases for a National System of Innovation (NSI) that promotes synergy in the system and encourages research that is in line with national priorities. Underpinning the government’s commitment to research is recognition of its role in economic development, said Mangena, and the DST’s move from the “social” to the “economic cluster” of departments:

"...is a clear recognition of the role that science and technology is expected to play in our economy in order to attain the ambitious target of a six to seven percent GDP growth rate."

In 2004 Cabinet mandated the DST to manage the entire portfolio of large scale technology platforms including space science, nanotechnology and the hydrogen economy in state laboratories and universities. From 2005 the DST will start integrating higher education research as a joint project with the education department, create a national S&T expenditure plan, draft governance standards for S&T institutions, and finalise a policy on intellectual property rights on products and processes resulting from publicly funded research.

While policies call on universities to be responsive to national goals and development needs, they also warn against neglecting the traditional function of the cutting-edge “basic” research that creates new knowledge, generates an intellectual culture and high level human resources, and keeps academics up with international scientific developments.

According to the DST National Survey, 24.8 percent of R&D spending was on basic research in 2003, a figure that had declined by nearly three percent since 2001. Applied research and experimental development research both consumed 38 percent of R&D spending. South Africa’s spending on basic research as a proportion of GDP – 0.19 percent – has remained steady, and the country does not fare badly internationally in this regard. But the CHE is worried that pressure on universities to generate income, declining funding for basic research and a drift to applied and contract research could be “devastating” to the research system.

New strategies are geared towards maintaining or bolstering South Africa’s existing research strengths. There is also funding support – for example, via scholarships for black and women postgraduates – for efforts aimed at equity and producing a new generation of researchers, and for creating centres of research excellence in niche areas of research strength.

Centres of Excellence

South Africa’s first six research Centres of Excellence were launched in April 2005 by the National Research Foundation. They are virtual or physical centres that pull together existing resources to enable researchers to collaborate across disciplines and institutions on long-term projects that are locally relevant and internationally competitive.

Aside from the overarching goals of pursuing excellence and training future research talent, the centres will direct their efforts towards generating new knowledge, providing access to highly developed knowledge, maintaining data bases, promoting knowledge sharing and transfer, and negotiating partnerships. The centres were selected from a pool of some 70 pre-proposals. Six were initially successful and a further 14 proto-centres are waiting in the wings. The new centres are the:

- DST Centre of Excellence for Biomedical TB Research: co-hosted by the universities of Stellenbosch and the Witwatersrand.
- DST Centre of Excellence for Invasion Biology: hosted by Stellenbosch University.
- DST Centre of Excellence in Strong Materials: hosted by the University of the Witwatersrand.
- DST Centre of Excellence in Birds as Keys to Biodiversity Conservation at the Percy FitzPatrick Institute: hosted by the University of Cape Town.
- DST Centre of Excellence for Catalysis: hosted by the University of Cape Town.
- DST Centre of Excellence in Tree Health Biotechnology at FABI: hosted by the University of Pretoria.
The National Research Foundation was created to distribute DST funding to universities on a competitive bid basis, in focus areas that reflect government priorities - thus steering higher education research priorities. Other sources of funding for research have also been created, such as the Department of Trade and Industry’s hugely successful Technology and Human Resources for Industry Programme (THRIP), which pulls in public and private sector money for big collaborative research projects that also train formerly excluded postgraduates. Between 1995 and 2001, total THRIP funding grew from R16 million to R257 million, and the number of research projects rose from 78 to 268.

A second high-achieving source of competitive funding has been an Innovation Fund set up to support partnerships that develop products in priority areas identified by the National Advisory Council on Innovation (NACI), which advises Cabinet on S&T and innovation matters. Government funding for the Innovation Fund grew from R30 million in 1998-99 to R125 million in 2000-2001.

A 2003 audit by the HSRC of THRIP and the Innovation Fund found that they had: provided incentives for partnerships in 423 projects, involved 573 industry partners, 41 institutions and 1,293 students, produced 35 patents and 296 artefacts, and resulted in 885 publications, and increased industry support for basic research and sharing of intellectual property between industry and universities.

Thus, since last year, universities have had access to three streams of research funding - the education department subsidy based on research graduate numbers and publication outputs, and its research development funds, funds earned from competitive bidding via agencies like the NRF, and contracts and external funding, including contributions from government departments and donations.

The South African Space Agency

Three years ago Cape Town-born internet tycoon Mark Shuttleworth became the first African in space and the world’s second “space tourist”. Even so, South Africa is not a country that is commonly associated with space activity. But in 2005, in far-flung Sutherland in the Northern Cape, astronomical research will begin at the South African Large Telescope (SALT) – an 11 metre telescope that the country boasts has improved on “sister” telescopes in Hawaii and Texas – and South Africa has plans to set up its own space agency.

Blessed with superb meteorological and geographic conditions for star-gazing, South Africa has built up a critical mass of space research over decades. More recently there has been the construction of SALT and an observatory in neighbouring Namibia that contains the world’s most powerful cosmic-ray instrument. This country is vying against Australia and the US to be the site for the $1.5 billion Square Kilometre Array radio telescope, and to be a host communication centre for NASA when it resumes exploration of Mars.

In the coming years the government will pull together a currently fragmented range of space research programmes and activities, operated by several universities and science councils, into one agency that will place South Africa at the forefront of space science in Africa and enable it to bid more competitively for international telescopic, launch and satellite contracts. Legislation needed to establish the South African Space Agency is expected in 2006.

Stephen Mosiki, a top PhD student in mechanical engineering at North West University, and instrument engineer Williams Van Niekerk, check a valve positioner on the Pebble Bed Reactor, a small nuclear power generator being developed in South Africa.
Graeme Williams, South Photographs, africanpictures.net
Research challenges

Less encouragingly, in 2001 South Africa was rated 39 out of 72 countries in the technology achievement index, though it was ahead of countries like Brazil and China. Also, the total South African Post-Secondary Education (SAPSE) output of scientific articles published by higher education researchers declined slightly during the late 1990s, from 5,438 publication units in 1995 to 5,311 in 2001, before slowly recovering. The CHE believes this might be due to the rise in contract research: income from contract research in higher education more than doubled between 1995 and 2000, from R288 million to R637 million.

The radical restructuring of higher education will affect research output, says the CHE report, with the university share of research output decreasing "as a new intermediate layer of comprehensive institutions claims its share". Indeed, in the new configuration publication from the "old" university sector is down from 97 percent to 82 percent of total output. Comprehensives account for 16 percent, and universities of technology for two percent.

Another measure of research performance is the number of SAPSE articles produced per academic, as it shows how productive academics are. In universities the average annual output per academic is one publication for every two academics. The publication output in technikons doubled between 1995 and 2001, from one article per 50 academics to one per 25. In comprehensive universities, productivity is about one publication per four academics.

South Africa has a relatively low number of researchers - 14,129 in all, nearly a third of them at doctoral or post-doctoral level. According to the OECD, this translates into 2.2 researchers per 1,000 people against Sweden's 10.6 and Russia's 7.4, although South Africa fares better than Argentina and China.

A major problem facing South Africa is the "frozen demographics" of the researcher pool. Universities struggle to retain young scholars, especially black and women postgraduates, and the research population is ageing rapidly as white "over 50" men advance on retirement. White academics produce 90 percent of research articles, although there was a two percent drop in their proportion of publications between 1995 and 2001. Male academics produced four out of five articles, although the proportion authored by women is also rising slowly.

Studies have uncovered several causes of this problem: lack of stability in a transforming research environment, lack of funding, including for scholarships, institutional cultures that are alienating to a diverse population of young scholars, low pay compared with the private sector, and the "brain drain."4

As the CHE argues:

"The higher education sector must find sustainable ways of reproducing its capacities and traditions in new generations of knowledge producers - while simultaneously transforming its equity profile."

The proportion of women researchers is relatively high in South Africa - 38 percent, although there are large differences between sectors, with more women researchers than men in the NGO sector, while 41 percent of university researchers are women, who comprise 37 percent of researchers in the government and 26 percent in the business sector.
"The reconfiguration of the institutional landscape has created space for the crafting of differentiated institutional missions, including research profiles, and has thus created opportunities for diversifying research strongholds. A key challenge for the new institutional landscape is how effectively it can promote historically disadvantaged or newly merged entities to the 'research elite'. It may also be hoped that the research output of the higher education sector as a whole will be consistently enhanced by restructuring, at least in the medium to long terms."

These are just some of many challenges ahead for research. While South Africa has the best developed R&D in Africa, its standing in the global research community has diminished as other countries have poured resources into a sector they see as crucial to their economies. Progress has been made in reversing apartheid's fragmented system, but the CHE believes that there is still a need for the research sector to respond more vigorously to development priorities, equity imperatives and the critical need to grow the research community. 

To give science and technology minister Mangena the last word:

"Like in sports and arts and culture, achievements in science and technology are a source of national pride. Indeed, science and technology, combined with our new position in the world, is making it possible for us to turn our hopes into realities and to harvest the fruits of freedom by using all available resources to improve our lives."

Some recent success stories

The Department of Science and Technology has listed the following as some of its recent success stories:

- A Human Capital Research and Innovation Frontier Programme has been approved, to build the science base needed to ensure the long-term sustainability of the Pebble Bed Modular Reactor Programme, a South African Nuclear Technology innovation.
- South Africa has bid to host the Square Kilometre Array and is building an SKA demonstrator called "PathFinder", which will enable local academics and industry to participate in the technology development. It has also set up a Research and Technology Collaboration Centre, to capitalise on technology challenges of the SKA telescope.
- An Indigenous Knowledge Systems Policy has been approved by Cabinet. IK is an important factor in the lives of most South Africans, and the policy seeks to promote and protect the custodians and practitioners of this indigenous knowledge.
- South Africa has been playing a leading role in establishing a Global Earth Observation System of Systems (GEOSS), and was elected co-chair of the group on Earth Observations. GEOSS will enable globally coordinated earth observations to provide improved data in areas that benefit society, including agriculture, climate, health, energy and ecosystems.
- A high-speed South African Research Network has been created and will interconnect all local research institutions to similar institutions elsewhere in the world. Efforts to reduce the cost of bandwidth are presently under way.

Private higher education

For-profit higher education institutions are relative newcomers in South Africa. The vast majority of local and foreign private institutions sprang up during the 1990s in response to growing demand for tertiary study and especially short flexible courses and distance education, perceptions of declining quality and instability at public institutions — at the time their students were waging the anti-apartheid struggle — and the end of the country's isolation and sanctions.

Under apartheid the private college sector was tiny. By 1995 it was estimated that 150,000 students were enrolled in private tertiary institutions, but they offered mostly further education level certificates and diplomas. In 2000 one study calculated that there were some 323 private and transnational institutions in South Africa and many local public institutions engaged in collaborative arrangements.

By 2004 there were believed to be some 93 private higher education institutions offering nearly 400 programmes to between 30,000 and 35,000 students — only around five percent of headcount higher education student numbers in South Africa.

While the proliferation of private tertiary education was consistent with international trends, it also appeared to be encouraged by lack of regulation. Although private providers were obliged to apply for provisional accreditation of their institutions and courses by the South African Qualifications Authority, there were reports of growing numbers of fly-by-night colleges tarnishing the sector's reputation.

The government's response was to pull private higher education firmly into the ambit of legislation and to launch quality assurance and accreditation processes aimed at regulating the sector. Under the regulations all institutions must participate in quality assurance and accreditation procedures and can only offer courses after receiving a Department of Education registration certificate. Those that receive conditional accreditation have six months to comply with conditions to receive full accreditation, and those that do not comply or register must close.

In 2002 the Higher Education Quality Committee (HEQC) of the statutory Council on Higher Education (CHE) launched the re-accreditation of private institutions. Out of around 89 higher education providers that needed to be evaluated, 58 multi-purpose institutions (offering a range of courses) out of a possible 68 applied for re-accreditation, but not one single-purpose provider (specialising in one area) out of a possible 21 applied. A total of 217 programmes were submitted. The review thus covered about half of all private higher education provision in South Africa.

After a lengthy exercise involving written submissions, on-site visits and evaluation, the HEQC accredited 14 private higher education institutions and conditionally accredited 30, several of which have since achieved full accreditation. The rest were de-accredited and forced to close. Accreditation processes are now extending their reach to cover all colleges offering higher education.

The HEQC exercise found that three in five private higher education colleges were in urban areas, and three-quarters were in Gauteng and KwaZulu-Natal provinces. The range of programmes was narrow, with a quarter in business administration and 15 percent teaching religion, 14 percent information technology, 12 percent marketing and public relations, nine percent communications and media, and seven percent education and training. The committee was concerned about the imbalances in location and narrow range of courses, which were not in line with national human resource needs, and about a qualification "upward creep" that was distorting the value of degrees.

Worse, the exercises found serious problems with half of private higher education provision. While many colleges offered high quality education, and some have excellent programmes, many lacked properly qualified staff and offered poor learning, academic infrastructure and support. There was lack of quality assurance, and often degrees were at the further rather than higher education level.

In a 2003 report, titled The State of Private Education in South Africa, the CHE stressed that government recognised the important role of private provision in expanding access to higher education. The key challenge in expanding the role of private institutions, it wrote, was:

"to create an environment which neither suffocates educationally sound and sustainable private institutions with state over-regulation, nor allows a plethora of poor quality, unsustainable 'fly-by-night' operators into the higher education market."
Further education and training

Long the Cinderella of the education system, South Africa’s further education and training sector has now come to the ball. Restructured in recent years from 150 dispersed and often small technical colleges into 50 bigger colleges in key economic areas, the sector is to enjoy a R1.5-billion recapitalisation boost in the coming years.

Further education and training (FET) has for decades sat uneasily alongside schools and more glamorous higher education institutions, large but neglected and seen as second best.

But now government is pursuing people’s economic upliftment through lifelong learning, seeking to improve and grow FET colleges, which currently cater for more than 350,000 students, fit them more snugly into the education system and shift people from the informal to the formal economy via large-scale skills development. It also sees investment in FET as a cost-effective way of overcoming the educational inequalities of apartheid.

Speaking in Pretoria in June 2005, education minister Naledi Pandor said there were two main reasons for the FET intervention. First, not enough jobs were being created to provide employment for young people – youth joblessness is a major problem – and there are not enough training opportunities to meet their needs. Second, many school leavers do not have marketable skills or training opportunities, meaning that while young people suffer debilitating unemployment there are half a million job vacancies that cannot be filled. Also:

“The history of apartheid education caused many young people to look to university as their sole source of post-school training. All the evidence indicates that we cannot allow this situation to continue – we must provide viable opportunities that make a real difference.”

Further, the global restructuring of employment “has raised the demand for intermediate skills. There are new markets to be explored, exploited and won,” she added. Efforts will be made to position FET colleges to tackle a growing need for intermediate and high level skills development, and to ensure that they are able to do so.

There is bound to be some confusion in the public mind about FET, as South Africa’s school system is changing from a 12-year pathway to a single school leaving matriculation examination, called Matric, to a two-tier system awarding a General Education Certificate after nine years and a Further Education and Training Certificate after 12 years.

The government is stressing that the old idea of FET as technical training has grown to encompass the concept of lifelong learning. FET colleges will provide opportunities for post-school job-related training and for older youth who have dropped out to return to learning. They will need, Pandor said, “to build pathways between further and higher education so that we do not duplicate the ancient hierarchies between academic learning and vocational training.”

The government’s vision is for colleges to provide young people with “attractive alternative opportunities” beyond school, and enable jobless adults to acquire new skills. It is looking for the state and private sectors to support the development of FET colleges into modern, responsive institutions, differentiated according to national and provincial priorities, with a key role in skills development and far more students in high quality vocational programmes.

This will be achieved among other things by bolstering college resources, reworking courses to respond to skills needs, constructing a coherent framework of qualifications that bridge those offered by schools and higher education, growing participation in FET and improving the performance of both learners and colleges.

There is concern in higher education about the funding implications of government’s new stress on FET. The education department has already said that it does not want university student numbers to continue growing at their current rate, and listening to Pandor’s 2005 budget speech, they are right to be worried:

“There has to be a redistribution of resources in favour of further education if learning is really to be the engine of economic and social growth. This will involve taking some tough decisions affecting the funding of full-time higher education. We have to move towards equity of funding for those for whom further education provides a last chance but first choice to learn. We are committed to investing in education and further education has to move up the agenda in making a claim on those funds.”

A young woman is trained as a carpenter at a further education and training college in Johannesburg.
John Robinson, South Photographs, africopictures.net
Higher education and the African Renaissance

African universities have been gripped by a new spirit of confidence as continent-wide movements such as the African Union have swung into gear and political leaders have begun to recognise the key role of higher education in an “African Renaissance”.

The African Union and its development arm, the New Partnership for Africa’s Development (Nepad), increasingly proactive regional bodies and efforts such as British Prime Minister Tony Blair’s Commission for Africa are reinforcing each other, according to Professor Akilagpa Sawyerr, secretary-general of the Association of African Universities (AAU):

“They are creating a movement that is bigger than the sum of its parts”. 1

The AAU, which represents more than 110 African universities, and the 500-member Association of Commonwealth Universities (ACU) are campaigning for the revival of Africa’s once vibrant, but now often resource strapped and cowed universities, under the umbrella of Nepad and the African Union.

Belief in a revival of neglected universities was palpable at the AAU’s 11th four-yearly congress, held in Cape Town in January 2005. The association emerged from 18 months of restructuring and its biggest-ever gathering – attended by more than 400 higher education leaders from across the continent and the world – with a weighty role in African higher education.

The new AAU focus will be coordination and networking and acting as a convening body able, it says, “to assemble members quickly on almost any issue”. It has new strategic objectives including collaboration in key areas like curriculum and quality assurance, gender, strengthening leadership and policy, supporting development, more information technology provision in universities, and providing a voice for African higher education internationally. Its constitution has been changed to allow wider membership, for example bodies managing higher education, and to accommodate sub-regional chapters.

The conference also launched the Southern African Regional Universities Association. It represents 43 universities in the Southern African Development Community, which itself has a protocol – though still largely ineffective – on education and training that envisages a coordinated effort for universities to tackle development via, for instance, student and staff exchange, collaboration on teaching materials and the creation of centres of excellence.

The new regional association is headquartered at Higher Education South Africa (HESA), which represents local higher education leaders, and was created to tackle the needs of both universities and development priorities in the region. University of Cape Town vice-chancellor Professor Njabulo Ndebele was elected president of the AAU and the new regional body.

Leading South African institutions, like the University of the Witwatersrand, will play a key role in an African Renaissance.
Nooshan Zolk
Partnerships

A revival of African universities is being planned around a host of partnerships between institutions, higher education bodies like the associations of African and Commonwealth universities, international donors such as the World Bank, and key groups globally and in Africa, including the African Union and Nepad.

The AAU, ACU and Higher Education South Africa have forged a 10-year partnership, titled Renewing the Universities, that is all-African in scope and has a nine-point programme to tackle the major challenges facing African higher education. The plan, according to HESA spokesperson Piyushi Kotecha, among other things:

"...seeks to improve governance, develop leadership capacity, build infrastructure at institutions especially through the use of information and communications technologies, address the HIV-Aids pandemic and increase regional collaboration between universities."

Funding of US$500 million a year is needed to roll out Renewing the Universities. According to AEU secretary-general Dr John Rowett, there have been pledges of support from donors and backing from South Africa, Universities UK and the Australian Vice Chancellors Committee.

Blair's Commission for Africa, and Britain's African aid thrust as leader of the influential G8 group of countries in the second half of 2005, provided a very welcome boost to the revival project. Indeed, one of the recommendations of the Commission's report, titled Our Common Interest and published in March 2005, was that the international community should provide $500 million a year for 10 years to "revitalise Africa's institutions of higher education".

The 17-member international Commission, created to review the challenges facing Africa, concluded that universities, and science and technology, have critical roles to play in Africa's social and economic development and its entry into the mainstream global economy. The 30 references to higher education in the report, place the sector at the forefront of the drive for an African Renaissance.

It proposed that centres of excellence be created across Africa to develop strong teaching and research bases, especially in high technology areas, and recommended that the international community commit $3 billion over 10 years to them. The location and promising areas of research for centres of excellence will be investigated jointly by the African Union and the science and technology commission of Nepad.

In a joint statement the associations of African and Commonwealth universities said they "unreservedly support" the analysis and recommendations of the Commission for Africa, which presented new opportunities for the continent and international partners "to reshape policy and practice to create a better life for the people of Africa". They also expressed delight that the Commission had fully endorsed their 10-year Renewing the Universities partnership, and had made it clear that the renewal of universities was a necessary condition for Africa in order for it to:

- Build the human and institutional capacity needed to create and sustain good governance, without which sustainable progress could not be achieved in any area.
- Develop the leadership in public life, civil society and business which is critical to African-led sustainable development.
- Improve the accountability of governments.
- Build citizen participation and strengthen the culture of democracy.
- Attain sustainable social and economic development.
- Achieve the United Nations Millennium Development Goals and Education for All.
- Participate in the knowledge economy.
- Build the capacity in science, engineering and technology, needed to bridge the science gap between Africa and the rest of the world.

The AAU and the ACU described the stress on building capacity in science and technology as vital to tackle "pressing problems from agricultural development to water supply to climate change", and said they were working to build a global coalition of universities to support the Commission and their own plans for a revival of African universities.

Africa has bold plans to revive its universities and drive development through research and the provision of high-level resources, and they are being supported by developed nations and the Commission for Africa.
African universities and development

Nepad is the economic development programme of the African Union, which is a union of most African countries aimed at supporting peace, stability, better governance and economic growth on the continent in return for greater international aid to and investment in Africa.

Professor Wiseman Nkuhlu, chief executive of the Nepad secretariat, has strongly articulated the role of universities in helping to achieve the objectives of the African Union, Nepad and the United Nation's Millennium Development Goals. HESA's Kotecha argues that the university in Africa serves multiple functions - it builds the capacity needed for development goals to be realised, thus plays an integral role in reducing poverty and unemployment, and it serves the continent's higher skills needs. Also:

“If developing countries are to move up the 'value chain', it will require a movement towards the creation of social capital that consists of knowledge workers that are not only skilled but able to constantly retool in the face of changing market needs. That means a greater reliance on higher education as the nexus of both of these forms of empowerment.”

The Southern African Regional Universities Association has “been conceptualised around aligning higher education activities with the broader goals of Nepad”, Kotecha said. For instance, it has a three-year programme for southern African universities focusing on key issues like access to information and communication technology and band-width, science and technology, HIV-AIDS, and governance, leadership and management.

South African President Thabo Mbeki, one of the African leaders who has driven the African Union and Nepad processes, also recognises the critical role of higher education in development and has set up a working group comprising cabinet ministers, vice-chancellors and HESA to discuss key issues involving higher education and national and regional development.

At the Cape Town conference, Mbeki articulated his vision of universities as central to Africa's development, and called on universities to raise their voice on the African stage, to actively assist development and to respond to unprecedented support from rich countries.

He said universities faced three major challenges. The first was to analyse the continent’s problems and offer practical solutions. The second was to monitor progress towards the goals of democracy, good governance, peace, stability and economic growth set by Nepad and the African Union in their efforts to drive an African Renaissance. And the third was to support development on a continent that “now speaks with one voice” about Africa's pressing needs.

For the first time, the developed world had committed itself to an African support programme designed to achieve an African vision, Mbeki said. He urged universities to collaborate with each other, governments and societies on programmes that “define the 21st Century in our interest”, that consolidate positive changes in Africa and that revive universities.

The African Union was asserting its duty to intervene to prevent “such horrors as the 1994 Rwanda genocide” and to restore peace in many countries. In recent years it had intervened in 13 states to advance the cause of peace and democracy. The creation by universities of strong conflict resolution and conflict management centres would contribute to this.

Mbeki expressed concern at the continued export of human and capital resources from Africa and its further marginalisation by globalisation. He challenged scholars to draw on insights from non-Western educational traditions, to embrace an African worldview, to develop Indigenous Knowledge Systems and to root educational paradigms and curricula in Africa or risk becoming “alien and irrelevant”. Above all, Mbeki said, universities should work towards an African Renaissance:

“The African dream should no longer be a gigantic mirage that shimmers as a false hope on the vast expanses of the Sahara Desert.”

Useful contacts

Study South Africa associates

International Education Association of South Africa (IEASA)
PO Box 65099
Reservoir Hills
Durban 4090
South Africa
Tel: +27 31 260 3077
Fax: +27 31 260 2967
e-mail: aleasa@nu.ac.za
Website: www.ukzn.ac.za/iesa

Higher Education South Africa (HESA)
PO Box 27392
Sunnyside
Pretoria 0132
South Africa
Tel: +27 12 481 2842
Fax: +27 12 481 2843
e-mail: admin@sauvca.org.za
Website: www.sauvca.org.za/hesa

Government

South African Government
website: www.gov.za

Government communication and information service
Private Bag X745
Pretoria 0001
South Africa
Tel: +27 12 314 2911
Fax: +27 12 323 3831
website: www.gcis.gov.za

National department of education
Sol Plaatje House
123 Schoeman Street
Pretoria 0002
South Africa
Tel: +27 12 312 5911
Fax: +27 12 325 6260
website: http://education.pw.gov.za

Department of science and technology
Private Bag X894
Pretoria 0001
South Africa
Tel: +27 12 317 4300
Fax: +27 12 324 2687
website: www.dst.gov.za

Department of foreign affairs
Private Bag X152
Pretoria 0001
South Africa
Tel: +27 12 351 1000
Fax: +27 12 351 0253
Website: www.dfa.gov.za

List of government websites
For a list of government websites, including contact details for representatives of South Africa abroad, go to:
website: www.info.gov.za/aboutgovt/contacts/index-htm

Education

Centre for Higher Education Transformation
Private Bag B
Rondebosch 7700
South Africa
Tel: +27 21 659 7100
Fax: +27 21 659 7117
e-mail: cheated@chet.org.za
Website: www.chet.org.za

Council on Higher Education
PO Box 13354
The Tramshed 0126
South Africa
Tel: +27 12 - 392 9119
Fax: +27 12 - 392 9110
Website: www.che.ac.za

South African Qualifications Authority
Postnet Suite 248
Private Bag X06
Waterkloof 0145
South Africa
Tel: +27 12 431 5000
Fax: +27 12 431 5039
Website: www.saqa.org.za

Unitech
Suite 16
Private Bag x65
Halfway House 1685
South Africa
Tel: +27 11 312 0671/4
Fax: +27 11 312 0664
Website: www.unitech.org.za
Research

National Research Foundation
PO Box 2600
Pretoria 0001
South Africa
Tel: +27 12 481 4000
Fax: +27 12 349 1179
E-mail: info@nrf.ac.za
Website: www.nrf.ac.za

National Advisory Council on Innovation
www.naci.org.za/

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

Agricultural Research Council
www.arc.agric.za

Council for Geoscience
www.geoscience.org.za

Council for Minerals Technology
www.mintek.co.za

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

Hartebeeshoek Radio Astronomy Observatory
www.hartrao.ac.za

Hermanus Magnetic Observatory
www.hmo.ac.za

Human Sciences Research Council
www.hsrc.ac.za

Themba Laboratory for Accelerator Based Sciences
www.nac.ac.za

Medical Research Council of South Africa
www.mrc.ac.za

National Laser Centre
www.nlcsa.co.za

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

South African Astronomical Observatory
www.sao.ac.za

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

South African Institute for Aquatic Biodiversity
www.saiab.ru.ac.za

Useful websites for students and travellers

South Africa general information
www.safrica.info
www.statssa.gov.za
www.rainbownation.com

South Africa in the news
www.mg.co.za
www.iol.co.za
www.sundaytimes.co.za
www.news24.com
www.sabc.co.za
www.businessday.co.za

Airlines
www.flysaa.com
www.kulula.com

Travel and tourism
www.tourism.org.za
www.aatravel.co.za
www.accommodationsouthernafrica.com
www.wherefostay.co.za
www.accommodation.co.za
www.backpackers.co.za
www.africasafaris.info
www.abisa.co.za
www.go24.co.za

Arts and culture
www.artslink.co.za
www.artsculturetrust.co.za
www.museums.org.za
www.music.org.za
www.sacultures.org.za

Useful Contacts

Study | South Africa
Introducing public higher education institutions

South Africa's vibrant public higher education sector features different types of universities located across the country and offering hundreds of high quality courses and qualifications from certificates and diplomas to undergraduate and postgraduate degrees.

Public universities, universities of technology and comprehensive universities have multicultural campuses that are well-resourced and alive with academic and research opportunities as well as extra-curricula activities ranging from sports and societies to pubs and student events. Residential accommodation is usually available, and most universities have bureaus that help locate student accommodation a short distance from campus.

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

Qualifications

South African university qualifications are recognised around the world. The most basic qualification at traditional universities is the Bachelors degree, followed by Honours, Masters and Doctoral degrees, although some courses offer certificates and diplomas. Bachelors degrees such as the BA, BCom, BSc or BSoSci take three years to complete, while career-focused degrees such as the BEng and BA [Ed] take four years and others, for instance medicine or architecture, take longer. Honours degrees, which require a Bachelors degree, are generally one-year courses. Masters degrees require a minimum one-year of full-time study following an Honours, and Doctoral degrees are awarded after a minimum of two years of study and an original research thesis.

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

Bev Bird of the University of Cape Town's Legal Aid Clinic, where record numbers of students are volunteering their services. University of Cape Town.
Application requirements to study in South Africa

How to apply for a South African study permit and visa

Anyone who is not a South African citizen or a permanent resident of South Africa requires a visa in order to enter, as well as a permit to stay (or sojourn) in South Africa.

The South African High Commission/Embassy or Consulate in your country of residence issues a visa so that you may then proceed to South Africa. At your “port of entry” (e.g. Durban International Airport, Johannesburg International Airport, Cape Town International Airport or Beit Bridge) your visa is endorsed and becomes your temporary residence permit.

Degree seeking, semester abroad and exchange students should apply for a study permit to study for longer than three months in South Africa.

The minimum requirement for application for the study permit is:
- An official letter from the university concerned confirming provisional acceptance at the university and the duration of the course.
- Medical and radiological reports (less than six months old)
- Yellow fever vaccinations certificate if relevant
- Relevant certificate if married, widowed, divorced or separated
- Proof of medical insurance cover recognised in South Africa
- Details regarding arranged accommodation, if any
- Proof of sufficient funds to cover tuition fees, maintenance and incidental cost
- A Police clearance certificate (less than six months old)
- A deposit (a cash amount not exceeding the cost of a single ticket to the applicant’s country of origin)
- The documents must be originals or certified copies
- Detailed information on study permit applications can be viewed at www.ukzn.ac.za/ieasa

International students

International student applicants have to qualify for either a certificate of complete exemption or a certificate of conditional exemption, as long as they are accepted as equivalent to the South African entrance requirement.

To find out whether your school leaving or tertiary qualification meets South African university requirements, visit the website of the Matriculation Board, which currently advises universities on minimum general admission requirements and administers Matriculation Endorsement and exemption requirements. Requirements for admission to certificate and diploma programmes are determined by the institutions concerned.

Go to www.he-enrol.ac.za, click on “Matriculation Board” and then on “Foreign qualifications” on the left bar. It contains detailed information on entrance requirements, and under the heading “Presentation according to country where qualifications were completed” you can find out about the equivalence of your country’s school and tertiary qualifications in the “list of countries” bar. The website also contains detailed information on the latest endorsement requirements and regulations for certificates of exemption, including the fees payable and application forms.

An online assessment and application system is being introduced where South African and foreign first degree applicants can assess their qualifications and apply for certificates of exemption online.
Health in higher education

Proof of medical insurance cover recognised in South Africa is essential when applying for a study permit

Ingwe Health Plan medical cover

Unique medical cover for international students

Ingwe Health Plan offers appropriate private healthcare cover to visiting international students and is endorsed by IEASA. The South African Department of Health supports the Department of Home Affairs’ directive requiring all international students to have appropriate South African medical cover while studying in South Africa. To ensure that international students will not be dependant on the South African public health services, it is imperative that the medical cover provides for all medical categories, and is 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, has low premiums and includes the following comprehensive benefits:

- R500,000 any private facility hospital cover.
- Contracted accredited doctors and dentists close to all academic institutions.
- Chronic and acute medicine as prescribed by contracted doctors.
- Specialist consultations.
- Optical benefits including a selection of frames and lenses.
- Blood tests and X-Rays at contracted doctors.
- Unlimited emergency ambulance services.

The following additional benefits also form part of the package:

- Free medicine bag.
- Free access to special discounted travel, transport, entertainment and leisure benefits.
- 24-hour toll-free medicine advice line.

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 Ingwe Health Plan to obtain more detailed information and be assisted in making informed decisions. Students are also welcome to visit the Ingwe Health Plan’s website for more information and contact details.

Ingwe Health Plan contact details

Tel: +27 860 102 493
Fax: + 27 11 532 9193
e-mail: marketing@ingwehealth.co.za
website: www.ingwehealth.co.za

Health

Malaria is mainly confined to the north eastern part of South Africa, especially the coastal plain. Schistosomiasis [Bilharzia] is also found mainly in the east but outbreaks do occur in other places, so you should always check with knowledgeable local people before drinking free water or swimming. Tap water in South Africa is safe to drink. South Africa is in the grip of an HIV-Aids epidemic that has infected more than six million people. International students must be advised to practice safe sex.

Visas

Entry permits are issued free on arrival to visitors on holiday from many Commonwealth and most Western European countries, as well as Japan and the USA. If you aren’t entitled to an entry permit, you’ll need to get a visa [also free] before you arrive. See the next page for details on permits and visas for international students.

General

Time: GMT-UTC +2
Dialling code: 27
Electricity: 220/230V, 50Hz
Weights and measures: Metric

Travelling information

Health

Malaria is mainly confined to the north eastern part of South Africa, especially the coastal plain. Schistosomiasis [Bilharzia] is also found mainly in the east but outbreaks do occur in other places, so you should always check with knowledgeable local people before drinking free water or swimming. Tap water in South Africa is safe to drink. South Africa is in the grip of an HIV-Aids epidemic that has infected more than six million people. International students must be advised to practice safe sex.

Visas

Entry permits are issued free on arrival to visitors on holiday from many Commonwealth and most Western European countries, as well as Japan and the USA. If you aren’t entitled to an entry permit, you’ll need to get a visa [also free] before you arrive. See the next page for details on permits and visas for international students.

General

Time: GMT-UTC +2
Dialling code: 27
Electricity: 220/230V, 50Hz
Weights and measures: Metric

Students soak up the sun at a university in Johannesburg.
Naashen Zolk
University profiles

The rest of Study South Africa comprises profiles of universities, which have been written by the institutions themselves. They provide basic information about institutions, but all universities have their own websites which can be consulted for details of academic programmes on offer. Website addresses, mail addresses, and telephone and fax numbers are provided in each profile.
Fulfill your dreams, realise your potential with a cutting edge, relevant, dynamic university education. Discover the power of knowledge application fused with an integrated learning experience while enjoying a truly African experience.

Nelson Mandela Metropolitan University has a wide variety of courses with internationally recognised degrees and diplomas.

Nelson Mandela Metropolitan University - for success, for education, for you, for tomorrow.

For more information call the Office for International Education:

- Tel +27(0)41 504 2161, Fax +27(0)41 504 2771
- PO Box 77000 • Nelson Mandela Metropolitan University
- Port Elizabeth • 6031 • South Africa
- E-mail: international@nmmu.ac.za

www.nmmu.ac.za/international

Africa’s unique study address
Nelson Mandela Metropolitan University

For tomorrow...

The Nelson Mandela Metropolitan University (NMMU) was established in January 2005 through the merger of the University of Port Elizabeth (incorporating Vista University) and Port Elizabeth Technikon, and is the largest higher education institution in the eastern and southern Cape, with some 20,000 students enrolled.

The creation of NMMU was 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 and South Africa's needs, as well as in tune with the global village.

NMMU is one of the most culturally and linguistically diverse universities in southern Africa. The University empowers its students with top academic and internationally recognised qualifications including certificates, diplomas and degrees up to doctoral level to match students' academic interests and career aspirations.

Vision statement

Our vision as a values-driven university is to be the leader in optimising the potential of our communities towards sustainable development in Africa. Having attained our vision we will be able to:
- Contribute to the transformation and development of our communities in terms of the full spectrum of their needs.
- Empower our institution, staff, graduates and communities to contribute and compete, both locally and internationally.
- Continue to make a major contribution to sustainable development in Africa.

Mission statement

The Nelson Mandela Metropolitan University is an engaged and people-centred university that serves the needs of its diverse communities by contributing to sustainable development through excellent academic programmes, research and service delivery.

Values and principles

Inspired by the leadership qualities of Nelson Mandela in the transformation to democracy in South Africa, we are guided by the following eight core values and principles in our own transformation at NMMU: transformation for equity and fairness; respect for diversity; people-centredness; student access; engagement; excellence; innovation; and integrity.

Our new logo

The NMMU logo is a visual expression of what our university stands for, what sets us apart and what we aim to achieve. The circular motion of the outer element suggests cyclical and continuous change - a key element of the University, fostering fresh thinking and innovation. It also suggests a rising sun, a new dawn - the birth of a new university. The circle is a symbol of unity, with the pointed elements suggesting diversity as well as engagement and interaction, among ourselves and our stakeholders in the external community. The inner element emphasises that we are a people-centred organisation, striving to optimise the potential of all our people. It also suggests a learning environment, and a supportive environment. The globe represents our international linkages, as well as our connection to our natural resources.

Location

Nelson Mandela Metropolitan University consists of seven
The main campus is in the coastal city of Port Elizabeth, on the southeastern coast of South Africa, and is the biggest campus in the southern hemisphere. It enjoys a unique location in a nature reserve close to the beach. Eastern Cape is the third largest province and Nelson Mandela's home province. Port Elizabeth, and its neighbouring towns of Uitenhage and Despatch, form a metropole known as Nelson Mandela Bay.

Port Elizabeth boasts a variety of interesting architectural and historical sites, beautiful beaches, excellent sporting facilities and a vibrant cultural life. It is often referred to as the "Friendly city". It is set along the shores of Algoa Bay, which has 40 kilometres of magnificent coastline and protected sandy beaches. It is an ideal water sport centre – swimming, snorkeling, body surfing, yachting, windsurfing, kite surfing, jet-skiing, fishing and scuba diving.

**Faculties and programmes**

NMMU is one of the few really comprehensive universities, not only in South Africa but also in the world, and can thus offer an extensive range of internationally recognised certificates, diplomas and degrees to match students' academic interests and career aspirations. Quality academic programmes, developed to create leaders in a vast array of professions, are offered by NMMU's seven faculties: Arts; Business and Economic Science; Education; Engineering; Health Sciences; Law; and Science.

**Faculty of Arts**
The Faculty represents diverse fields of study in the social sciences and humanities, design, fashion, music and languages. Among its many excellent departments are architecture, fine arts, and media, communication and culture.

**Business and Economic Science**
The Faculty offers a wide range of business-related study opportunities that vary from general formative programmes to programmes with a strong career orientation. This inclusive programme mix allows students a wide choice, and the opportunity to articulate between programmes while retaining credits – all of this within the same institution. The NMMU Business School offers a variety of academic and management programmes including a fully accredited Masters in Business Administration. The Business School is also fully equipped to offer tailor-made programmes for business, commerce and industry.

**Faculty of Education**
Faculty courses cover all levels (foundation, intermediate and secondary phases) as well as special needs and remedial education. It also offers postgraduate certificates in education and training.

**Faculty of Engineering**
The Faculty is among the nation's best in terms of acceptance of its graduates, who are constantly in demand by commerce and industry. Faculty departments include Mechatronics, Civil, Electrical, Environmental and Industrial Engineering, as well as Construction Management, Quantity Surveying, and Computer Science and Information Systems.

**Faculty of Health Sciences**
In this Faculty students are taught by highly professional staff who offer invaluable academic and community experiential learning opportunities, while engaging with community related health problems. The departments include pharmacy, nursing, biomedical technology, biokinetics and human movement science, as well as social development professions such as social and youth work.

**Faculty of Law**
The Faculty takes pride in high quality education and training programmes aimed at developing legal professionals committed to the cause of justice. Graduates are equipped not only to find and to apply the relevant law to the facts before them, but also to make meaningful contributions to critical debates surrounding legal reform. Community services are provided through facilities such as the Law Clinic. The Bureau for Mercantile Law and the Tourism Law Unit are self-sustaining components of the Faculty.

**Faculty of Science**
Education in the science and technology fields is a top priority in South Africa. The Faculty at NMMU is more than adequately prepared to meet this challenge. It is at the forefront of modern teaching and research programmes in the agricultural, biological, earth, mathematical and physical sciences. Cutting-edge research programmes break new ground in tackling challenges in these fields. Students are taught by dedicated scientists who are nationally and internationally recognised, and are experts committed to making innovative discoveries about the world around us that can help to make a better life for all. The Institute for Environmental and Coastal Management is housed in the Faculty.

NMMU offers exciting opportunities for full-time and part-time postgraduate studies and research. It offers a dynamic
environment for postgraduate studies geared towards meeting local development priorities and the challenges of the global knowledge economy. As well as academic programmes, students can get involved in interesting community projects and have access to a range of sporting and social activities.

Foundation programmes

The faculties offer foundation programmes for students who wish to enrol for a diploma or degree programme at NMMU, but who do not meet minimum admission requirements. These one-year programmes provide students with a solid foundation and increase their chances of success when entering a diploma or degree programme.

Admission requirements

Courses previously offered by the University of Port Elizabeth and Port Elizabeth Technikon are being continued at this stage 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-focused and academic programmes – from foundation programmes to certificates and diplomas, through to university degrees up to doctoral level. Admission requirements vary, depending on the programme. International students are advised to contact the Office for International Education for further information.

Facilities and services

Each of the seven campuses has a library with a vast array of books, journals, periodicals and audiovisual materials. Friendly staff and computer-based databases assist with research. Computer facilities consist of several open access computer laboratories equipped with the Microsoft Office suite, and e-mail and internet free of charge is available to all students. All labs are also equipped with printers and scanners.

Student cafeterias serving meals and fast food as well as tuck shops and vending machines are available. Madibaz International Coffee Centre is located below the Office for International Education on the NMMU South Campus. Each campus has a health clinic with trained nurses and the services of a doctor. The clinic provides first aid in emergencies, medical treatment, advice and information. Units for Student Counselling assist students with academic, career and personal issues.

An indoor sport centre, international-standard tartan athletics track, astroturf and grass hockey fields, squash courts and heated swimming pools are among the comprehensive sporting facilities at NMMU. They cater for a variety of sports at competitive and social levels. There are also numerous student societies covering a range of academic, religious, social and recreational interests.

NMMU achievements

• NMMU is the most culturally and linguistically diverse university in southern Africa, and also has the most diverse academic programmes.
• NMMU was the first to introduce the following degrees in South Africa: Bachelor of Psychology; Bachelor in Youth Work; Bachelor of Commerce in Small Business Development; Masters in Health and Welfare Management; and Masters in Tourism Law.
• NMMU prides itself on being at the forefront of the political and educational transformation of higher education in South Africa.
• NMMU is the biggest campus in the southern hemisphere.

Research

Research, both applied and fundamental, is one of the core business areas of a university. It is how tertiary institutions contribute to growth and development in industry and society. Both Port Elizabeth Technikon and the University of Port Elizabeth have excellent track records. The merger of the two esteemed institutions is set to strengthen existing research niche areas and centres of excellence, and to forge new and exciting research synergies. There are eight new focus areas of research at NMMU: health and wellness; economic and business development, with a focus on job creation and entrepreneurship; product and materials, infrastructure and process development for industry and manufacturing; emerging information and communications technology for development; environmental and natural resource management; culture, communication and language; leadership, governance and democracy; and educational development in support of quality teaching, learning and curriculum.
The Office for International Education

Nelson Mandela Metropolitan University welcomes international students on campus. We believe they enrich us and make possible a diversity of views and cultural values, in and outside the classroom. There are more than 2,000 international students currently registered from around 60 countries. The Office for International Education assists international visitors and students with information on travel, visas and 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 NMMU. The Office offers a full suite of services to international students and is well resourced with 13 full-time and half-day staff, and student assistants and interns.

Services

The Office for International Education is responsible for the admission of all international students. It has a dedicated finance department to deal with payments, student accounts and other financial matters. The Office assists students with study permit applications and renewals, and academic registration. It also provides advice, information and materials on courses, admission and registration, and critical issues including health, safety, visas and living and learning effectively in South Africa. The Office's website and a detailed Pre-Arrival Booklet are comprehensive sources of information.

Accommodation

The Office helps international students to find accommodation. They can secure housing in modern, comfortably furnished apartments in the International and Postgraduate Student Village, NMMU houses in Summerstrand suburb or residences on campus. The Student Village and NMMU houses in Summerstrand are about a 20-minute walk from campus, and close to the beach and to a shopping mall.

Arrival and orientation

The Office meets and greets international students at the airport and, above all, assists students to adjust to their new environment. It provides international students with an orientation programme that focuses on their needs and on providing vital information, and includes a tour of the campus and the city surrounds. NMMU also offers a comprehensive orientation programme to all its students, which is an ideal opportunity for international students to meet and interact with South African students.

Events and excursions

The Office also organises events and excursions for students. Events are organised jointly with various NMMU societies and the Student Representative Council. One annual event is International Week, which is an opportunity for cultural groups to show off their traditional clothing, perform and talk about their customs and traditions. Traditional foods can be tasted and items from different countries are displayed.

Research

The Office's full-time researcher coordinates studies into topical areas of importance and relevance to international education, such as the internationalisation of the curriculum. Another research project is tracking the academic performance of international students and relating this to performance on the university admissions test battery, to inform revisions to entry criteria. Office staff have also conducted research on East African education systems and the integration of international students on campus, among other topics. One of the Office's ongoing projects is exit-questionnaires, which provide information on students' experiences at NMMU and aims to improve services and facilities where necessary. The Office also has a full-time Sharing Cultures programme on diversity and integration of cultures, which is a joint project between NMMU and Columbia University in the USA.

Study abroad and exchange students

Study abroad and exchange students have a choice of courses. Transcripts of their academic records can be translated into credits at universities elsewhere. The Office also helps South African students to participate in exchange programmes.
Linkages

NMMU has numerous official linkages. The Office for International Education fosters international relationships and manages inter-institutional links, bringing international perspectives to the University community.

Summer School: An experience in African diversity

This comprehensive five-week programme runs in June and July. It is a splendid introduction to South Africa's extraordinary diversity, exploring a history woven by multiple cultures and language groups and the country's amazing biodiversity. Classes are held five days a week for three hours a day, with visits to areas of interest. In the last two weeks, students travel to more remote sites with lecturers and knowledgeable local hosts, for practical exposure to the "theory" imparted in classes. There are two modules.

In South African History, Culture and Language, students learn about the country's history, from the cradle of humankind to the turbulent years as a frontier territory, the anti-apartheid struggle and the transition to democracy. Aside from site visits, students have the chance to immerse themselves in South African culture and language, and to learn about the isiXhosa people, their customs and language.

In the Environmental Studies module, students gain first-hand experience of environmental issues that define South Africa. They see the juxtaposition of the developed and developing worlds, and the challenges this creates as well as South Africa's attempts to progress while striving to conserve one of the most biologically diverse environments in the world. Students visit coastal areas along South Africa's beautiful Garden Route, and look at marine ecology and a range of important environmental sites. They also spend time at famous Eastern Cape game reserves to observe the interaction between development and conservation, and their influence on sustainable development.

English Skills programme

The English Language Skills (ELS) programme is designed for international students whose primary language is not English, and who do not meet the minimum language entrance requirements of NMMU. The University offers a semester-based intensive English skills course aimed at improving proficiency to levels that enable students to cope with English as a medium of instruction. The 16-week programme is held bi-annually, from February to June, and from July to November. It comprises contact sessions, reading and writing assignments, and computer-based interactive and reinforcement exercises. Students are also encouraged to sit in on lectures. There is a highly successful mentoring component that matches international students with local students in mainstream English courses. Field trips and cultural excursions make up the rest of the programme.
University of Cape Town

A world-class African university

The University of Cape Town (UCT) is the oldest university in South Africa and is one of the leading universities in Africa. It has more than 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 more than 3,900 students from 97 countries.

Over the years, the University of Cape Town has established a tradition of academic excellence, which is recognised worldwide. UCT 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 fields (Figures relevant for 2002). 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 a 10 minute 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.

Entrance requirements

Undergraduates

For a Bachelor 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, PO Box 3854, Pretoria 0001, SouthAfrica. Website: www.sauvca.org.za/mb.

Semester Study Abroad

UCT runs an exciting, varied and successful Semester Study Abroad (SSA) 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 2004, UCT hosted more than 600 international 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: lebeth@world.uct.ac.za.

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 the first language.
Academics

UCT's Faculties include: Commerce, Engineering and the Built Environment, Health Sciences, Humanities, Law and Science. The faculties are spread over the main campus 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 on programmes offered and the entrance requirements. A handbook may be requested directly from the faculty concerned.

Facilities and services

UCT places a strong emphasis on student services, many of which are located in the Student Development and Services Department. Services include extensive sporting facilities, an accommodation bureau, a walk-safe scheme, student learning centres, a shuttle service, student health service, more than 100 social, sports and specialty clubs and societies, a student parliament, a disability unit and a student advice office. The International Academic Programmes Office (IAPD) looks after the special needs of international students. All general enquiries pertaining to international students should be directed to the IAPD general e-mail: iapo@world.uct.ac.za. Postgraduate enquiries should be directed to the International Full Degree Students Co-ordinator: carol@world.uct.ac.za. You may also visit the IAPD website: world.uct.ac.za.

Accommodation

There is limited accommodation available for international students in student 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) are responsible for the allocation of on and off-campus accommodation respectively. The International Academic Programmes Office can advise you on areas to stay that are close to UCT.

Admissions

The first port of call should be the UCT website: 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.

Research and areas of excellence

Research at UCT covers fundamental and applied research in science and engineering, the health sciences, the humanities and 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 Sciences Research Council’s Centre for Science Development. They are the Research Unit for the Archaeology of Cape Town, the Science and Technology Policy Research Centre, the Religion and Social Change Unit and the Centre for Socio-Legal Research.

In the health sciences, UCT has the highest concentration of research centres funded by the South African Medical Research Council. They include the Bioenergetics of Exercise Research Unit, the Cape Heart Research Group, the Ischaemic Heart Disease Research Unit, the Liver Research Unit, the Gastrointestinal 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.

Studying further? Come to UCT

If you want an excellent postgraduate qualification look no further than UCT, one of Africa’s leading research universities. 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.
Our commitment to excellence is reflected in the success and recognition of the outstanding work produced by staff and students in our faculties of Commerce, Engineering and the Built Environment, Health Sciences, Humanities, Law and Science.

UCT offers more than 65 Masters degrees to students from all over the world. 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
www.science.uct.ac.za

Masters in Conservation Biology
This is a 13-month degree (January to February the following year), comprising equal components of coursework and an individual research project. Small classes and intensive modules on key conservation topics are taught by international experts. For more information e-mail: tmcrowe@botzoo.uct.ac.za. Tel: +27 (0)21 650 3292.

Masters in Systematics and Biodiversity Science
This one-year course trains in the description, documentation and analysis of biological diversity, from molecular methods to whole organism approaches. There are also components on biogeographic analysis and conservation biology and an introductory course in Geographical Information Systems. Training in the methods used in one of the major groups (botany, entomology etc) is in the form of a six-month project. The coursework component is examined in July, followed by a dissertation in February of the following year. For more information e-mail: thedders@botzoo.uct.ac.za. Tel: +27 (0)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 (0)21 650 2902.

Masters in Information Technology
The normal duration of this course is two years although it may be completed in one year. The course has a taught component comprising research methods, networks, databases, website design and implementation, human-computer interaction, software engineering, professional standards and advanced programming. Students are also required to complete a six-month research project. For more information e-mail: dept@cs.uct.ac.za. Tel: +27 (0)21 650 2663.

Masters in Mathematics of Finance
This two-year Masters programme is designed for students who wish to work in financial markets, especially in derivatives trading, risk management and quantitative analysis. It develops in a rigorous way the mathematical and statistical techniques for pricing and managing modern financial instruments. The Programme is divided into coursework completed in the first year and a dissertation about a practically orientated topic of the student's choice in the second year. For more information e-mail: cgtros@stats.uct.ac.za. Tel: +27 (0)21 650 3226.

Faculty of Commerce
www.commerce.uct.ac.za

Masters in Commerce in Economics
The School of Economics offers a one-year full-time Masters degree which incorporates advanced economics study and a mini dissertation. The degree is for graduates with an Honours degree in economics with an adequate background in econometrics. For more information e-mail: ablack@commerce.uct.ac.za. Tel: +27 (0)21 650 2729.

Masters in Commerce in Information Systems
The Department of Information Systems offers a one-and-a-half to two-year full-time or two to three-year part-time programme in advanced study of business information systems. Full-time students are expected to complete their dissertations in the second year while part-time students take an additional year to finish their dissertations. Candidates complete four modules consisting of current topics in information systems theory and research, with particular focus on developing a critical approach to reading and writing in information systems. For more information e-mail: ibrown@commerce.uct.ac.za. Tel: +27 (0)21 650 4260.
Faculty of Humanities
www.humanities.uct.ac.za

Masters in HIV-Aids and Society
The aim of this programme is to produce graduates who have a demonstrated ability to grapple both theoretically and through empirical, policy-directed research with the complexities of the HIV-Aids epidemic in the socially differentiated and culturally diverse setting of South Africa. Courses in the programme may be clustered in one of the following four areas: media and messages; prevention, support and service; planning to make a difference - policy and management; and public health and the social context of HIV-Aids. For more information e-mail: head@humanities.uct.ac.za. Tel: +27 (0)21 650 3513.

Masters in Gender and Transformation
The two-year graduate programme in gender and transformation focuses on providing the technical and intellectual capacity required to bridge the gaps between policy and practice, and between women and men. Focusing on what it takes to translate legal and policy commitments into practice, the programme also equips graduates to contribute to democratisation and bring about the changes demanded by significant sectors of the population. For more information e-mail: wdaniels@humanities.uct.ac.za. Tel: +27 (0)21 650 4207.

Masters in Applied Languages and Literature Studies
This programme is offered by UCT's Centre for Applied Language and Literacy Studies and Services in Africa (CALLSSA), collaboratively with the Department of Education, the Department of Southern African Languages and Linguistics, the Department of Modern and Classical Languages, the Centre for Higher Education and Development, and PRAESA. The programme offers advanced academic and professional approaches to teaching and researching the use of South Africa's official languages in everyday contexts. For more information e-mail: callssa@humanities.uct.ac.za. Tel: +27 (0)21 650 4110.

Masters in Theatre and Performance
The two-year MA in Theatre and Performance offers an intensive exploration of theatre-making from the perspective of a theatre director or an actor-performer. The student creates three theatre projects as an exploration towards a final thesis production which also comprises a design component and a written theoretical explication of the work. For more information e-mail: emills@hiddingh.uct.ac.za. Tel: +27 (0)21 480 7120.

MEd-MPhil in Education
Masters programmes in the Department of Education are offered in two parts. In the first year candidates are required to register for a Postgraduate Diploma, which constitutes Part One. Successful completion of the requirements for the Diploma, with a mark of not less than 60 percent in each of the four courses, entitles a candidate to proceed to Part Two, 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 courses at Honours-Masters level that may be of interest to students not primarily involved in education. These courses do not require that students have teaching experience, or 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; writing and publishing textbooks; literature and imagination; intercultural communication; and curriculum issues. For more information e-mail: ingridd@humanities.uct.ac.za. Tel: +27 (0)21 650 2772.

Masters in Historical Studies
The programme in historical studies 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 filmmaking, teaching, publishing, museum and gallery work are some of the professional areas for which this programme will provide a sound education. For more information e-mail: hphil@humanities.uct.ac.za. Tel: +27 (0)21 650 2959.

Masters in Library and Information Science
This programme allows students to focus on particular areas of library and information science. The curriculum 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.uct.ac.za. Tel: +27 (0)21 650 3093.

Faculty of Law
www.law.uct.ac.za

Master of Laws
The Master of Laws degree, which can be started in either late February or late July each year, may be taken over one or two years, on a full or part-time basis. [As no correspondence courses are offered, 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; and public law. For more information e-mail: kkhan@law.uct.ac.za. Tel: +27 (0)21 650 2997.
Masters 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 (0)21 650 2699.

Masters 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 optimisation, advanced engineering statistics and topics in chemical engineering research. For more information e-mail: faculty@ebe.uct.ac.za. Tel: +27 (0)21 650 2699.

Masters in City Planning and Urban Design
This is a two-year full-time degree with an architectural qualification required for entry. The programme is in semesters and consists of theory and studio-work modules. Great emphasis is placed on the studio as a vehicle of teaching and of promoting praxis between theory and practice. Students master the values, knowledge and skills necessary for 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 (0)21 650 2374.

Masters in Landscape Architecture and Planning
This Masters programme is a two-year full-time course. It is integrated with related programmes in architecture, urban design and city and regional planning. Students in this programme master the values, knowledge and skills necessary for innovative thinking, for continued intellectual development and for responsibly meeting the changing demands of the workplace. For more information e-mail: archiplan@ebe.uct.ac.za. Tel: +27 (0)21 650 2374.

Masters in Philosophy in Critical Care
This course provides candidates with a thorough knowledge of the basic sciences relating to physiology, pathology, microbiology, pharmacology and clinical measurement, and 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 (0)21 406 6347.

Masters in Philosophy in BioEthics
This part-time degree, extending over two years, aims to enhance critical skills by developing 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 (0)21 406 6347.

Masters in Public Health
This degree, extending over two years, 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 (0)21 406 6347.
Ten good reasons to study at UCT

1. UCT is a world class African university!
2. The magic of Cape Town: a multi-cultural, vibrant, historic African city with spectacular mountains and beaches, and great outdoor life.
3. A wide choice of courses in six faculties: Commerce, Engineering and the Built Environment, Health Sciences, Humanities, Law and Science.
4. A supportive International Academic Programmes Office: there are more than 3,000 international students, a strong Semester Study Abroad programme, a community service programme and 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 with an interdisciplinary approach, a flexible range of structured options and tight quality control.
7. An emphasis on research and postgraduate studies: 20 percent of UCT's 20,000 students are enrolled for PhD or Masters degrees, and academic staff are top quality.
8. Comprehensive student services: there is a Student Development and Services Department, extensive sports facilities, more than 100 clubs, a student health service, an accommodation bureau, academic advisors, a walk-safe scheme, a shuttle service, and community service options.
9. Excellent student and research resources: UCT has a library with about a million volumes, journal holdings of some 16,000 titles, laboratories, study venues, international linkages, information technology services, and field research options.
10. Rooted in Africa with strong academic links across the continent: UCT has an Academic Partnerships in Africa (USHEPRA) Programme, a Centre for African Studies, an African Gender Institute and All Africa House.

More reasons for international students

For international students, the University of Cape Town:

- Offers a wide choice of semesterised courses.
- Offers credits that are easily transferable to your home university.
- Has staff members dedicated to caring for study abroad students.
- Gives a six-day orientation programme on arrival.
- Provides assistance with finding accommodation.
- Gives students the option of "an aunt in town" with the Personalised Support Service.
- Runs a volunteer community service programme especially for study abroad students.
- Is in a peaceful, leafy suburb of Cape Town, one of Africa's most cosmopolitan cities, with stunning views over two mountain ranges and across two oceans.

Here is 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.

Unique society: "What was striking when I first got here was the diversity of people, languages and mindsets that I saw. Through being exposed to this, I have been challenged in ways I never thought possible."

Maria, NTNU Trondheim, Germany.

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.

University of Cape Town

International Academic Programmes Office
Level 3, Kramer Law Building
University of Cape Town
Rondebosch 7701
Tel: +27 (0)21 650 2822/3740
Fax: +27 (0)21 650 5667
e-mail: iapo@world.uct.ac.za
or carol@world.uct.ac.za

Admissions Office
Level 3, Kramer Law Building
University of Cape Town
Rondebosch 7701
Tel: +27 (0)21 650 2128
Fax: +27 (0)21 650 3736
e-mail: admissions@hremner.uct.ac.za
website: www.ucl.ac.za
University of KwaZulu-Natal

Howard College (Durban), Edgewood, Medical School, Pietermaritzburg and Westville

The premier university of African scholarship

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 (UKZN).

A centre of excellence in Africa

The University of KwaZulu-Natal has formal and informal affiliations with universities around the world. The University has formed strategic links with institutions that are committed to programmes of mutual benefit. UKZN is a pre-eminent research and teaching 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, for example software and internet facilities. Research is conducted in a conducive and vibrant environment that promotes innovative and creative thinking.

Location, culture and history

From the mountain vistas of the Drakensberg to the wild reaches of Maputaland, KwaZulu-Natal is a province of contrasts. The University of KwaZulu-Natal offers prospective students the choice of five campuses, each with its own distinctive character.

Howard College

Howard College is a landmark of the Durban campus of the University of KwaZulu-Natal.

Edgewood

Formerly the Edgewood College of Education, before its incorporation in 2001, Edgewood campus is the University's primary site for teacher education and the home of the Faculty of Education. Situated in Pinetown, with easy access to the N3 highway and an approximately 20-minute drive from Durban, the campus offers sophisticated and attractive facilities to a growing number of education students. The Faculty provides initial and in-service teacher education and offers higher degrees in a wide range of specialisms in education, as well as carrying out research and consultancy. It is actively engaged with policy-making in education in South Africa and contributes to the international profile of the University by participating in international conferences, teaching international students, hosting international visitors and publishing in international books and journals.

Howard College

Durban is a vibrant coastal city renowned for its beaches and resorts. The city is also a major South African port. The magnificent game reserves and estuaries of Maputaland, north of Durban, are a favourite getaway for staff and students alike. Opened in 1931 after a generous donation by TB Davis, whose son Howard Davis was killed during the Battle of Somme in World War I, the Howard College campus is situated on the Berea and offers spectacular views of Durban harbour. The campus is located in a successful environmental conservancy and the lush gardens of the University reflect a commitment to indigenous flora and fauna.
Howard College campus offers a full range of degree options in the fields of science (including geography and the environment), engineering, law, management studies, and the humanities (including music) and social sciences (including social work). In addition, the campus offers architecture and nursing.

Pietermaritzburg
Pietermaritzburg is in the centre of the scenic KwaZulu-Natal Midlands, close to numerous nature reserves and parks, only one hour's drive from Durban and two hours' drive from the Drakensberg mountain range. It has a rich architectural heritage, with many fine examples of Victorian and Edwardian buildings. The city is the birthplace of the former University of Natal and its forerunner, Natal University College, which opened its doors to 57 students in 1910. Two years later, Old Main Building was completed and the hub of the present-day Pietermaritzburg campus was established. The campus offers a wide range of innovative academic programmes, which have been successful in responding to local and provincial needs in the broad areas of science and agriculture, education, law, and human and management sciences. Unique to the Pietermaritzburg campus are the disciplines of agriculture, theology and fine art.

Medical School
The Medical School has been producing quality doctors for 54 years. Founded in 1950 as a "black faculty" in a "white institution," for most of its history the School has been synonymous with the struggle for democracy and racial equality. On its 50th anniversary in 2000, the Medical School received the finest birthday present it could have wished for — former president and Nobel Peace Prize winner, Nelson Mandela, agreed to link his name to the School. The campus is also home to the Doris Duke Medical Research Institute, which was launched in July 2003 and which will train a new generation of clinical researchers, enhance the clinical research infrastructure in KwaZulu-Natal, and foster collaboration between research groups working on similar projects in South Africa and other countries.

Westville
Located within an environmental conservancy about eight kilometres from the CBDs of Durban and Pinetown, the Westville campus combines state of the art infrastructure with beautiful natural surroundings. The campus's Hindu temple and an Islamic place of worship reflect its rich multicultural history. It is also the official address of the University of KwaZulu-Natal, housing the Vice-Chancellor's office, the offices of executive staff members and university-wide administrative divisions. The campus currently offers programmes in science, engineering, law, commerce and management, humanities, social sciences and health sciences. As the merged institution takes shape, the Westville campus will be the home of commerce and management disciplines and some health sciences.

Students and staff
The University of KwaZulu-Natal's students reflect the broad demographics of South Africa's population. There are some 40,750 students at the University, including international students from more than 70 countries. As one of the leading research institutions in Africa, the University is particularly geared to enhance the experience of international students. Many of the University's academics are internationally acclaimed for their research and writing.

Colleges and faculties
The University of KwaZulu-Natal offers a range of undergraduate and postgraduate programmes in four colleges:

- College of Agriculture, Engineering and Science: the faculties of Engineering, and Sciences and Agriculture.
- College of Humanities: the faculties of Education, and of Humanities, Development and Social Science.
• College of Health Sciences: the faculties of Health Sciences and the Nelson R Mandela School of Medicine.
• College of Law and Management Studies: the faculties of Law and of Management Studies.

Research, knowledge production and partnership

The University is home to many of the region’s leading academics as well as a significant number of internationally acclaimed scientists, as rated by the National Research Foundation (NRF). Refer to the NRF website for more details: www.nrf.ac.za.

The full spectrum of research is encouraged and supported, from curiosity-driven research to application-based and participatory action research with community partners. Research is conducted by members of the academic staff and associated research units. Increasingly critical to most of the research conducted is the development of meaningful, collaborative partnerships with industry, business, government, local communities and international institutions and agencies.

The University provides a vibrant environment for basic, applied and medical research. Several of its academics are recognised as international leaders in their disciplines. Centres of excellence have been developed in several areas, ranging from the social sciences and humanities through medical science to the natural sciences and engineering. In areas such as HIV-Aids, water technology, economic development, traditional herbal medicines, African literary studies, forestry, jazz, smart materials, bioethics, marine biology and genetics, the University is at the cutting edge of international research.

Currently a third of all students are in postgraduate studies and, as part of its strategic objectives, the University is committed to increasing this proportion. The Research Office, headed by the Deputy Vice-Chancellor (Research, Knowledge Production and Partnerships), is responsible for the management and nurturing of research. There is strong emphasis on team research and UKZN academics take great pride in the mentorship provided to graduate students, encouraging them to develop their skills in critical appraisal and independent thought. The University is particularly aware of its responsibility to society. The province of KwaZulu-Natal provides fertile ground for researchers, embodying as it does both the opportunities for and challenges of development and growth in South Africa. UKZN actively encourages practical research that will improve people’s lives. This outcomes-driven approach has led to the setting up of inter-disciplinary centres of excellence, devoted to particular projects and often involving collaboration with institutions from around the world.

An international destination

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. Students from Southern African Development Community (SADC) countries pay local fees plus an international levy. Undergraduate students from non-SADC countries in Africa and from outside Africa pay dollar fees that include the levy.

Students from outside Africa are charged dollar fees for postgraduate diplomas, Honours and coursework Masters – but all international research Masters and Doctoral students pay local fees plus a levy.

Entrance requirements

Applicants to Bachelor degree studies should possess a matriculation exemption endorsement. In view of different international school leaving certificates, the Matriculation Board as advisory body to Higher Education South Africa provides guidelines on qualifications that are acceptable on face value for admission to first degree studies at South African universities. Applicants with non-South African school leaving certificates must ensure that they qualify for a full or conditional matriculation exemption in terms of the guidelines provided by the Matric Board. An exemption from the matriculation examination is the basic legal requirement for admission to degree studies. Undergraduate applicants need to meet additional subject and/or performance requirements, such as a minimum pass in mathematics, for admission to certain academic programmes (for example in engineering, commerce, health sciences and science). For enquiries regarding application for exemption refer to the website: www.he-enrol.ac.za. Applicants with non-South African school leaving certificates must enclose certified copies of documents,
and translations where necessary. Applicants from non-English speaking countries should provide proof of English language ability. The minimum requirement for a postgraduate qualification is a Bachelor 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 publications, campus bookshops, health clinics and a large number of sporting clubs, which operate on all campuses. On each campus, students elect a Students Representative Council, whose authority over the many clubs and societies is recognised by the University.

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. Housing is limited; therefore applications should be made early to secure on-campus accommodation.

Services for international programmes

UKZN International’s full complement of staff includes the Director, Assistant Director, Principal International Advisor, International Student Applications Officer, Student Exchange and Study Abroad Coordinator, International School Coordinator, SADC-Africa Officer and 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 strives to deepen its connections and roots in Africa and the rest of the world. Professional staff members proactively provide guidance to international students, whose unique needs and challenges are addressed by International Student Support Offices located strategically to serve the five campuses.

The International Students Applications Office is geared to support the special needs of all international students. Guidance is given regarding applications and the verification of international credentials, to ensure efficient and effective feedback to prospective international students. Enquiries and applications are given personal attention by the 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 support student exchange, study abroad, full-time international students and other international initiatives. The International School offers unique multicultural programmes in the winter semester. The University is actively involved in discussions and debates addressing issues of internationalisation, access, diversity, capacity building, multiculturalism, curriculum and GATS on various forums locally, nationally, and in Africa and the rest of the world.

International programmes

The University of KwaZulu Natal offers a wide range of undergraduate and postgraduate courses across all disciplines. Students participating in full-time study, either undergraduate or postgraduate, are generally pursuing full degree programmes. International students wishing to study at the University must ensure that an application is completed on an official UKZN application form. Please refer to the University website for the application form and more details: www.ukzn.ac.za/ukzninternational/international/index.php.

Study abroad programme (UKZNSAP)

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

• Is designed for international students who wish to spend one or two semesters at UKZN, taking undergraduate modules for the purpose of transferring credit, on completion, to their home institution.

• Courses taken may be at undergraduate or postgraduate level depending on the student’s academic background and the availability of courses at the home institution.

• Students applying to study abroad must have completed at least three semesters of study at their home institution.

• Students pay dollar fees per module per semester.

• Students normally register for four courses, which is a full credit load at UKZN.
The University of KwaZulu-Natal is one of the leading research institutions in Africa, and is particularly geared to enhance the experience of study abroad students. It has affiliations with more than 260 institutions around the world. It has a good support infrastructure for international students and is thus able to provide professional services to all study abroad students. Study abroad students are usually accommodated on campus.

Would-be study abroad students may apply either directly, on their own initiative, or through a partner programme between UKZN and their home institution. International students can contact their local international office or the Study Abroad Coordinator [UKZNSEP]:

Study Abroad Coordinator
Room 409, 4th floor, Rick Turner Students Union Building
King George V Avenue
University of KwaZulu-Natal
Durban 4041
South Africa
Tel: +27 (0) 31 260-2700/2230
Fax: +27 (0) 31 260-2967
email: ukznsep@ukzn.ac.za
website: www.ukzn.ac.za/ukzninternational/international/studyabroad.html

Student exchange programme (UKZNSEP)

The University of KwaZulu-Natal has more than 60 student exchange agreements in 21 countries. The student exchange programme gives international students an opportunity to interact academically, socially and culturally with local people. It allows students to move beyond an academic exchange to embrace a new culture and different lifestyle, and gain understanding of KwaZulu-Natal province and South Africa.

All exchange agreements are governed by reciprocal tuition and/or accommodation and/or meal waivers. Students who pay these fees at the home institution do not pay them at the host institution. The exchange period is normally one or two semesters. The programme is designed for registered students who have completed at least two semesters at their home institution. Exchange students obtain credit for courses taken at the host institution towards their degree at the home institution. The student exchange programme offers opportunities to students who wish to:

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

International students are advised to contact their local international office or the Student Exchange Programme [UKZNSEP]:

Student Exchange Coordinator
University of KwaZulu-Natal
Room 409, 4th floor, Rick Turner Students Union Building
King George V Avenue
Durban 4041
South Africa
Tel: +27 (0) 31 260-2700/2230
Fax: +27 (0) 31 260-2967
email: ukznsep@ukzn.ac.za
website: www.ukzn.ac.za/ukzninternational/international/exchange.html

International School

The University of KwaZulu-Natal offers a lifetime opportunity for short-term study in South Africa. It holds a five-week International School from late June to late July each year. The vibrant atmosphere at participating campuses, together with high academic standards, has received overwhelmingly positive feedback.

The International School offers a wonderful opportunity to study in KwaZulu-Natal, a scenic and culturally rich province on South Africa’s eastern seaboard. Bordered by the Indian Ocean to the east and the high Drakensberg mountains to the west, the province has a sub-tropical, all-year friendly climate. KwaZulu-Natal has an abundance of beautiful natural settings, from the uKhahlamba Drakensberg Park and the Great St Lucia Wetland Park (both World Heritage Sites) to the savannahs of Zululand where elephant, rhino, lion, buffalo and leopard inhabit the Hluhluwe-Imfolozi Game Reserve.

The International School offers educational experiences that complement the University’s curriculum while adding significant cultural dimensions to students’ life experiences. The programme takes place at various UKZN campuses, but students must choose courses at only one campus.
Some of the courses offered are:

- Culture and Diversity in the Rainbow Nation: an overview of language policy, politics and culture in modern South Africa.
- Zulu Language, Art and Culture: an opportunity to experience Zulu language, art, culture and history.
- Service Learning: community service and hands-on experience with local organisations and agencies.
- Policy Issues and Community Service: building democracy through community service and policy analysis.
- Turbulent Times: an historical overview of KwaZulu-Natal, from the earliest days to the present.

Evaluation and credit: students are assessed on a continuing basis through assignments, tests, and a final examination for each course. One final grade will be submitted per course and the official transcript will be sent to the home institution. There are about 50 contact hours per course and the University of KwaZulu-Natal awards 16 credits per course with a maximum of 32 [two courses] for the International School programme.

Fees: The cost of the five-week International School programme is between US$2,300 and US$3,000, but please refer to the website for current rates. The programme fees cover tuition for up to two courses, accommodation at University residences, the costs of on-site activities and transport related to the programme.

Applications: Interested students should submit a completed International School application form, together with the application fee and recent academic transcripts, to the coordinator before 15 April for admission to the June programme. More detailed information on application procedures and admission requirements, and application forms, are on the International School website. For more information contact:

Coordinator
International School
University of KwaZulu-Natal
Durban 4041
South Africa

Tel: +27 (0)31 260 2677
Fax: +27 (0)31 260 2967
e-mail: intapplicati@ukzn.ac.za
website: www.ukzn.ac.za/ukzninternational/international.html

SADC-Africa Initiatives

The University of KwaZulu-Natal is committed to strengthening academic collaboration and expanding partners internationally, especially in Africa. The focus is predominantly on joint programme delivery, research agendas and development projects. Specialised administrative support is provided for maintaining existing linkages and for building new partnerships. The commitment to collaboration in the SADC region is guided by the 1997 SADC Protocol on Education and Training, which supports regional development through more accessible educational opportunities and greater mobility of students and staff.

The University is also guided by the larger development goals of Africa and is committed to the New Partnership for Africa's Development (Nepad). In part, Nepad's guideline document aims to promote networks of higher education institutions and build human capacity in Africa. The University's mission statement — to be the "premier university of African scholarship" — reflects its commitment to building capacity in Africa.

In particular, UKZN International actively seeks potential recipients from Africa for scholarships offered at the university. The SADC-Africa Officer develops fundraising proposals aimed at capacity building in Africa, acts as a liaison officer for the development of academic partnerships, and markets courses that are relevant to and meet specific developmental needs of African countries. There are growing numbers of students from Africa at the university. They are attracted to programmes that are internationally renowned and to courses that are relevant to their local contexts. Courses are tailored to meet the development needs of the continent. All students from SADC and postgraduate students from Africa pay local fees and a levy.
The University of Johannesburg - as dynamic and vibrant as the city it is named after! With more than 45,000 students, some 3,000 staff members, five campuses spread out across Johannesburg and nine faculties offering academic and technological study programmes, the University of Johannesburg is a major provider of higher education, committed to playing a pioneer role in the restructured higher education landscape.

Merger between institutions of repute

On 1 January 2005 the University of Johannesburg (UJ) was born, the result of the merger between the former Rand Afrikaans University (RAU) and Technikon Witwatersrand (TWR), preceded by the incorporation of the East Rand and Soweto campuses of the former Vista University into RAU at the beginning of 2004. The merger came about as a result of the government's restructuring of higher education, aimed at promoting a more equitable and efficient higher education system relevant to the needs of a transformed South Africa.

UJ is in the fortunate position of being able to draw upon many years of experience of these institutions and the reputation they enjoyed in the field of higher education. The merger is the union of the complementary strengths and diverse backgrounds of the former RAU and TWR and the brand new University of Johannesburg stands poised to combine the best of university and technikon education.

Vision and mission

It is the vision of the University of Johannesburg to be an internationally recognised South African University providing and expanding academic and technological knowledge and skills that promote growth and prosperity. In its mission statement the University commits itself to: partnerships with our communities; supporting access to a wide spectrum of academic and technological teaching, learning and research; and leading, challenging, creating and exploring knowledge.

The values guiding the University in all its activities include: academic distinction; integrity and respect for diversity and human dignity; academic freedom and accountability; individual and collective effort; and innovation.

Location

The University of Johannesburg is located in the City of Gold, Johannesburg, and is part of a cosmopolitan community. Johannesburg is the gateway to many great destinations in South Africa and the rest of Africa. As the country's financial hub Johannesburg is part of Gauteng province, which is responsible for about 48 percent of South Africa's economy.

Johannesburg represents gold, gold mine dumps and “big” money, with the largest financial and industrial infrastructure on the African continent. Road access by car and bus is ample, and the metropole’s main motorways pass almost all the campuses of the University.

Campuses, faculties and opportunities

With more than 45,000 students, the University of Johannesburg is the largest residential university in South Africa. UJ has five campuses of which four – Auckland Park Kingsway, Auckland Park Bunting Road, Doornfontein and Soweto – are located in the metropolitan area of the City of Johannesburg. The East Rand campus in Daveyton is near Johannesburg International Airport.

The campuses are different in culture and character, but all are rooted in the history of Johannesburg and the evolution of the higher education system. All campuses have the infrastructure to deliver high quality education and services to students. The University's facilities include libraries, micro-laboratories, and sports and culture amenities that are among the very best in the country.
Students attend classes at the campus where their qualifications are being offered. Students enrolling for a qualification that is offered at various sites of delivery, attend that course offering at the campus of their choice. A comprehensive range of both academic and career-focused programmes, with varying entrance and exit levels, is offered by UJ's nine faculties.

As a merged institution, the University will be able to facilitate and accommodate transfer from one stream of study to another. The aim of the University is not to blur the distinction between academic and technological education but to extend the range of possibilities. Likewise, it is anticipated that new and exciting research opportunities will result from closer collaboration between related fields of study.

Language of instruction

Instruction in all programmes is in English.

Academic year

The academic year in the southern hemisphere differs from the northern hemisphere, running from the end of January until November.

Why study at UJ?

There are several good reasons:

1. Bigger is better
   Close to 200 undergraduate study programmes and a range of qualifications – from certificates and diplomas to degrees and higher degrees – are on offer. At the University of Johannesburg students are spoilt for choice. UJ is the largest contact university in South Africa, formed by the January 2005 merger. That is why the new university can offer such a range and diversity of general academic and career-focused programmes with different entry and exit levels. Although the merged institution offers an extended range of programmes, there is still a clear distinction between academic and career-focused education.

2. Wide recognition of our qualifications
   Qualifications obtained from the University of Johannesburg will continue to enjoy the same recognition they previously did under the merging partners, RAU and TWR. The academic reputation RAU degrees and programmes enjoyed and recognition of TWR programmes as career-focused qualifications will continue to apply to the programmes now offered jointly by the University of Johannesburg.

3. Support all the way
   From career and personal guidance to financial assistance, from

health matters to housing needs, comprehensive support services at UJ provide all the support necessary. Excellent facilities including libraries, micro-laboratories and study skills support, assist students to be successful in whatever they choose to study. We are also cognizant of the needs of students with disabilities and are committed to making our campuses as friendly and accessible as possible to people with special needs.

4. An awesome student experience
   UJ believes in encouraging students to lead a balanced life and experience student life in all its facets. A wide variety of sports is on offer, ranging from athletics, rugby, soccer and netball to canoeing and dance sports. Those interested in arts and culture can join the UJ Arts Academy, choir and several societies. Being able to hang out with friends over a cup of coffee after classes in a relaxed environment is one of the things that make student life so special. All our campuses have their own unique character and offer meeting places with abundant restaurants and cafeterias.

5. Diversity adds spice to student life
   The University has five campuses different in culture and character and each with its own history. Our students have different interests, creeds, backgrounds and views. We agree and disagree, argue and debate and learn a lot from each other. Multicultural, diverse, never boring – this is UJ – and we would not have it any other way!

6. It is in Joburg
   Johannesburg... Joburg... Jozi. This vibrant, bustling city is the economic hub of South Africa. Not only is it a centre of commerce, it is also rich in culture and diversity, a place equally loved by locals and people from around the world. If you want the world to know who you are, all you have to say is: “I study at the University of Johannesburg!” And there is much more.

Faculties

The nine faculties at the University of Johannesburg comprise many academic departments, staffed by more than 900 permanent academics as well as contract and part-time lecturers. The University offers a comprehensive range of academic and career-focused programmes, with varying exit and entrance levels.

Postgraduate studies

Most academic programmes offer studies on Masters and Doctoral levels. There are specific career-focused programmes that offer studies on Masters and Doctor of Technology levels. UJ researchers are engaged in a number of high-tech and socially relevant research projects of national and international significance. These hold promise for the citizens of South Africa, and offer opportunities to export technology and skills to the rest of the
Contact details

Faculty of Arts, Design and Architecture
This dynamic and exciting faculty has a colourful history and association with numerous successful individuals in the world of art, design and architecture. Almost all programmes offer a degree at the fourth year level, and research possibilities beyond that. For more information e-mail: louisell@mail.twr.ac.za. Tel: +27 |0|11 406 2380. Fax: +27 |0|11 406 2684.

Faculty of Economic and Financial Science
This faculty, one of the largest in the University, strives to provide market-related research and training, focusing on the macro-economic model and the Economic Monitor. Departments include, among others: Accounting, Transport and Logistics Management, and Economics. The faculty retains strong links with local training institutes and overseas universities. For more information e-mail: scv@rau.ac.za. Tel: +27 (0)11 489 2565. Fax: +27 (0)11 489 2036.

Faculty of Education
This is mainly a postgraduate faculty with almost two-thirds of its students registered for advanced qualifications. Intensive training and the development of strategies for community-based educational psychology feature prominently in tuition and research as this faculty streamlines its programmes to cater for the educational needs of a developing country. Certificates and diplomas, undergraduate degrees, postgraduate diplomas, honours degrees, Masters and Doctoral studies are offered. Part-time learning and consolidated contact programmes are offered at selected off-campus venues. For more information e-mail: aem@rau.ac.za. Tel: +27 (0)11 489 2143. Fax: +27 (0)11 489 2781.

Faculty of Engineering and the Built Environment
The Engineering Faculty is split into two types of offerings, engineering and built environment programmes. Degrees are offered in civil, urban, mechanical, electrical and electronic engineering, as well as other specialisations. Current projects include research into mechanical systems, neural networks, telecommunications, polymers, water, and a range of pioneering studies aimed at improving the nation's technological infrastructure.

Faculty of Health Science
The Faculty of Health Science is dynamic and fast growing. Students are trained for specific professions in health and biological sciences. The faculty includes the following schools: Complementary Health, Nursing, Public Health and Sport Sciences and Biokinetiks. Constant liaison with industry and professional bodies forms the basis of successful programmes for our students. The nursing programme is one of a number of innovative community-centred services offered while optometry has become one of the most sought after professions in South Africa. For more information telephone: +27 (0)11 406 2430. Fax: +27 (0)11 406 2433.

Faculty of Humanities
Communication, cultural production and the basis of human knowledge and action constitute the core concerns of this academically diverse Faculty. Language departments offer courses from Arabic to Zulu, and the behavioural and social sciences offer tuition in more than 180 undergraduate courses and a large number of postgraduate courses in 18 academic departments. Degrees, postgraduate diplomas, Honours, Masters and Doctoral studies are offered. For more information e-mail: aeb@lw.rau.ac.za (undergraduate) or wjs@rau.ac.za (postgraduate). Tel: +27 (0)11 489 2660. Fax: +27 (0)11 489 2797.

Faculty of Law
Students are trained for a variety of law-related professions and participate in the University of Johannesburg Legal Aid Clinic which provides services to thousands annually. The Research Unit for Banking Law, the Centre for International and Comparative Labour Law, the Centre for Social Security Law and strong links with law journals all contribute to a strong research base in the faculty. Diplomas, undergraduate degrees, postgraduate diplomas, honours degrees, Masters and Doctoral studies are offered in this faculty. For more information e-mail: ijm@regte.rau.ac.za.
Faculty of Management
The South African economy requires sophisticated solutions centred on complex business problems, which can only be accomplished through commitment to industry-based research. The faculty produces entrepreneurs and managers with hands-on knowledge. The School of Tourism and Hospitality is located in the faculty. Certificates and diplomas, undergraduate degrees, postgraduate diplomas, Honours, Masters and Doctoral studies are offered. Part-time contact and e-learning courses are also offered in the Department of Human Resource Management. Internet access is a prerequisite for the e-learning courses. In-house presentations of the part-time courses for companies can be arranged in your country. For more information from the Bunting Road campus e-mail: jackiesm@twr.ac.za. Tel: +27 (0)11 406 3523. Fax: +27 (0)11 406 3530. For more information from the Kingsway campus e-mail: fsa@eb.rau.ac.za. Tel: +27 (0)11 489 3241. Fax: +27 (0)11 489 3242.

Faculty of Science
This is a dynamic faculty with a wide range of departments encompassing the very latest technology and research programmes of international standard, with various professional degrees, among others in information technology, geography and environmental management. There are extensive and well established international research collaborations involving departments such as Geology, Physics, Biochemistry, Environmental Sciences and Information Technology. Undergraduate degrees, Honours, Masters and Doctoral studies are offered. For more information e-mail: isl@rau.ac.za. Tel: +27 (0)11 489 2415. Fax: +27 (0)11 489 3207.

Foundation courses
Foundation courses are offered to students who do not qualify for formal undergraduate degree programmes but might qualify for them under certain conditions. The foundation courses lead to a certificate qualification, which will be integrated with normal mainstream degree programmes, and include some general, credit-bearing first year courses.

Contact details
For more information on foundation courses please contact:

Certificate in Science, Engineering and Technology
Ms M Jacobs: e-mail: mj@na.rau.ac.za. Tel: +27 (0)11 489 3357.

Certificate in Arts or Humanities
Ms E van Zuydam: e-mail: evz@rau.ac.za. Tel: +27 (0)11 489 3638.

Certificate in Economic Science
Dr S Chetty: e-mail: hj@rau.ac.za. Tel: +27 (0)11 489 2974.

Certificate in Education
Ms S Rademeyer: e-mail: sr@rau.ac.za. Tel: +27 (0)11 489 2868.

Certificate in Law
Mr I Meyer: e-mail: jhm@regte.rau.ac.za. Tel: +27 (0)11 489 2645.

International student admission
Please consult specific course brochures for these requirements. Special admission procedures for programmes include: assessment for guidance, evaluation and placement purposes; interviews; submission of portfolios of work; compulsory subjects and a minimum M Score.

Closing date for applications
• The closing date for international applications for undergraduate and most postgraduate studies is 31 August of the year prior to the academic year in which a student would want to start, with the exceptions of the following: Bachelor in Optometriae, 31 July; Masters in Psychology, 30 June.
• Please note that there are two registration cycles for certain career-focused programmes. The closing date for the second semester intake is 30 March. Please contact the relevant faculty to make sure of these dates as they can vary and be even earlier.
• There is no specific closing date for Masters and Doctoral studies.
How to apply

Students wishing to follow an academic programme enrol for a degree qualification. The technological programmes, on the other hand, are offered at various levels and have different entry and exit levels. For example, on obtaining a diploma qualification students can either choose to enter industry or to continue studying and enrol for the BTech degree.

Course information and application forms can be obtained directly from the University. Information on courses can be viewed on the University website. For more details on foreign applications please visit the International Office website: http://general.uj.ac.za/intoffice.

Course brochures and application forms can be mailed to students with no access to internet facilities. Send the completed application form, required documents and application fee to:

**Academic degree programmes**
Applications, University of Johannesburg, Kingsway Campus, PO Box 524, Auckland Park, Johannesburg 2006, South Africa.

**Technological career focused programmes**
Central Applications, University of Johannesburg, Doornfontein Campus, PO Box 17011, Doornfontein 2028, Johannesburg, South Africa.

**Important**
The University is required by South African law to obtain full fees for the year from international students when they register for their courses every year. An international student is also required to be in possession of a valid study permit specifically for the University of Johannesburg and to have medical cover while studying in South Africa. Without it students may not register. Unfortunately no exceptions can be made.

**English language proficiency**

Good English reading and writing skills as well as an above-average understanding of the language are required of international students interested in studying at the University of Johannesburg. Therefore English language proficiency as an additional admission requirement is applicable to all prospective foreign students who wish to follow a formal programme or course (regardless of the level) at UJ.

University policy requires that foreign, non-English speaking applicants sit for the globally recognised International English Language Testing System (IELTS) test. If English is an official language in a student's country of residence, and they are therefore first or second-language English speakers, they will be exempt from sitting for an additional language test. However, students need to submit proof of English competency to the faculty to which they are applying. Students should contact the International Office regarding this issue.

Students are responsible for taking the test themselves, and for its costs. A certified copy of the results must be submitted with the application form and other required documents when applying to the University. The admission score is 6.5 for undergraduates and seven for postgraduates (nine being the highest). Test results are only valid for two years. Only in exceptional cases may the dean of a faculty exempt a Masters or Doctoral candidate from this requirement. Afrikaans and Dutch speaking applicants are exempt from this condition for 2006.

The IELTS test is administered by the British Council. It has centres all over the world where students may take the test. For more details and to make an appointment, please visit their website: www.ielts.org.

**International students**

The University of Johannesburg welcomes various categories of international students.

**Full-time students**
Full term undergraduate and postgraduate studies are the most popular programmes of study at UJ. Undergraduate applicants need a matriculation with exemption that is equivalent to a South African matric, while postgraduate applicants need to possess a relevant first degree.

**Non-degree purpose students [occasional and practical training]**
This category of international students can be registered at their home university, but are required to undertake practical training or to take a few subjects at a foreign university as part of their syllabus for non-degree purposes. In most cases it is also acceptable for a student who is not associated with another university, to register at UJ for a few subjects for one semester only for non-degree purposes.

**Affiliate students**
Affiliate students are normally Masters and Doctoral students who are registered at their home university, but who want to be affiliated with UJ for a short period of time for research purposes.

**Exchange students**
University of Johannesburg faculties have a number of formal or official exchange agreements with foreign counterparts through which exchange students undertake reciprocal limited-period visits to partner institutions.
Non-formal course students [extra curricular or short courses]
Foreigners may enrol for a non-formal course (if they qualify) at UJ. The duration of such a course can be a few days, a few weeks or even a year or two. Applicants have to apply for some type of permit, even though the person might possess a work permit. Please visit our website to learn about exceptions to this rule.

Post-doctoral researchers
Strictly speaking, this category does not comprise students or lecturers. Foreign holders of a doctoral degree undertake research for up to a year in an academic department at UJ.

Fees
Please note that when a foreign student is accepted for studies, the full amount for the whole year is payable upon registration. This includes the relevant course fee, the registration fee of R350, and the non-refundable international levy. Unfortunately, no exceptions may be made.

Academic and career-focused programmes
Undergraduate degrees and foundation courses
Students from Southern African Development community and other African countries pay prescribed tuition fees for the year, the registration fee, plus an international levy. Students from elsewhere pay the prescribed tuition fee, registration fee plus the applicable international levy, different from that for students from within Africa.

Postgraduate degrees
All postgraduate students from all foreign countries pay the tuition fee as prescribed for all local students for the year, the registration fee, plus the international levy.

Miscellaneous
All categories of students, including non-degree purpose students (occasional and practical training students), affiliate students and exchange students should contact the International Office for the specific applicable fees payable.

Accommodation
Student accommodation on campus is extremely limited. Contact the Residence Offices to find out about accommodation available. However, applying and paying the application fee for accommodation does not mean that accommodation has automatically been allocated. Students will be informed in writing if accommodation had been reserved. Applications for on campus accommodation must be made by 31 August of the year preceding study.

To approach the Doornfontein and Bunting Road campuses:
e-mail letumph@lwr.ac.za. Tel: +27 (0)11 486 2521. Reach the Kingsway campus: e-mail msl@bedryf.rau.ac.za.

Private accommodation
As an alternative, it is recommended that students contact a private accommodation provider for a place to stay close to the University.

University of Johannesburg
website: www.uj.ac.za
International Office website: http://general.uj.ac.za/intoffice

Postal addresses
Kingsway Campus [academic programmes]
International Office
Kingsway Campus
University of Johannesburg
PO Box 524
Auckland Park 2006
Johannesburg
South Africa
Tel: +27 (0)11 483 3129/2018
e-mail: internat@rau.ac.za

Doornfontein Campus [career-focused programmes]
International Office
Doornfontein Campus
The University of Johannesburg
PO Box 17011
Doornfontein 2028
Johannesburg
South Africa
Tel: +27 (0)11 406 2139/4339
e-mail: interoff@lwr.ac.za
University of the Free State

Excellence, equity and innovation

In 2004 the University of the Free State celebrated 100 years of existence. The centenary milestone represented an academic track record that any South African can be proud of.

Since its inception in 1904 the UFS has grown into one of the country's leading universities, offering excellent teaching, research and community service opportunities throughout its six faculties – and it is fast becoming a truly South African university.

The main campus of the University of the Free State and the former Vista campus (which was incorporated into the UFS in 2004) are situated in Bloemfontein, the capital of Free State province. Bloemfontein is a modern city offering a full range of recreational, commercial and educational facilities and services.

In the eastern Free State the UFS has a third campus, the Qwaqwa campus, which was incorporated into the UFS in 2003. The campus, in one of the most scenic parts of the country, offers study opportunities towards bachelor of arts, commerce and science degrees and selected courses in education.

Language policy

The UFS has adopted a language policy that respects the language rights of staff and students. On the main campus in Bloemfontein, classes are offered in English and in Afrikaans. On the other two campuses, namely the Vista campus and the Qwaqwa campus, classes are presented in English.

Residences

Both the main campus in Bloemfontein and the Qwaqwa campus offer accommodation in student residences. On the main campus in Bloemfontein there are 18 residences (eight male and 10 female), while on the Qwaqwa campus there are five residences (two male and three female). Increasingly, these residences play a vital role in the academic performance of students.

An honorary doctorate was conferred on Prof Robert G Bringle of the Indiana University-Purdue University in Indianapolis for his contribution to the integration of service learning into academe.
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.

Faculties

There are six faculties at the University of the Free State, offering a range of degree, diploma and certificate courses. They are the faculties of

- Natural and Agricultural Sciences
- Economic and Management Sciences
- Humanities
- Theology
- Law
- Health Sciences.

Research

Currently 77 UFS academics have been awarded research ratings by the National Research Foundation. In 2004, the UFS added one more name to its group of world class researchers, whose number now stands at nine.

A few milestones

- In 2005, a young black scientist at the UFS, Olihile Sebolai, made international headlines with a remarkable discovery of new oily substances in yeast. This is evidence of the UFS's
commitment to producing high quality graduates, particularly from previously disadvantaged communities.

- In 2004, the UFS's excellent sport exercise facilities drew the Springboks – the national rugby team – to the Bloemfontein campus for an extended training camp. In recent years the UFS has begun to increase its investment in sport through the adoption of a Sport Plan.

- In 2004, the SABC screened an acclaimed documentary on the life of King Moshoeshoe, a documentary commissioned by the UFS as part of its centenary celebrations. Through the documentary the UFS highlighted the role played by King Moshoeshoe, the founder of the Basotho nation, as an African leader and nation-builder for his reconciliatory role in the Free State and beyond.

- In 2003, the UFS became the first university in South Africa to appoint a black woman, Professor Leticia Moja, as dean of a medical faculty. This is part of the ongoing effort to attract the best staff to the UFS, particularly those from designated groups.

- In 2002, the UFS was one of the first universities in South Africa to adopt a policy on community service learning and research. Through the policy the UFS has integrated the service that students render to the community within the academic core of teaching and learning as a credit-bearing activity, so that students and communities can benefit.

University of the Free State
PO Box 339
Bloemfontein 9300
South Africa

Main switchboard
Tel: +27 (0)51 401 9111

Student enquiries
Tel: +27 (0)51 401 3000

International Officer
Tel: +27 (0)51 401 2501/3219
Fax: +27 (0)51 401 3558
E-mail: info.stg@mail.uovs.ac.za
Website: www.uovs.ac.za
Keeping up with the Dow Joneses

Underproduction - the enemy of business. You need continuous high-quality, relevant and valuable training in your company to optimise the knowledge and skill levels in your workforce. The University of the Free State offers choice, tailor-made undergraduate, postgraduate and short learning programmes in six faculties to help you accomplish this goal.

Foreign investment - something we all want more of, because ultimately it is crucial to develop this beautiful country we live in. The only way to accomplish this is to support those institutions who take time to uplift communities and develop people. The University of the Free State includes Community Service as part of its core business.

Shareholders - the joint owners of your company who expect a return on their investment and will hold you responsible for how your company does business. Well, rest assured, making the University of the Free State part of your business will be one of the best business decisions you will ever make.

The University of the Free State
Invest in US
University of the Witwatersrand

Wits gives you the edge

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-positers and problem-solvers. "Witsies" are exposed to a comprehensive academic programme, participate in leading research programmes across 12 unique thrusts and constantly engage in current developments in South Africa, Africa and the world.

An international locus of higher education

Wits has achieved international recognition in many disciplines and is widely known for its high standards and excellence in research, teaching and learning. 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 postdoctoral fellows to conduct research at the University.

Internationalisation

One of the most powerful interpersonal tools of globalisation is the international exchange of academics and students. 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, stresses African values like Ubuntu or Omoluabi and celebrates achievement and success.

With more than 1,500 international students registered in 2005, from more than 80 countries and speaking more than 130 languages, Wits offers the perfect mix of academic excellence, great employment prospects and a brilliant social life. Furthermore, for cultural, social, economic and political exchange, the University is a truly cosmopolitan, exciting and vibrant place to live and study.

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 economic powerhouse of the African continent. Spread over more than 100 hectares on seven campuses, 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 more than 20,000 students, has more than 100,000 graduates in its 83-year history and has made -- and will continue to make -- its mark nationally and internationally. Wits has produced 88 Rhodes Scholars and four Nobel Laureates.

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 Bachelors degree. International students need to have a proven proficiency in the English language.

Faculties

The University is structured into five faculties comprising 37 schools. The Faculties are: Commerce, Law and Management; Engineering and the Built Environment; Health Sciences; Humanities; and Science. Almost a third of our 4,500 staff members are academics.
**Accommodation**

The University boasts more than 20 residences which can accommodate 22 percent of the student population. International House, which caters largely for international students, was opened in 2003.

**Student facilities**

The fully digitised library system comprises two main libraries and 14 divisional libraries. Students have access to more than 740,000 books and 12,000 journal titles. Specialist collections include rare and early books, the Mandela Memoirs, two Piper Tapestries and the Bartholomew Diaz Cross. The University has full internet and e-mail 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 largest football club in South Africa – the Clever Boys. In addition, there are more than 60 student societies catering for a diverse range of interests, including a club for the social and cultural needs of international students.

The University boasts more than 14 museums and two art galleries housing a variety of rare and valuable artwork. The Wits School of Arts is one of the first integrated arts schools in South Africa and is home to the Wits Theatre Complex, which has staged close to 2,000 productions in its 20 year history.

The Faculty of Health Sciences offers a range of degrees in medicine, dentistry, nursing, pharmacy and therapeutic science. Training is offered with practical experience in five major hospitals in Johannesburg as well as several rural hospitals, the state-of-the-art 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 Representatives' Council enjoys membership of all major university committees and councils. The Matrix Student Centre houses a wide range of quality commercial services to students and staff.

**Research**

Wits has a long history of research excellence, offering a strong foundation for postgraduate study. More than a third of the student population are postgraduates. The University has more than 23 research entities, 10 of which are recognised Medical Research Council Units. Wits is home to 10 A-rated scientists and is internationally recognised for its research in the fields of mining engineering, palaeo-anthropology, rock art and palaeontology.

---

**The International Office**

The University has an International Office and international student advisors who provide quality support and services to international students, academics and non-academic staff. Specifically, the Office assists trans-national students and staff to maintain lawful immigration status and adjust to life in South Africa.

The International Office (IO) is Wits' face to the world. It provides social, cultural and educational programmes for the international community and the Wits community. Important programmes offered by the Office include mandatory orientation prior to registration, immigration workshops, cultural excursions, a celebration of World Heritage Week and welcome receptions for new students. From 2006, the IO will produce a regular newsletter to inform the Wits community about pertinent issues and will co-sponsor activities with the Wits International Students Association.

The IO promotes synergy across campus and believes that internationalisation is a shared responsibility.

**The Study Abroad Programme**

If you are looking to expand your horizons by studying abroad and spending part of your degree programme at a prestigious African university, then look no further than the Wits Study Abroad Programme. For details on the Programme or for more on the five-week international summer school, visit [www.wits.ac.za](http://www.wits.ac.za). You may apply directly or through your institution.
Cape Peninsula University of Technology

Western Cape’s largest university

The Cape Peninsula University of Technology (CPUT) was established in 2005, following the merger between Cape Technikon and Peninsula Technikon. With more than 26,000 students, the University is the largest in the Western Cape and the region's only university of technology.

The University offers more than 80 world class, career-focused courses at campuses and service points in Bellville, Cape Town, Granger Bay, Mowbray and Wellington. Study programmes include: agriculture and the environment, business and management, design and the visual arts, education, engineering, finance, health sciences, hospitality, tourism and leisure, media, information technology, science, and the built environment.

Facilities and services

There are some 100 sports, social and cultural clubs and societies covering a wide range of interests. Health and counselling services, and transport, are available on all campuses. International students qualify for accommodation in any of 25 residences. Libraries give access to more than four million books, internet and video-audio facilities.

IT Centre at Bellville campus

The Centre has 1,400 computers accessible to students until midnight. It has internet and e-mail facilities for students, and a video conferencing centre. Lecture facilities include a theatre for 80 people, breakaway rooms and e-business computer laboratories.

E-Centre at Cape Town campus

The E-Centre at the Cape Town campus offers 24-hour access.

Writing Centre

The Writing Centre provides academic and mentorship support to students. Services include assistance with the development of writing skills, presentations, analytical thinking and computer literacy. The Centre also conducts workshops for departments and faculties.

International linkages and partnerships

The institution has a history of developing sustainable international partnerships with extremely responsible financial management of resources. Over the years we have managed some 60 international partnerships with many leading local and international funding agencies.

Qualifications and admissions

The University offers diplomas and bachelor degrees up to Masters and Doctoral level. Cooperative education prepares students for the job market and provides for part of their training, known as experiential learning, to take place in practice.

Our minimum admission requirement for undergraduates is a South African Senior Certificate or equivalent. Students require a national diploma or equivalent for admission to Bachelor in technology degrees. Foreign applicants must have their qualifications evaluated and equated to a local qualification by the South African Qualifications Authority. International students, except those from Africa and refugees, pay twice the fee charged to South African students.

Research

Cape Peninsula University's research culture and history spans almost two decades and focuses its applied and problem-solving research on regional, national and continental needs. CPUT's research outputs include TB and HIV-Aids, instrumentation, separations technology, energy technology, e-commerce, tourism and hospitality, coastal resource management and interdisciplinary research projects. Collaborative research agreements exist between CPUT and universities in India, Switzerland, UK, USA and Russia, among others, as well as leading South African universities.
YOUR PARTNERS FOR TECHNOLOGY EDUCATION AND INNOVATION IN AFRICA

The Cape Peninsula University of Technology offers more than 80 career-focused courses at various campuses and service-points in Bellville, Cape Town, Granger Bay, Mowbray and Wellington.

Programmes include:
• Agriculture and the Environment • Business and Management • Design and the Visual Arts • Education • Engineering • Finance • Health Sciences • Hospitality, Tourism and Leisure, Media • Information Technology • Science • The Built Environment

Cutting edge technology, applied research and community outreach supported by an integrated learning and cooperative education model, provides our students with the skills and knowledge required by commerce, industry and the public sector. All courses have a strong entrepreneurial focus.

The University of Technology provides access through a range of foundation courses and recognition of prior learning, opening up new study opportunities.

Excellent academic facilities, residences and sports fields as well as financial aid and bursaries are available

Contact:
Tel +27 (0) 86 123 2788 (086 123 CPUT) / www.cput.ac.za
Durban Institute of Technology

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, multicultural learning environment and an innovative 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 sites located throughout KwaZulu-Natal – they are the Steve Biko, ML Sultan, City, Brickfield, Ritson, Indumiso and Pietermaritzburg campuses. 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. For further details contact the Student Admissions Office: +27 (0)31 204-2111/2526/2559.

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: Arts; Commerce; Engineering, Science and the Built Environment; and Health Sciences.

Teaching staff

The DIT has 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 DIT, the National Research Foundation and other external funding agencies.

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 Co-operative 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 help students with career counselling, 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, art gallery, social clubs, library and beautiful gardens.

The Durban Institute of Technology

Student admissions
PO Box 1334
Durban 4000
South Africa

Durban
Tel: +27 (0)31 204 2111
Fax: +27 (0)31 204 2265

Pietermaritzburg
Tel: +27 (0)33 845 8800
Fax: +27 (0)33 845 8885

Toll-free number: 0860 10 31 94
e-mail: info@dit.ac.za
website: www.dit.ac.za

Durban Institute of Technology

Study South Africa
So you're looking around for tertiary education? The Durban Institute of Technology, a university of technology, might just be what you are looking for.

As the powerhouse of technological education, we are proud of our reputation. In touch with industry, the professions and the changing demands of the local and global economy, our qualifications are rock solid.

DIT is a vibrant multi campus tertiary institution at the cutting edge of higher education, technological training and research. We offer sixty-seven academic programmes (full-time and part-time) in four faculties, on campuses in Durban and Pietermaritzburg. Our qualifications include National Diplomas, Bachelor's of Technology, Masters and Doctoral degrees. Financial assistance is offered to deserving students to assist in the financing of their studies. Top students receive a remission of fees for 'A' and 'B' aggregates achieved in matric.*

Check us out at:
Student Admissions
Durban: Tel: +27 (0) 31 204 2111 / 2473 / 2282 / 2615
Pietermaritzburg: Tel: +27 (0) 33 845 8800
Email: info@dit.ac.za
Website: www.dit.ac.za
Call Centre: 0860 10 31 94

* Conditions apply
Rhodes University
Excellence in the Eastern Cape

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 celebrated 100 years of “Where leaders learn” in 2004.

Facilities and services
State-of-the-art conference and sport facilities are available. Students can also take advantage of services such as the Legal Aid Clinic, Psychology Clinic, Day Care Centre and the Counselling Services and Careers Centre. There are more than 40 societies affiliated to the Students Representative Council including political organisations, a campus radio station, a student newspaper, a chamber choir, a debating society, and religious and cultural groups. A wide range of interesting sports activities is offered.

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 recognises 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.

International Office
The International Office serves as a contact point for all international students, staff and visitors, supports Rhodes staff and students who travel and study abroad and develops international opportunities, links and exchanges for Rhodes staff and students. The Office liaises with the international offices at other universities, does research on internationalisation at Rhodes, and participates in the activities of local and international education societies. The International Office website is: www.ru.ac.za/international.

Location
Rhodes University is situated in Grahamstown in the Eastern Cape.

Faculties, degrees and diplomas
Courses are offered in the Faculties of: Commerce; Education; Humanities; Law; Pharmacy; and Science. The language of
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]
- and Doctor of Science [four years]
- There is also a 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].
- There is also a Postgraduate Diploma in Fisheries Science [one year] and a Higher Diploma in Environmental Biotechnology [one year].

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 the 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 Southern African Development Community and overseas universities. The University is associated with a wide range of research institutions and affiliated organisations and boasts several leading areas of excellence.

Staff
There are 935 administrative staff at Rhodes University, and 305 academic and research staff.

Entrance requirements
Your application for admission to the University will be considered only if you qualify for a South African Matriculation Exemption [or equivalent] and if you satisfy faculty requirements.

Accommodation
There are 41 residences at Rhodes. Around 2,689 students are accommodated in residence, while approximately 3,147 are in private accommodation.
Tshwane University of Technology

A world class university

On 1 January 2004, the South African higher education landscape changed forever. Since then many institutions have merged, and technikons have become universities of technology. Tshwane University of Technology (TUT) was born out of a merger of three technikons: North West, Northern Gauteng and Pretoria. Today TUT is the largest residential university in the country, with 63,000 students, nearly 22 percent of them living in 29 residences at various campuses.

TUT has 11 faculties spread over six learning sites, the Faculties of: 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, and Education. Together they offer more than 100 degree courses, 70 percent of them up to postgraduate level.

A winning strategy

The institution has a vision to be the leading university promoting knowledge and technology, and it provides professional career education of international standard that is relevant to the needs and aspirations of southern Africa's people. In support of this vision TUT:

• Creates, applies and transfers knowledge and technology of international standard through cooperative professional 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 make a difference

New market-related courses are developed continuously with the help of trade and industry advisory bodies, ensuring that courses have vocational and professional links. In this way, the ever-changing educational needs of trade and industry are met and courses are relevant and applicable. Most courses have an experiential learning component so that graduates can apply the knowledge they acquire at TUT and can make an impact immediately on being employed.

Qualifications and admission

The University awards national diplomas and bachelor of technology degrees, up to Masters and Doctoral degrees. Anyone complying with set requirements will be considered for admission provided there is space in a specific course at a specific campus.

Good reasons to study at TUT

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 that are world class regarding standards of research and may, therefore, offer Masters degrees and Doctorates.
• Has worldwide academic agreements and recognition.
• Is technologically advanced, with virtual classrooms, e-testing, video conferencing, video and audio facilities and interactive multimedia to facilitate learning.
• Offers skills-based qualifications.
• Has a large number of sport codes and well equipped sports facilities.
• Is situated in Pretoria, a buzzing city with a vibrant city life.

Student life and international

TUT has good, comprehensive programmes taking care of students. Academic development units assist staff and students, and teach students life skills. The campuses are in cities, making student life lively. A dedicated International Office facilitates the smooth integration of international students into life at TUT. The institution has more than 100 collaboration agreements, and international postgraduate students pay the same fees as South Africans.
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 your 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: mohaup@tut.ac.za

For the best chance of success, cap your future with a degree of the Tshwane University of Technology.
University of Pretoria

Home of the Innovation Generation

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

Location and language

Situated in the eastern suburbs of South Africa’s expanding administrative capital, Pretoria, the University of Pretoria (UP) is the largest of the nation’s 19 contact universities. Courses are in English and Afrikaans. It is the student’s responsibility to ascertain whether a module (and all subsequent modules of a programme) is presented in a specific language.

Faculties and departments

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. The University also has 140 departments and 43 centres, institutes and bureaux.

Vision

The University of Pretoria strives to be:

• A leader in higher education that is recognised internationally for academic excellence and a focus on quality.
• Known for international competitiveness and local relevance through continuous innovation.
• The university of choice for students, staff, employers of graduates and those requiring research solutions.
• A university with an inclusive, enabling, value-driven organisational culture that provides an intellectual home for the rich diversity of South Africa’s 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.

Mission

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

Application dates

Applications open 1 March of the year before the year of study. The closing date for courses is 30 June, and the closing date for international students is 30 August. The academic year starts in January and ends in November.

What is the Innovation Generation?

Known as Tuks, the University of Pretoria is home to the Innovation Generation — people who will make a difference, today and tomorrow. UP aims to be a world class university, so we do not only want to provide students with academic knowledge; we want to produce world class citizens. World class citizens are known as the Innovation Generation and are:

• Sought-after workers and members of the community.
• Equipped with excellent academic training.
• Well-rounded individuals who are balanced and responsible members of society.
• People with an insight into social, political economic, technological and environmental matters.
• Internationally competitive.
• Equipped with a sound set of values.

University of Pretoria International

A key organisation for international students is University of Pretoria International, which caters for local and international students, giving both groups an opportunity to interact with each other. UPI is responsible for many fun cultural events such as the annual International Day, trips in and around South Africa, and educational seminars around pertinent topics.

Contact our Client Service Centre at:
Fax: +27 (0)12 420 4555
e-mail: csc@up.ac.za
website: www.up.ac.za

Or visit us at
Lynnwood Road
Hatfield
Pretoria
Gauteng
South Africa
Passion
At Tuks you can develop and excel to become more than you ever thought possible. We open up an exciting world of opportunities.

Choice
You can choose your own destiny. 540 programmes, 86 societies, 31 sports clubs and a multitude of cultural and social activities.

Quality
At Tuks we believe in excellence: world-class facilities, academic distinction, international recognition and a healthy balance between learning, living and playing.

Energy
Our stable and beautiful campus buzzes with diversity and a multitude of activities. Here you will become part of winning teams and form lifelong friendships.

Deciding where to study after school is highly exciting, but it's a choice that will influence the rest of your life. Choosing a top class 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) 420-4555 or e-mail: csc@up.ac.za

We are waiting to hear from you.
University of South Africa

A world leader in distance education

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 South Africa and incorporated Vista University’s Distance Education Campus to form the first comprehensive distance education university in Africa. There are more than 200,000 students studying through Unisa, which market research has rated one of South Africa’s top universities.

Unisa’s colleges are: Economic and Management Sciences, Humanities, Science, Engineering and Technology, Law and Agriculture, Natural Resources and Environmental Sciences. The colleges offer a diverse choice of study fields at levels from certificate to postgraduate degree. Unisa, which began teaching through distance education more than 50 years ago, is represented in all of South Africa’s provinces with strong outreach to southern African and other African countries.

Merging a technikon and a university is a complex and challenging process, but an ultimately extremely rewarding one. Enormous expertise is 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 in providing learning opportunities for all our students.

Unisa qualifications are sought after in the marketplace. The University is affordable, since its courses are a quarter to a third of the price of residential universities. It is accessible, as students who do not have a university entrance matric can register for its access programme. It is flexible, because students can plan their studies to fit their lifestyles. And it is credible, because of the international recognition afforded its qualifications.

Location

Main campus
Pretoria (Gauteng). There is also a campus in 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 people who have completed their schooling but do not have 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. Registration can be through the post, by writing to The Registrar (Academic), or through the website.

Facilities and services for students

When students register they are given Study Guides which are, in effect, the lectures. Tutorial letters set out assignments, due dates and material to be studied for assignments. Students can register with Students-on-line and submit assignments and contact lecturers through the internet. The University is also putting courses on the internet. Assignments are submitted, marked and returned with comments.

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

Staff

Unisa has more than 4,000 staff who provide tuition and support to students in South Africa and worldwide.

Registration and examinations

Students can register at any Unisa office, through the post or the internet. Exams are written twice a year. Students registered for a semester module can write in June and in October-November.
Your key to the future

It has never been easier to further your studies and improve your career prospects than by enrolling with UNISA. South Africa's largest comprehensive and distance learning institution.

Obtain a National Certificate, National Diploma or Degree from the comfort of your own home by using the proven success tools which we provide: study guides, tutorial letters, sound cassettes, radio broadcasts, videos, discussion classes and the Internet.

Lecturers are only a telephone call or an email message away.

Qualifications can be obtained through the following colleges of the University:

Law

Human Sciences

Economic and Management Sciences

Science, Engineering and Technology

Agriculture and Environmental Sciences

Change your life today. Contact us for more information on flexible and affordable courses. Pretoria Campus (012) 429 4111 or Florida Campus (011) 670 9000 or visit us on the web at www.unisa.ac.za
Central University of Technology

Thinking beyond

At the Central University of Technology (CUT), Free State, we are passionate. We are not only passionate about education, but also about embracing the future – the future of the youth of our country and the communities around us. We don't just train and teach students to do the job, we train them to think, to explore beyond their boundaries, to innovate, to imagine. Through this passion we combine education and industry, finding new ways to add value to the community we live in.

The CUT emphasises research, student development, community involvement and quality training. Through relevant educational programmes and innovative research projects the University plays a vital role in higher education in the central region. With a certificate, diploma or degree from the Central University of Technology, Free State, graduates can enter the job market with confidence, secure in the knowledge that they are not only equipped with academic knowledge but also have the practical experience to do the job. And as the CUT aspires to encourage lifelong learning, our Graduate School offers opportunities for graduates to attain postgraduate qualifications in a variety of fields.

We are always thinking beyond – so we produce research beyond today's boundaries; education beyond today's paradigms; science, engineering and technology beyond our peers; technology based community projects beyond the norm; industry partnerships that go beyond the conventional; graduates who perform beyond expectation.

We are always thinking beyond – so we go beyond our history, to a truly multi-cultural experience, and beyond financial limitations through our entrepreneurial focus. By studying at the Central University of Technology, Free State you will be at the centre of beyond.

Faculties and schools

National certificates, diplomas and degrees up to doctorate level are offered by three faculties: Engineering, Information and Communication Technology; Management Sciences; and Health and Environmental Sciences. There are more than 50 courses at the Bloemfontein and Welkom campuses for prospective students to choose from.

Engineering, Information and Communication Technology
This Faculty has schools of: Electrical and Computer Systems Engineering, Civil Engineering and Built Environment, Mechanical

Central University of Technology, Free State

Management Sciences
There are schools for: Entrepreneurship and Business Development, Accounting, Tourism, Hospitality and Sport, Government Management, and Teacher Education.

Health and Environmental Sciences
This Faculty has schools of: Health Technology; and Agriculture and Environmental Sciences

To foster lifelong learning, the CUT offers a Graduate School to students who want to further their studies. The Graduate School ensures that graduates have the best administrative support and academic supervision available to complete their studies in the minimum time.

Facilities

Accommodation is available in residences conveniently situated on or near the campus. Students can participate in a wide variety of sports and cultural activities on campus. The main campus in Bloemfontein houses lecture theatres, state-of-the-art laboratories, computer centres, the Library and Information Centre with a multitude of resources, sport facilities and a student centre.

Admission requirements

A candidate for a university of technology degree, diploma or certificate must possess at least a Senior Certificate or equivalent qualification. For more information and special requirements with regards to international students and postgraduate studies, visit our website: www.cut.ac.za, or contact the CUT's International Office.

Central University of Technology, Free State

Advancement and Marketing
Tel: +27 (0)51 507 3820
Fax: +27 (0)51 507 3799
e-mail: fnaude@cut.ac.za
website: www.cut.ac.za

International Office
Tel: +27 (0)51 507 3837
Fax: +27 (0)51 507 3835
e-mail: dvgensen@cut.ac.za
website: www.cut.ac.za
Walter Sisulu University for Technology and Science

A developmental university

Proudly named after icon Walter Sisulu, WSU takes up its new position in 2005 among other major universities in South Africa. As a newly established comprehensive university with more than 20,000 students, WSU provides a vibrant and enabling environment, conducive to quality academic, cultural, technological, learner-centred education for intellectual empowerment.

WSU is uniquely positioned: a rural and urban balance creates opportunities to optimise development in an emerging economy. The University's campuses – Mthatha, Butterworth, Buffalo City and Queenstown – provide access to relevant higher education across a vast expanse of the underdeveloped Eastern Cape province, which is home to 4.5 million people.

Brief history

In line with the reconstruction of South African higher education, WSU has been formed through the merger of Border Technikon, Eastern Cape Technikon and the University of Transkei. As a comprehensive university, WSU offers technologically-focused and general academic programmes, from certificates, national diplomas, higher diplomas and degrees to postgraduate and doctoral qualifications.

Research

WSU's strategic location straddling the urban-rural divide in the Eastern Cape provides a platform to engage intensively with the drivers of development so that appropriate research mixes can be formulated.

Entrance requirements

International students need to have their qualifications accredited in South Africa. Entry requirements vary in each faculty and programme. The minimum entry requirements range from a Senior Certificate or equivalent with minimum symbols for specific subjects to a matriculation exemption for certain programmes.

Faculties and programmes

WSU offers the following faculties and fields of study, although the programme mix and delivery sites may change during the merger processes:

Faculty of Science and Engineering
The faculty offers study in: information technology, applied science, building, and engineering. There are undergraduate and postgraduate degrees in: biological sciences, computer sciences, physics, chemistry, environmental studies, pest management, applied mathematics, and applied statistical sciences.

Faculty of Applied Technology
Programmes are offered in tourism, hospitality, fashion and fine art.

Faculty of Health Sciences
There is a range of undergraduate and postgraduate studies in the schools of Nursing, Medicine and Allied Health Professions, including a Master of Public Health.

Faculty of Business, Management Sciences and Law
A variety of qualifications is offered in: management and administration, accounting, auditing, economics, public relations, marketing, people development and technology, communication studies, and law.

Faculty of Education
The faculty offers national certificates, higher certificates, national diplomas, BTech degrees, and academic undergraduate and postgraduate degrees in education, music, environmental education and mathematical education.

Faculty of Humanities and Social Sciences
The fields of study in this Faculty are: sociology, social work, psychology, political studies, library information science, African language, German, English, Afrikaans, and gender studies.

Facilities and services

A variety of student services is offered including counselling, health services, academic, sport and cultural societies, outreach programmes and leadership development. Residential accommodation is available at the Mthatha, Butterworth and Buffalo City Campuses.

Walter Sisulu University for Technology and Science

Mthatha (former University of Transkei)
Tel: +27 (0)47 502 2447

Butterworth (former Eastern Cape Technikon)
Tel: +27 (0)47 401 2000

Buffalo City (former Border Technikon)
Tel: +27 (0)43 708 5200

website: www.wsu.ac.za
North-West University
A pre-eminent university in Africa

On 1 January 2004 the former University of the North-West (at Mafikeng) and Potchefstroom University for Christian Higher Education were merged to form a new institution called North-West University. The staff and students at the Sebokeng Campus of former Vista University were incorporated into the new institution, making it South Africa's sixth largest university, with almost 40,000 students and a staff complement of more than 4,000.

The campuses in Mafikeng (with its satellite campus in Mankwe), Potchefstroom and the Vaal Triangle operate as business units with specific programmes. The geographical spread of the campuses and off-campus learning modes make learning easily accessible to many students. The campuses are supported by a head office and management in Potchefstroom.

Vision and mission

• To be a pre-eminent university in Africa, driven by the pursuit of knowledge and innovation.
• North-West subscribes to the values of human dignity, equality, freedom, integrity, tolerance, respect, commitment to excellence, scholarly engagement, academic freedom and justice.
• North-West is being positioned as a value-driven university, striving to make a difference through the pursuit of knowledge and innovation, and by being locally engaged, nationally relevant and internationally respected.
• We aspire to be recognised internationally as a well managed, innovative institution with a client focus and a quality focus, by creating an enabling environment that improves the University’s core business.
• We are sensitive to our environment and the country’s social needs, and the need to promote sustainable development.

Fields of study

With the exception of a medical faculty, most sciences are covered by the University, which is a truly comprehensive institution. North-West offers qualifications in the following main fields of studies: agriculture; arts; business, commerce and management; communication; computer science; education; engineering; health sciences (including clinical health, nursing and pharmacy); home economics; languages, linguistics and literature; law; life and physical sciences; mathematical sciences; philosophy; psychology; public administration; social studies; theology; town and regional planning; and indigenous knowledge systems.

In its continuous quest to be a modern university of international standard, the University’s priority is to promote quality and innovation in teaching and research. Extra research funding has been allocated to the Potchefstroom campus to build on its areas of expertise, which range from local languages and literature, business and management, development and the environment to separation science, space physics, energy systems and drug research.

Internationalisation

The University’s mission on internationalisation is to advance research and attract postdoctoral and postgraduate students at Masters and PhD level from Africa and the rest of the world. The development of areas of expertise is a primary academic attraction of North-West University, which is focused on maintaining international academic standards, being entrepreneurially oriented and excelling in service to its country and people.

There are around 300 international students from 25 countries at the University, including students who under international agreements are conducting research for dissertations being completed at their home universities. Exchange of staff with international academic partners takes place regularly, supported by international foundations and agencies.

Foundation year programme

A foundation year programme was established at the Mafikeng campus in 2000. It prepares students who do not meet current admission requirements, including mature students and students from southern African countries, for entry into degree programmes.
University of Fort Hare
Gateway to your future

There are two main experiences our students and the people who have spent time at Fort Hare reminisce about.

One is the academic life of Fort Hare — the empowering classroom experiences which prepared them for life after Fort Hare, the individual attention they get from our qualified, knowledgeable staff, the tranquil library environment and the long lonely hours of hard reading, the debates, the public lectures and so on.

The other is the social life at Fort Hare — the private space in their cozy rooms, the common lounges where they watched sports and socialised, the popular Student Centre rendezvous, playing fields, gym, swimming pool and the various cultural activities taking place at Fort Hare.

We are not sure which of these experiences they treasure the most. That is why we provide equal access to both for our students. But then, that is how we develop well-rounded personalities Fort Hare style.

Education that counts

Recognised as one of the most prestigious universities on the continent of Africa, the University of Fort Hare offers degrees and diplomas across three campuses — Alice, Bhisho and East London — and has five faculties. The University's newly refocused academic programmes are clustered under the faculties of: Education; Law; Management and Commerce; Science and Agriculture; and Social Sciences and the Humanities.

Faculty of Education
The Faculty offers a Bachelor of Education as well as a range of professional courses through learnership mode.

Nelson Mandela School of Law
The School offers a four-year LLB.

Faculty of Management and Commerce
The Faculty offers a Bachelor of Administration in the fields of public sector management and administration; and a Bachelor of Commerce covering the areas of accounting, management, industrial psychology, management law, and information systems.

Faculty of Science and Agriculture
Bachelors of Agriculture and Bachelors of Science are offered with a wide range of options and topics including agricultural economics, agricultural extension and production, livestock production, plant production, horticultural science, soil science, crop science, botany, and livestock and pasture science. There are also Bachelors of Science with zoology, botany, microbiology, life sciences, computer science and information, technology, chemistry, biochemistry, physics, geology, mathematics and statistics.

Faculty of Social Science and Humanities

The Faculty offers a Bachelor of Arts, Diploma in Fine Arts, Bachelor of Applied Communication Management, Bachelor of Library Science and Information, and Bachelor of Social Science. It includes a School of Theology and Religious Studies.

Leadership in Africa

The University of Fort Hare has over the years spawned generations of successful leaders in South Africa and across the African continent. Our former students now occupy senior positions in government, religion, multinational companies, business and other fields.

Walk into the cosmopolitan university and you immediately experience the following:
- A long-standing tradition of non-racism.
- Intellectually enriching and critical debate.
- Evident aspiration towards educational excellence.
- Vibrant social life.
- Distinctly superior reputation.
- Unparalleled academic, cultural and emotional development experience.

University of Fort Hare
The Registrar, University of Fort Hare
Private Bag X1314, Alice 5700 South Africa

Alice campus
Tel: +27 (0)40 602 2233,
Fax: +27 (0)40 653 1255

Bhisho campus
Tel: +27 (0)40 639 2445,
Fax: +27 (0)40 639 2447

East London campus
Tel: +27 (0)43 704 7000, Fax: +27 (0)43 704 7112

e-mail: dmc@ufh.ac.za, website: www.ufh.ac.za
The merging of the Medical University of Southern Africa (Medunsa) and the University of the North resulted in the formation of the University of Limpopo. As a result, there is more diversity in the choice of subjects and courses to choose from.

The University of Limpopo is a world class African university which responds to education, research and community development needs through partnership and knowledge generation, continuing a long tradition of empowerment.

The University has Faculties of:
• Medicine
• Dentistry
• Sciences
• Humanities
• Management Sciences and Law

University of Limpopo
African excellence – global leadership

MEDUNSA campus in Tshwane
General enquiries
Student Administration:
Tel: +27 (0)12 521 4058/9

Turffloop Campus in Polokwane
General enquiries
Student Administration:
Tel: +27 (0)15 268 2812/2435

website: www.ul.ac.za
**Stellenbosch University**

**Where cultures meet**

With its early beginnings as the Stellenbosch Gymnasium in 1866, the Victoria College in honour of Queen Victoria’s jubilee year in 1887 and the acquisition of university status in 1918, Stellenbosch University is one of the oldest universities in South Africa. Stellenbosch University has transformed itself into a research-intensive university. We understand that we have a significant role to play in the development of South Africa and our continent. We strive to achieve this through aligning our efforts with national priorities, and in so doing are helping to build the intellectual, scientific and technological capacity of Africa.

**Campuses and location**

Stellenbosch is in Western Cape province about 50 kilometres east of Cape Town. The University has four campuses: Stellenbosch (main campus), Tygerberg (health sciences), Bellville Park (business school) and Saldanha (military science). Ours is a small town university where student life is interwoven with the atmosphere of the town. Set on the Eersterivier and surrounded by the Jonkershoek Mountains and the world-renowned winelands, Stellenbosch is a popular tourist destination. Sidewalk cafés, beautiful buildings and tree-lined streets contribute to the enjoyable experience of studying here. Beautiful beaches are also within easy reach.

**Faculties**

A comprehensive range of programmes is offered in the faculties of: Arts (humanities and social Sciences); Science; Education; Agricultural and Forestry Sciences; Law; Theology; Economic and Management Sciences; Engineering; Health Sciences; and Military Science.

**Research**

With a long history of pure and applied research across a range of disciplines, Stellenbosch University is recognised as one of the top research universities in South Africa and Africa. Evidence of this includes the number of staff who enjoy National Research Foundation ratings, our success in securing research funding, our international linkages (www.sun.ac.za/international/mabroad.php), and the fact that more than a third of our students are postgraduates. Stellenbosch is proud to be home to the Centre for Excellence in Invasion Biology (http://academic.sun.ac.za/cib) and co-host (with Wits) of the Centre for Biomedical TB Research (www.nrf.ac.za/centres/index.html).

**Entrance requirements**

Matriculation exemption, a minimum average percentage plus individual programme criteria are the entrance requirements for Bachelor programmes. Stellenbosch teaches most undergraduate courses in Afrikaans. At postgraduate level, most courses are in English. Prospective postgraduate candidates should submit an appropriate qualification from a recognised institution with good grades to be considered for admission. Normal selection procedures apply.

**Facilities and services**

With a student body of more than 22,000, including 1,747 international students, campus life is vibrant and diverse. Students can participate in various sports, societies and community development projects. The University houses an extensive library collection catalogued on a computerised database. Comprehensive student services operate from the "Neelsie" Student Centre on the main campus. The International Office looks after the special needs of international students: www.sun.ac.za/international.

**Accommodation**

For students, campus life centres on residence life. International students may choose to stay in self-catering accommodation administered by the International Office or in private accommodation in and around town. The International Office will assist you as far as possible in obtaining accommodation. Enquiries: interhouse@sun.ac.za.

**International students**

Stellenbosch University offers some programmes specifically developed for international students. There is a Summer School which runs in July and offers a snapshot of post-democratic South Africa, as reflected in the Western Cape. A first for South Africa is our new Certificate in Community Engagement. Both programmes are available for credit transfer. Overall, Stellenbosch University aims to offer both an excellent academic education and a comprehensive South African experience... where cultures meet.
University of Venda for Science and Technology

A truly multicultural university

The University of Venda (Univen), situated in Thohoyandou in the scenic Vhembe district of Limpopo province, was established in 1982. The University has since experienced tremendous growth and change. From early on staff members were drawn from various backgrounds in South Africa, but since 1994 they have been increasingly recruited from other African countries and overseas. The presence of staff from diverse backgrounds has created a unique atmosphere and a fertile environment for new ideas and change. Meanwhile Univen has remained a traditional university that offers a full range of courses straddling the humanities, social sciences, and natural and applied sciences.

With the advent of democracy in 1994 and a new leadership at the helm, Univen embarked on accelerated transformation. From 1995 the University shifted its focus to science and technology, introducing new programmes and increasing student enrolment in the natural and applied sciences. In 2002 the Department of Education mandated the institution to transform into a comprehensive university that also offers career-focused programmes—an direction in which Univen had already been heading.

During each stage of transformation the University aligned its vision and mission with the needs of the community at local, regional, national, continental and international levels. This process of transformation created significant changes in administrative governance and in the size and shape of the curriculum. It also attracted better qualified staff and resulted in an improved student profile. Today the University is established as a national asset with a niche in problem-orientated, project-based curricula and with strength in developing underprepared students into nationally competitive graduates. Univen has become an important player in South African higher education, contributing significantly to the human resource and development needs of the region and country.

Unique culture

A predominantly African culture with a rural background is informed by our students and staff, most of whom are from South Africa and other African countries. This African culture is reflected in our curriculum, which among other things requires all students to do a course in African studies. Also, African perspectives permeate our programmes and services. There are orientation programmes for international students.

Faculties

Faculty of Natural and Applied Sciences
The Faculty includes schools of: Environmental Sciences, Mathematics and Natural Sciences, Postgraduate and Integrated Studies, and Technology.

Faculty of Health, Agriculture and Management Sciences
There are schools of: Agriculture, Rural Development and Forestry, Health Sciences, and Management Sciences.

Faculty of Humanities and Law
There is a School of: Human and Social Sciences, and a School of Law.

Degrees

Among the degrees offered are Bachelors of: Earth Sciences in Hydrology and Water Resources; Urban and Regional Planning; Earth Sciences in Mining and Environmental Geology; Science in Forestry; Science in Food Science and Technology; Mathematics and Statistics; Science in Sports Science; Commerce in Tourism; Commerce in Hospital Management; Commerce in Business Information System; Family Ecology and Consumer Sciences; Agribusiness Management; and Science in Biokinetics.

Entrance requirements

Application for admission must be made on the prescribed form. No person will be admitted as a degree candidate without a Matriculation Certificate or a certificate of exemption from the matric examination. Prospective students may be required to pass an entrance test before being granted permission to register, or to take special modules in certain disciplines. Prior learning is recognised, with criteria to assess prior learning determined by Senate.

Accommodation

Accommodation is available for international and local students.

University of Venda for Science and Technology
University of Venda for Science and Technology
Private Bag X5050
Thohoyandou 0950
Limpopo
South Africa
Tel: +27 (0)15 962 8000
Fax: +27 (0)15 962 4749
website: www.univen.ac.za
The University of Zululand (Unizul) offers top class academic tuition and assists students in realising their full potential and achieving their goals. It is the alma mater of a host of leaders in fields ranging from politics to commerce, law, science and the arts. Unizul accommodates some 8,500 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 aims to be the leading rural-based comprehensive institution offering career-focused undergraduate and postgraduate education, including research, in the social and natural sciences, in partnership with local and global communities. Its mission is to provide access to students from diverse backgrounds to an enabling and caring learning and teaching environment, and to offer relevant programmes that are responsive to the development needs of society. Unizul also aims to generate knowledge through research and to disseminate it through publications, teaching and development, in partnership with the community.

**Location**

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.

**Entrance requirements**

In order to register for any undergraduate programme, prospective students are required to meet one of the following criteria:

- Matriculation endorsement or exemption from matriculation endorsement requirements.
- Recommendation by the Faculty Board on the basis of prior learning and maturity, as motivated by the relevant department and approved by the Unizul Senate.
- Candidates from outside South Africa are expected to have met requirements from institutions that are recognised by the Unizul Senate.

**Faculties, departments and degrees**

There are four faculties: Arts, Education, Science and Agriculture, Commerce, Administration and Law. Each Faculty offers degrees and diplomas at undergraduate and postgraduate level. A wide range of study opportunities is accommodated across 60 departments.

**Services and accommodation**

Some 17 sports codes are on offer at Unizul and there is also a wealth of academic, religious, cultural, political and other societies and associations that cater for student interests. The majority of Unizul students live in furnished residences, while a limited number of off-campus houses provide accommodation for mature students.

**Facilities to enhance learning**

The Hewlett-Packard Academy provides computer training to prepare students for employment, while a highly successful Science Centre promotes interest in science and technology. Unizul’s chemistry laboratories, for example, are among the best equipped in South Africa and the library also offers state-of-the-art facilities.
Vaal University of Technology

Flight of the eagle

Vaal University of Technology, formerly Vaal Triangle Technikon, is a centre of academic excellence that has been existent for nearly 40 years and was designated a university of technology in January 2004. Situated 70 kilometres south of Johannesburg in the economic heartland of South Africa, 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 satellite campuses based in four of the country's nine provinces as well as a close-by sub-satellite code named EDUCITY, which was formerly the Vista University campus in Sebokeng.

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 that followed opened the University to all students, regardless of colour or creed and from around the world. An exchange programme for staff and students unlocked 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 cutting edge research.

Location

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

Academic programme and faculties

Vaal University of Technology offers degrees up to doctoral level in four faculties: Human Sciences; Applied and Computer Sciences; Engineering and Technology; and Management Sciences. Various departments support our students, catering for their every educational and social need.

Facilities and services

All facilities feature state-of-the-art technology and highly skilled and 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

Vaal University of Technology has a full range of facilities to aid students in their daily lives, including a Department of Student Development that arranges cultural, social and sporting activities.

Wellness Centre

A special centre has been established offering support and counselling to staff and students.

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, vacation schools and women empowerment groups, as well as running shelters for street children. The University won a PMR award for these community outreach programmes.

Sports Academy

Vaal University of Technology sports facilities have produced top athletes who have made an international impact, like Chris Harmse, a world class hammer thrower, and Mbulaeni Mulaudzi, regular winner of the 800 metre gold medal at international championships. The University offers sport scholarships to top-notch sportsmen and women in all disciplines.

Accommodation

The University offers residential accommodation for students at the main campus. Also, Vanderbijlpark and surrounding towns have fast become sensitive to the advantages of developing private accommodation for students.

International students

International students, most of whom come from 18 African countries, are given special consideration, attention and the assistance they need to find a “home away from home” at Vaal University of Technology.
Mangosuthu Technikon

Driving the economy through education

Mangosuthu Technikon celebrated its 25th anniversary in 2004 and has come a long way since it was founded in 1979 with 15 students. Today, Mangosuthu Technikon is a modern institution offering superior quality, technologically advanced programmes in engineering, natural sciences and management sciences. There are nearly 10,000 students pursuing a variety of degrees and diplomas.

Location
Mangosuthu Technikon is near Umlazi township, 25 kilometres south of Durban, with easy access to the city and within minutes of Durban International Airport.

Entrance requirements
The minimum entrance requirement for admission is a South African Senior Certificate or equivalent. Passing grades in specific subjects are needed for some programmes. International students must have their qualifications evaluated.

Accommodation, facilities and services
There are campus residences and international students also find off-campus housing in the city and township. In addition to modern lecture venues, specialised laboratories, and computer and multimedia resource centre, Mangosuthu Technikon features excellent sports facilities and clubs, student organisations and a state-of-the-art health clinic. Every semester special events take place that add to the academic and cultural life at the institution.

Faculties
Mangosuthu Technikon has three faculties: Engineering; Natural Sciences; and Management Sciences. They offer a variety of diplomas and degrees, from national diplomas to Bachelor of Technology.

University of the Western Cape

The University of the Western Cape (UWC) was founded in 1960. By July 2005 its student population had reached 14,685, including 1,276 international students from more than 60 countries. UWC has linkages with leading universities in Africa and around the world. Researchers also benefit from internationally funded projects and contracts.

Location
The University is situated in Bellville South, about 20 kilometres from Cape Town and five kilometres from Cape Town International Airport.

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

Faculties
Undergraduate and postgraduate programmes are offered in seven faculties: Arts; Science; Community and Health Sciences; Dentistry; Economic and Management Science; Education; and Law. There are also centres, institutes, units, schools and divisions which include the schools of Pharmacy, Nursing and Public Health.

Accommodation, facilities and services
Residences on and off campus provide housing for around 2,445 students. Private lodging and home-stays can be arranged. UWC facilities and services include the Cape Flats Nature Reserve, UWC-Robben Island Mayibuye Archives, Dental Clinic, Herbarium, Community Law Centre and computer facilities. The South African National Bioinformatics Institute "switched on" its dedicated research Cray Super-computer – Africa's first – in 2002 for biomedical research. Student facilities include a student centre, a main library and several specialised libraries, a student health centre, counselling service, computer labs and excellent sports facilities.

Private Bag X17
Bellville 7535
South Africa
International Relations Office
Ms Janine Paulsen
International Relations Officer
Tel: +27 (0)21 959 2478/2084
Fax: +27 (0)21 959 2655
e-mail: jpaulsen@uwc.ac.za
website: www.uwc.ac.za
Lessons in Diversity
Immigration Act Guidelines

While the Guide is aimed broadly at the ‘academic sector’, it will be most useful for institutions wishing to attract international students. South Africa is the number one host country for international students in Africa. These students come from around the world from very diverse educational systems. Many of the countries from which they come may not have easy access to immigration information. If South Africa wishes to maintain its competitive edge, it needs to ensure that we are able to welcome these students with the least amount of difficulty.

International Education Association of South Africa (IEASA)

Electronic copies
www.ukzn.ac.za/ieasa
www.studysa.co.za
When it comes to affordable and quality healthcare... INGWE HEALTH PLAN offers just what you need while you study in South Africa

- Affordable premiums
- Quality and generous healthcare benefits
- FREE medicine bag
- Access to special offers via the African Life Health Loyalty / Rewards Programme
- 24 Hour toll-free medical advice line

Administered by:

Join Ingwe Health Plan NOW by applying on-line at www.ingwehealth.co.za or contact us on 0860 102 493 or marketing@ingwehealth.co.za
Study South Africa is the only comprehensive, up-to-date guide to South Africa’s rapidly changing higher education system. The Guide is published by the International Education Association of South Africa in association with Higher Education South Africa.

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 has undergone 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 provision of high quality tertiary education relevant to the demands of a rapidly globalising, competitive, information-driven world.

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

Study South Africa offers an excellent introduction to the stimulating and vibrant world of higher education in South Africa, providing an authoritative overview of the important changes taking place in higher education.

www.studysa.co.za

ISBN No: 012 321-8931